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Research Article

Level of Readiness and Challenges on the Expanded Implementation of Limited Face-To-Face Classes in Zone 3, Division of Zambales

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ABSTRACT

This study examined teachers' readiness and challenges encountered in the expanded implementation of Limited Face-to-Face Classes in the new normal of education. A total of 326 teachers participated in the study. A quantitative descriptive research design was employed using a survey questionnaire to determine teachers' readiness and challenges as bases for developing a strategic plan. The findings revealed that the typical teacher-respondents were female, in their early adulthood, Teacher I, with MA/MS units, adequate teaching experience, and minimal training related to the expanded implementation of Limited Face-to-Face Classes. The respondents perceived themselves as very much ready for the expanded implementation of Limited Face-to-Face Classes and agreed that they encountered challenges during its implementation. A significant difference was found in teachers' level of readiness when grouped according to profile variables. No significant differences were found in the challenges encountered in terms of safe operations, teaching and learning, including marginalized learners, and protection and well-being when grouped according to profile variables, except for protection and well-being when grouped according to age. A significant relationship was also found between teachers' readiness and the challenges encountered. A strategic plan was developed to address the identified challenges. School heads may strengthen partnerships with local government units and improve preparations for the implementation of Limited Face-to-Face Classes. Teachers may attend relevant training and seminars and strengthen coordination with parents of marginalized learners. School heads may also enhance plans for isolation facilities. Further studies may be conducted using wider samples and research locales.

Keywords: *Limited face-to-face classes, New normal education, Protection and well-being, Safe operations, Strategic plan, Teachers' challenges, Teachers' readiness, Teaching and learning*

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Introduction

The COVID-19 pandemic has drastically altered the landscape of education worldwide, leading to prolonged school closures and a sudden shift toward distance learning. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), school and university closures affected nearly 90% of the world's student population (UNESCO, 2020).

In response, governments and educational institutions implemented various forms of remote learning to maintain the continuity of education. However, as vaccination programs were introduced and public health conditions improved, many countries, including the Philippines, began to gradually reopen schools under limited and carefully monitored conditions (Commodari et al., 2022).

In the Philippine context, the Department of Education (DepEd) sought to balance learning continuity and health safety by implementing the expanded limited face-to-face classes. Through DepEd Memorandum No. 085, s. 2021 and Joint Memorandum Circular No. 01, s. 2021, the agency provided guidelines for the pilot and expanded implementation of in-person classes in basic education while adhering to the minimum health and safety standards set by the Department of Health (DOH) (2021). Furthermore, DepEd Memorandum No. 071, s. 2021 emphasized the use of the School Safety Assessment Tool (SSAT) to evaluate schools' readiness for face-to-face instruction and to guide their transition to the new normal of education (Department of Education, 2021).

Teachers play an indispensable role in this transition, serving as frontliners in ensuring learning continuity amid crises. As Laguna (2020) emphasized, teachers' commitment and adaptability were crucial in facilitating student learning despite uncontrolled circumstances (Laguna, 2020). The pandemic underscored their flexibility in shifting from traditional classroom instruction to remote modalities such as modular and online learning. According to Pentang (2021), quality learning experiences can occur beyond the four walls of the classroom, but such learning depends heavily on teachers' ability to innovate, adapt, and engage learners in nontraditional settings.

Nonetheless, the sudden transition brought about numerous challenges for educators. Alvarez (2020) noted that teachers encountered difficulties in maintaining student engagement, adjusting instructional strategies, and monitoring learning progress in remote settings. With modular distance learning as the primary modality, many teachers faced issues related to workload, communication barriers, and limited access to technological resources. These challenges tested their resilience and creativity, prompting them to devise new strategies to sustain learner participation and academic performance amid the disruptions.

Recognizing these challenges, the shift to limited face-to-face classes presents both opportunities and complexities. While in-person instruction can address some of the limitations of distance learning, it also requires adequate preparation in terms of school operations, teaching and learning, inclusion of marginalized learners, and protection and well-being. As Viner, Russell, Croker, Ward, and Stansfield (2020) and Gurdasani, Alwan, Greenhalgh, Hyde, Johnson, and McKee (2021) observed, reopening schools must be carefully managed to prevent viral transmission while mitigating the negative academic and psychosocial impacts of prolonged closures. Ensuring readiness in these domains is thus essential for the successful implementation of limited face-to-face learning.

The researcher came up with an idea to conduct a study focusing on the level of readiness and challenges experienced by public secondary school teachers in Zone 3, Schools Division of Zambales. The study particularly considers the efforts exerted by teachers in pursuing the implementation of the expanded phase of face-to-face classes following disruptions to the academic calendar resulting from the threat of the coronavirus disease 2019 (COVID-19) pandemic.

Statement of the Problem

This study aimed to determine the level of teacher's readiness and challenges on the Expanded implementation of Limited Face to face classes of Zone 3, Division of Zambales during school year 2021-2022.

Specifically, this study seeks to answer the following questions:

1. What is the profile of the teacher be described in terms of:
 - 1.1. sex
 - 1.2. age
 - 1.3. highest educational attainment
 - 1.4. position
 - 1.5. length of service
 - 1.6. number of trainings attended related on the expanded implementation
2. What is the level of teacher's readiness on the expanded implementation of Limited Face to face classes in terms of:
 - 2.1. Safe Operations
 - 2.2. Teaching and Learning
 - 2.3. Including the Most Marginalized
 - 2.4. Protection and Well-being
3. What is the perception of the teacher- respondents towards challenges encountered on the expanded implementation of limited face to face classes be described?
 - 3.1 Safe Operations
 - 3.2 Teaching and Learning
 - 3.3 Including the Most Marginalized
 - 3.4 Protection and Well-being
4. Is there significant difference on the level of teacher's readiness on the expanded implementation of limited face to face classes as cited on problem number 2?
5. Is there significant difference on the perception of the teachers towards challenges encountered on the expanded implementation of limited face to face classes when grouped according to profile variables?
6. Is there a significant relationship between the teachers' readiness and the challenges they may meet in the implementation of expanded face to face classes?
7. What strategic plan can be developed to address the challenges encountered on the expanded implementation of limited face to face?

Scopes and Limitations

This study was limited to the determination of the level of teacher's readiness and challenges on the expanded implementation of Limited face to face classes of Secondary schools of Zone 3, Division of Zambales. The researcher therefore limited the study to public secondary teachers from Zone 3 consisting of

four (4) municipalities in the Division of Zambales during the School Year 2021-2022.

A descriptive survey research design was used with the survey questionnaire as a research tool to gather data that determined the readiness and challenges as basis in crafting the strategic plan to address the challenges.

The contents of the survey checklist were lifted from DepEd Memo No. 071, s. 2021. Policy Guidelines for the Preparations for the Preparations for the Pilot Face to Face, Expansion, and Transitioning to the New Normal; DepEd Memo No. 085, s. 2021. Policy Guidelines for the Preparations for the implementation of the Expanded Phase of face-to-face classes.

Materials and Methods

The study utilized a descriptive research design with a questionnaire as the main instrument for data gathering. Descriptive research is appropriate when the purpose of the study is to systematically describe the characteristics, conditions, or behaviors of a population without manipulating the variables under investigation. It is particularly useful for describing existing conditions and answering questions related to what, where, when, and how a phenomenon occurs (McCombes, 2020). In this study, the descriptive design was employed to determine the existing conditions of the respondents in terms of their age, sex, length of service, and academic rank/designation.

The descriptive survey method was considered appropriate because it enables the researcher to collect quantifiable information from a specific group of respondents and subject the gathered data to statistical analysis. Survey research is useful for obtaining information from a relatively large number of participants and for describing demographic characteristics, perceptions, practices, and other measurable conditions of a population (McCombes, 2020). Descriptive research is also concerned with observing and measuring phenomena in their natural and existing conditions without manipulating the variables (Canonizado, 2020).

Furthermore, descriptive research is valuable in educational studies because it provides an organized and systematic description of the conditions, characteristics, and experiences of

the participants. Miksza and Elpus (2018) explained that descriptive research focuses on determining what exists or the current status of a particular phenomenon and commonly includes survey approaches. Thus, the design was appropriate for the present study because it sought to present the existing characteristics and conditions of the respondents based on the variables included in the investigation.

The use of a questionnaire further supported the descriptive nature of the study because it allowed the researcher to gather standardized responses from the participants. Survey-based descriptive research can provide information that may be summarized through

frequencies, percentages, averages, and other appropriate statistical measures (McCombes, 2020). The design therefore provided a systematic means of describing the respondents and the conditions examined in the study during School Year 2018–2019.

Respondents and Location

The respondents of the research study were the Junior and Senior High Schools teachers (National and Integrated Schools) Zone 3, Division of Zambales. Table 1 below shows the frequency distribution of the respondents by school.

Table 1. Distribution of the Teacher – Respondents from Public Secondary Schools of Zone 3 Division of Zambales

Secondary High School	Teachers (f)	Percentage (%)
1. Cabangan National High School	66	20
2. Gov. Manuel Baretto National	34	10
3. Don Getulio F. Arendaeng High School	11	3
4. San Rafael TechVoc High School	28	9
5. Sagpat High School	11	3
6. Paite-Balincaguing High School	9	3
7. La Paz National High School	49	15
8. Namatacan High School	7	2
9. San Antonio National High School	53	16
10. San Miguel National High School	35	11
11. Pundakit High School	13	4
12. Angel Manglicmot National High School	10	3
	326	100

As shown in Table 1, a total population of Three hundred twenty-six (326) Public secondary school teachers were the respondents of the research study. They are currently employed in the (12) schools of Zone 3, Division of Zambales.

Figure 2 is the map showing the locations of the school-respondents. The study was conducted at National High School and Integrated High Schools of the four (4) Districts (Cabangan District, San Felipe District, San Narciso District and San Antonio District) of Zone 3, DepEd Division of Zambales.

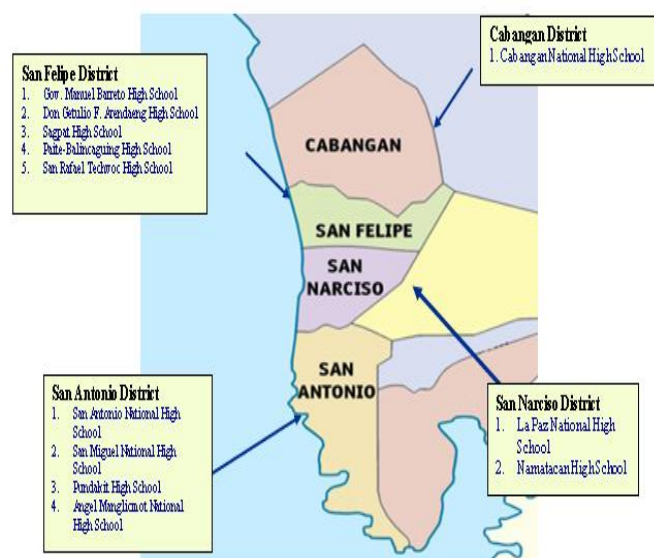


Figure 1. Map of Zambales showing the Location of High Schools in Four Districts of Zone 3, Dep Ed, Division of Zambales

Zambales is a province in the Philippines. In this study, the Secondary School from Cabangan District include Cabangan National High School. High Schools of San Felipe District include Gov. Manuel Barreto High School, Don Getulio F. Arendaeng High School, San Rafael TechVoc High School, Sagpat High School, Paite-Balincaguig National High School. The High Schools of San Narciso District include La Paz National High School and Namatacan High School. The San Antonio District include San Antonio National High School, San Miguel National High School, Pundakit High School, and Angel C. Manglicmot National High School.

Instruments

The main instrument used in the study was a survey questionnaire. A questionnaire is an appropriate instrument for survey research because it allows the researcher to obtain standardized information from a group of respondents using a structured set of questions (Taherdoost, 2018). It may contain closed-ended items that facilitate quantitative analysis and may be administered through different modes depending on the nature and requirements of the study.

In the preparation of the survey questionnaire, the researcher conducted a review of related literature and relevant policy documents to identify the appropriate indicators and items

for the research instrument. The questionnaire was primarily based on Department of Education Memorandum No. 071, s. 2021, entitled *Policy Guidelines on the Implementation of the Pilot Face-to-Face, Expansion, and Transitioning to the New Normal*. The indicators were adapted to suit the objectives and context of the present study.

The survey questionnaire for the teacher-respondents consisted of three parts. Part One dealt with the profile of the teacher-respondents in terms of age, sex, educational qualification, position, length of service, and number of trainings/seminars attended related to the expanded implementation of limited face-to-face classes.

Part Two determined the level of teachers' readiness for the expanded implementation of limited face-to-face classes in terms of Safe Operations; Teaching and Learning, Including the Most Marginalized; and Protection and Well-being. This part consisted of 36 items. The respondents rated each item using a four-point scale: 4 – Very Much Ready, 3 – Ready, 2 – Moderately Ready, and 1 – Not Ready.

Part Three determined the challenges encountered by public secondary school teachers in the expanded implementation of limited face-to-face classes. The items covered the identified dimensions of challenges and were rated using a four-point scale: 4 – Strongly

Agree that it is a Challenge, 3 – Agree that it is a Challenge, 2 – Disagree that it is a Challenge, and 1 – Strongly Disagree that it is a Challenge.

The first draft of the instrument was presented to the panel of oral examiners during the research proposal defense and to the research adviser of the PRMSU Graduate School for evaluation. Their comments, suggestions, and identified discrepancies were carefully considered and incorporated in revising and finalizing the questionnaire.

To further establish the validity, reliability, clarity, and appropriateness of the items, a pilot test was conducted among Junior High School and Senior High School teachers at Panan National High School (PNHS), Botolan, Zambales, which is located in Zone 2. The data gathered from the pilot test were submitted to the statistician for reliability analysis using SPSS version 22.0. The reliability of the instrument was determined through Cronbach's alpha. Based on the reliability results, the Safe Operations parameter obtained an *excellent* reliability coefficient, Teaching and Learning obtained an *acceptable* reliability coefficient, while Including the Most Marginalized and Protection and Well-being obtained *good* reliability coefficients. These results indicated that the questionnaire had an acceptable level of internal consistency and was suitable for administration to the actual respondents.

Data Collection

First step which was undertaken in the process of data collection or the conduct of distribution of survey questionnaire to the teacher-respondent to secure a written and/ or endorsement from the Schools Division Superintendent of DepEd Division of Zambales. After which, the researcher sought the permission and assistance of the School of Zone 3, Division of Zambales to administer the survey questionnaire to all Secondary School Teachers under their supervision.

The administration of the instrument was conducted on the second week of April 2022 and will be retrieved immediately. The objectives of the study were discussed to the teacher-respondents and their responses were treated with utmost confidentiality. The researcher personally administered the survey instruments following the proper protocol and guidelines set by the Inter-Agency Task Force for the Management of Emerging Infectious Disease (IATF).

Data Analysis

The Statistical Package for Social Sciences (SPSS) computer software and MS Excel were used for the computations and interpretations of data. The statistical tools in the analysis and interpretation of data and hypotheses testing include the following.

Frequency Distribution. This will be employed to determine the frequency counts and percentage distribution of personal related variables of the respondents.

Mean. This will be utilized to measure the responses on the level of teacher's readiness on the expanded implementation of limited face to face classes as to safe operations, teaching and learning, including the most marginalized, and protection and wellbeing; and the perception of teachers towards the challenges they encountered on the expanded implementation of limited face to face classes as to safe operations, teaching and learning, including the most marginalized, and protection and wellbeing.

Likert Scale. The following scale will be used for the expanded implementation of limited face to face classes and the challenges encountered by respondents on the expanded implementation of limited face to face classes.

Level of Readiness in the Expanded Implementation of Limited Face to Face Classes

Point	Point Scale	Qualitative Interpretation	Symbol
4	3.25-4.00	Very Much Ready	VR
3	2.50-3.24	Ready	R
2	1.75-2.49	Moderately Ready	MR
1	1.00-1.74	Not Ready	NR

Challenges Encountered in the Expanded Implementation of Limited Face to Face Classes

Point	Point Scale	Qualitative Interpretation	Symbol
4	3.25-4.00	Strongly Agree that it is a Challenge	SA
3	2.50-3.24	Agree that it is a Challenge	A
2	1.75-2.49	Disagree that it is a Challenge	D
1	1.00-1.74	Strongly Agree that it is a Challenge	SD

Analysis of Variance (ANOVA). In testing the significant difference of the responses when respondents will be grouped according to profile variables, the one-way analysis of variance (ANOVA) will be used. This will be used to test the significant difference on the perception of teachers towards the challenges they encountered on the expanded implementation of limited face to face classes when grouped according to profile variables.

The ANOVA makes use of the F ratio or variance ratio. The various groups being compared are assumed to belong to a population with a normal distribution, each group randomly selected and independent from the other group. The variables from each group also have standard deviations that are approximately equal (Parreño, 2006).

Decision Rule 1: If the computed and significance value is greater or higher than ($>$) 0.05 Alpha Level of Significance, accept the null hypothesis and reject the alternative.

Decision Rule 2: If the computed significance value is less or lower than ($<$) 0.05 Alpha Level of Significance, reject the null hypothesis and accept the alternative.

Correlation Analysis. This was used to investigate the relationship (r) between the teachers' readiness and the challenges they meet in the implementation of expanded face to face classes.

The Pearson Product Moment Correlation Coefficient or Pearson r is the most common statistical tool in measuring the linear relationship between two random variables. This formula was developed and perfected by Karl Pearson, a colleague of Francis Galton who made behavioral studies of humans. It became the basis of different theories in the field of heredity, psychology, anthropology, and statistics. It can be used to determine the linearity of the relationships between two variables.

The following will be used to interpret result of correlation coefficient value:

Interpretation of Correlation Coefficient Value (C)

Correlation Coefficient	Qualitative Description	Symbol
± 1.000	Perfect positive or negative correlation	PC
± 0.75 to ± 0.99	Very high positive or negative correlation	VHC
± 0.50 to ± 0.74	High positive or negative correlation	HC
± 0.25 to ± 0.49	Low positive or negative correlation	LC
± 0.01 to ± 0.24	Very low positive or negative correlation	VLC
0	No correlation	NC

Source: Zulueta, F., & Costales, N. (2022). Philippine Christian University catalog › Details for: Methods of research thesis writing and applied statistics /. Elibrary.pcu.edu.ph. Retrieved 24 June 2022, from <http://elibrary.pcu.edu.ph/cgi-bin/koha/opac-detail.pl?biblionumber=214>

Result and Discussion

This chapter presents the gathered and processed data in a tabular form, analyzed and provided interpretation in order to give a clear and better understanding on the problems asked in earlier Chapter 1.

Profile of Teacher-respondents

The study involved 326 teacher-respondents whose profiles were described in terms of sex, age, highest educational attainment, position, length of service, and number of trainings attended related to the expanded implementation of limited face-to-face classes.

Table 2. Frequency and Percentage Distribution on the Teacher-respondents' Profile Variable

Profile Variables		Frequency (f)	Percentage (%)
Sex	Male	106	32.50
	Female	220	67.50
Total		326	100.00
Age (Years) Mean = 36.47 or 36 years old	61-65	2	0.60
	56-60	12	3.70
	51-55	18	5.50
	46-50	23	7.10
	41-45	40	12.30
	36-40	61	18.70
	31-35	63	19.30
	26-30	86	26.40
	21-25	21	6.40
Total		326	100.00
Highest Educational Attainment	EdD / PhD Graduate	7	2.10
	MS / MA + PhD / EdD units	16	4.90
	MS / MA Graduate	43	13.20
	BS + MA / MS units	165	50.60
	BS Graduate	95	29.10
Total		326	100.00
Position	Master Teacher III	3	0.90
	Master Teacher II	3	0.90
	Master Teacher I	12	3.70
	Teacher III	62	19.00
	Teacher II	61	18.70
	Teacher I	185	56.70
Total		326	100.00
Length of Service (Years) Mean = 8.75 or 9 years	36-40	2	0.60
	31-35	4	1.20
	26-30	8	2.50
	21-25	13	4.00
	16-20	9	2.80
	11-15	42	12.90
	6-10	134	41.10
	1-5	114	35.00
Total		326	100.00
Number of Related Trainings / Seminars Attended Mean = 2.94 or 3	10-12	2	0.60
	7-9	24	7.40
	4-6	48	14.70
	1-3	252	77.30
Total		326	100.00

The majority of the respondents were female (67.50%), while 32.50% were male. The respondents had a mean age of 36.47 years, with the largest group belonging to the 26–30 age bracket (26.40%). In terms of educational attainment, most were BS de-gree holders with

earned MA/MS units (50.60%). Regarding position, the majority were Teacher I (56.70%), followed by Teacher III (19.00%) and Teacher II (18.70%).

The respondents had a mean teaching experience of 8.75 years, indicating adequate

experience in the teaching profession. The largest proportion had 6–10 years of service (41.10%), followed by those with 1–5 years (35.00%). In terms of related trainings, most respondents attended 1–3 trainings (77.30%), while only a small percentage attended 7–9 trainings (7.40%) or 10–12 trainings (0.60%).

Overall, the typical teacher-respondent was female, about 36 years old, a Teacher I, with BS degree plus MA/MS units, approximately nine years of teaching experience, and had attended only a few trainings related to the expanded implementation of limited face-to-face classes.

Level of Teachers' Readiness on the Expanded Implementation of Limited Face to Face Classes

Table 3. Summary on Level of Teachers' Readiness on the Expanded Implementation of Limited Face to Face Classes

Dimensions		Overall Weighted Mean	Descriptive Equivalent	Rank
1	Safe Operations	3.58	Very Much Ready	1
2	Teaching and Learning	3.53	Very Much Ready	4
3	Including the Most Marginalized	3.34	Very Much Ready	2.5
4	Protection and Well-being	3.34	Very Much Ready	2.5
Grand Mean		3.45	Very Much Ready	

It can be noted that the teacher-respondents perceived themselves to be “Very Much Ready” for the expanded implementation of limited face-to-face classes across all identified areas. Safe Operations obtained the highest overall weighted mean of 3.58, ranked first, followed by Teaching and Learning with an overall weighted mean of 3.53, ranked second. Including the Most Marginalized and Protection and Well-being both obtained an overall weighted mean of 3.34, resulting in a tied rank of 3.5. The grand mean of 3.45, with a qualitative interpretation of “Very Much Ready,” indicates that the teacher-respondents generally perceived themselves as highly prepared for the expanded implementation of limited face-to-face classes.

The findings indicate that the teacher-respondents were particularly confident in implementing safe operations during limited face-to-face classes. This suggests that they were adequately prepared to observe safety measures and follow established protocols necessary to maintain a safe learning environment. Nevertheless, continued attention may be given to

strengthening teaching and learning practices, ensuring the inclusion of marginalized learners, and promoting the protection and well-being of both learners and teachers during the expanded implementation of limited face-to-face classes.

This finding is consistent with Sarmiento, Sarmiento, and Tolentino (2021), who emphasized that the reopening of schools for face-to-face interaction requires careful planning and implementation to ensure the safety of learners, teachers, and school personnel. Appropriate health and safety protocols, including physical distancing and other preventive measures, are essential in reducing potential health risks associated with school reopening. Their findings further highlight the importance of evidence-based planning and adherence to established guidelines in maintaining safe school operations while supporting the continuity of education. Thus, the high level of perceived readiness among the teacher-respondents may reflect the importance placed on safety measures and preparedness in facilitating the successful implementation of limited face-to-face classes.

Challenges Encountered by Teachers on the Expanded Implementation of Limited Face to Face Classes

Table 4. Summary on the Challenges Encountered by Teachers on the Expanded Implementation of Limited Face to Face Classes

Dimensions	Overall Weighted Mean	Descriptive Equivalent	Rank
1 Safe Operations	2.45	Disagree that it is a Challenge	3.5
2 Teaching and Learning	2.77	Agree that it is a Challenge	1
3 Including the Most Marginalized	2.62	Agree that it is a Challenge	2
4 Protection and Well-being	2.45	Disagree that it is a Challenge	3.5
Grand Mean	2.57	Agree that it is a Challenge	

It can be noted in Table 4 that the teacher-respondents agreed that they encountered challenges in the expanded implementation of limited face-to-face classes, particularly in Teaching and Learning, which obtained the highest overall weighted mean of 2.77 (Rank 1). This was followed by Including the Most Marginalized, with an overall weighted mean of 2.62 (Rank 2). On the other hand, the teacher-respondents disagreed that they encountered challenges in terms of Safe Operations and Protection and Well-being, both of which obtained the lowest overall weighted mean of 2.45 (tied at Rank 3.5).

The grand mean of 2.57, interpreted as "Agree that it is a Challenge," indicates that the teacher-respondents generally encountered challenges in the expanded implementation of limited face-to-face classes. The findings particularly point to difficulties in ensuring the effective delivery of teaching and learning and in addressing the educational needs of marginalized learners. These challenges may be associated with the adjustment of instructional strategies, availability of learning resources, learner differences, and the need to provide appropriate support to learners who may have greater difficulty adapting to face-to-face instruction.

The finding is consistent with the observation that different modes of instruction present

distinct challenges for teachers and learners. A comparison of face-to-face and online teaching and learning indicates that instructional delivery may be affected by differences in infrastructure, resources, learning environments, and institutional capacity (Biney & Ananga, 2021). Although face-to-face instruction provides opportunities for direct interaction between teachers and learners, its effective implementation still requires adequate instructional resources, appropriate teaching strategies, and sufficient support mechanisms. Thus, the challenges identified in Teaching and Learning and Including the Most Marginalized suggest the need for continuous teacher support, adequate learning resources, and responsive strategies to ensure that the expanded implementation of limited face-to-face classes meets the diverse needs of learners.

Test of Difference on the Level of Teachers' Readiness on the Expanded Implementation of Limited Face to Face Classes when Grouped According to Domains

Table 13 shows the test of difference in teachers' readiness across the four domains of the expanded implementation of limited face-to-face classes.

Table 5. Test of Difference on the Level of Teachers' Readiness on the Expanded Implementation of Limited Face to Face Classes

Groups	Count	Sum	Average	Variance
Safe Operations	326	1166.4	3.577914	0.202649
Teaching and Learning	326	1152.19	3.534325	0.181879
Including the Most Marginalized	326	1088.8	3.339877	0.330405
Protection and Well-being	326	1087.2	3.334969	0.322896

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	15.90558	3	5.30186	20.43442	0.000	2.611748
Within Groups	337.2945	1300	0.259457			
Total	353.2001	1303				

Decision: Reject Null Hypothesis (Significant)

The highest mean was recorded for Safe Operations ($M = 3.578$), followed by Teaching and Learning ($M = 3.534$), Including the Most Marginalized ($M = 3.340$), and Protection and Well-being ($M = 3.335$). The analysis yielded an F-value of 20.434 with a p-value of 0.000, which is lower than the 0.05 level of significance. Therefore, the null hypothesis was rejected, indicating a significant difference in teachers' readiness among the four domains.

Table 5 presents the Scheffé post hoc test identifying where the significant differences occurred. Significant differences were found between Safe Operations and Including the Most Marginalized ($p = 0.000$), Safe Operations and Protection and Well-being ($p = 0.000$),

Teaching and Learning and Including the Most Marginalized ($p = 0.000$), and Teaching and Learning and Protection and Well-being ($p = 0.000$). However, no significant difference was found between Safe Operations and Teaching and Learning ($p = 0.755$) and between Including the Most Marginalized and Protection and Well-being ($p = 1.000$).

Overall, the results indicate that teachers' readiness differed significantly across selected domains, particularly between the higher-rated areas of Safe Operations and Teaching and Learning and the lower-rated areas of Including the Most Marginalized and Protection and Well-being.

Test of Difference on the Perceived Challenges Encountered by Teachers on the Expanded Implementation of Limited Face to Face Classes when Grouped According to Profile Variables Safe Operations

Table 6. Analysis of Variance to test difference on the Perceived Challenges Encountered by Teachers on the Expanded Implementation of Limited Face to Face Classes as to Safe Operations when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.104	1	0.104	0.143	0.706	Do Not Reject Ho Not Significant
	Within Groups	235.645	324	0.727			
	Total	235.749	325				
Age	Between Groups	4.619	8	0.577	0.792	0.610	Do Not Reject Ho Not Significant
	Within Groups	231.130	317	0.729			
	Total	235.749	325				
Highest Educational Attainment	Between Groups	3.701	4	0.925	1.280	0.278	Do Not Reject Ho Not Significant
	Within Groups	232.048	321	0.723			
	Total	235.749	325				
Position	Between Groups	2.266	5	0.453	0.621	0.684	Do Not Reject Ho Not Significant
	Within Groups	233.483	320	0.730			
	Total	235.749	325				
Length of Service	Between Groups	5.453	7	0.779	1.076	0.379	Do Not Reject Ho Not Significant
	Within Groups	230.296	318	0.724			
	Total	235.749	325				
Number of Related Trainings/Seminars Attended	Between Groups	3.252	3	1.084	1.501	0.214	Do Not Reject Ho Not Significant
	Within Groups	232.498	322	0.722			
	Total	235.749	325				

Table 6 shows that there was no significant difference in the perceived challenges encountered by teachers in terms of safe operations when grouped according to sex ($p = .706$), age ($p = .610$), highest educational attainment ($p = .278$), position ($p = .684$), length of service ($p = .379$), and number of related trainings/seminars attended ($p = .214$). Since all significance

values were greater than the .05 level of significance, the null hypothesis was not rejected. This indicates that teachers had similar perceptions of challenges related to safe operations regardless of their sex, age, educational attainment, position, length of service, and number of related trainings or seminars attended.

Teaching and Learning

Table 7. Analysis of Variance to test difference on the Perceived Challenges Encountered by Teachers on the Expanded Implementation of Limited Face to Face Classes as to Teaching and Learning when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.473	1	0.473	0.594	0.441	Do Not Reject Ho Not Significant
	Within Groups	258.020	324	0.796			
	Total	258.493	325				
Age	Between Groups	7.902	8	0.988	1.250	0.270	Do Not Reject Ho Not Significant
	Within Groups	250.591	317	0.791			
	Total	258.493	325				
Highest Educational Attainment	Between Groups	5.180	4	1.295	1.641	0.164	Do Not Reject Ho Not Significant
	Within Groups	253.313	321	0.789			
	Total	258.493	325				
Position	Between Groups	1.590	5	0.318	0.396	0.851	Do Not Reject Ho Not Significant
	Within Groups	256.903	320	0.803			
	Total	258.493	325				
Length of Service	Between Groups	4.207	7	0.601	0.752	0.628	Do Not Reject Ho Not Significant
	Within Groups	254.286	318	0.800			
	Total	258.493	325				
Number of Related Trainings/ Seminars Attended	Between Groups	2.621	3	0.874	1.100	0.349	Do Not Reject Ho Not Significant
	Within Groups	255.872	322	0.795			
	Total	258.493	325				

Table 7 reveals that there was no significant difference in the perceived challenges encountered by teachers in terms of teaching and learning when grouped according to sex ($p = .441$), age ($p = .270$), highest educational attainment ($p = .164$), position ($p = .851$), length of service ($p = .628$), and number of related trainings/seminars attended ($p = .349$). All

significance values were higher than the .05 level of significance; therefore, the null hypothesis was not rejected. This suggests that teachers experienced similar challenges in the delivery of teaching and learning during the expanded implementation of limited face-to-face classes, regardless of their profile variables.

Including the Most Marginalized

Table 8. Analysis of Variance to test difference on the Perceived Challenges Encountered by Teachers on the Expanded Implementation of Limited Face to Face Classes as to Including the Most Marginalized when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.557	1	0.557	0.863	0.354	Do Not Reject Ho Not Significant
	Within Groups	209.257	324	0.646			

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Age	Total	209.814	325				Do Not Reject Ho Not Significant
	Between Groups	4.153	8	0.519	0.800	0.603	
	Within Groups	205.661	317	0.649			
	Total	209.814	325				
Highest Educational Attainment	Between Groups	3.695	4	0.924	1.439	0.221	Do Not Reject Ho Not Significant
	Within Groups	206.120	321	0.642			
	Total	209.814	325				
	Between Groups	0.987	5	0.197	0.302	0.911	
Position	Within Groups	208.827	320	0.653			Do Not Reject Ho Not Significant
	Total	209.814	325				
	Between Groups	2.735	7	0.391	0.600	0.756	
	Within Groups	207.079	318	0.651			
Length of Service	Total	209.814	325				Do Not Reject Ho Not Significant
	Between Groups	2.031	3	0.677	1.049	0.371	
	Within Groups	207.783	322	0.645			
	Total	209.814	325				
Number of Related Trainings/ Seminars Attended	Between Groups	2.031	3	0.677	1.049	0.371	Do Not Reject Ho Not Significant
	Within Groups	207.783	322	0.645			
	Total	209.814	325				
	Between Groups	2.031	3	0.677	1.049	0.371	

Table 8 indicates that there was no significant difference in the perceived challenges encountered by teachers in terms of including the most marginalized learners when grouped according to sex ($p = .354$), age ($p = .603$), highest educational attainment ($p = .221$), position ($p = .911$), length of service ($p = .756$), and number of related trainings/seminars attended ($p = .371$). Since

all significance values were greater than .05, the null hypothesis was not rejected. This means that teachers reported similar challenges in addressing the needs of the most marginalized learners regardless of their sex, age, educational attainment, position, length of service, and number of related trainings or seminars attended.

Protection and Well-being

Table 9. Analysis of Variance to test difference on the Perceived Challenges Encountered by Teachers on the Expanded Implementation of Limited Face to Face Classes as to Protection and Well-being when Grouped According to Profile Variables

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Sex	Between Groups	0.276	1	0.276	0.441	0.507	Do Not Reject Ho Not Significant
	Within Groups	202.575	324	0.625			
	Total	202.851	325				
	Between Groups	11.295	8	1.412	2.337	0.019	
Age	Within Groups	191.556	317	0.604			Ho is Rejected Significant
	Total	202.851	325				
	Between Groups	2.698	4	0.675	1.082	0.365	
	Within Groups	200.153	321	0.624			
Highest Educational Attainment	Total	202.851	325				Do Not Reject Ho Not Significant
	Between Groups	4.178	5	0.836	1.346	0.245	
	Within Groups	198.673	320	0.621			
	Total	202.851	325				
Position	Between Groups	7.148	7	1.021	1.659	0.118	Do Not Reject Ho Not Significant
	Within Groups	195.703	318	0.615			
	Total	202.851	325				
	Between Groups	7.148	7	1.021	1.659	0.118	

Sources of Variations		SS	df	MS	F	Sig.	Decision / Interpretation
Number of Related Trainings/Seminars Attended	Between Groups	2.864	3	0.955	1.537	0.205	Do Not Reject Ho Not Significant
	Within Groups	199.987	322	0.621			
	Total	202.851	325				

Table 9 presents the analysis of variance on the perceived challenges encountered by teachers in terms of protection and well-being. The results show that there was no significant difference when grouped according to sex ($p = .507$), highest educational attainment ($p = .365$), position ($p = .245$), length of service ($p = .118$), and number of related trainings/seminars attended ($p = .205$), as all significance values were greater than .05. However, a significant difference was found when teachers were grouped according to age, with an F-value of 2.337 and a significance value of .019. Since $p = .019$ was lower than the .05 level of significance, the null hypothesis was rejected for age. This indicates that teachers from different age groups had different perceptions of the challenges related to protection and well-being during the expanded implementation of limited face-to-face classes.

The post hoc analysis presented in Table 9 further showed that the significant difference in perceived challenges related to protection and well-being occurred between teachers aged 56–60 and 61–65 years old. The means plot also illustrates the difference in the perceived challenges between these two age

groups. Overall, the findings indicate that teachers generally had similar perceptions of challenges in safe operations, teaching and learning, and inclusion of the most marginalized learners across the profile variables. However, age was found to be a significant factor in teachers' perceived challenges concerning protection and well-being.

Test of Relationship between Teachers' Readiness and Challenges they Encountered in the Implementation of Expanded Face to Face Classes

Table 10 shows the Pearson product moment coefficient of correlation to test relationship between teachers' readiness and challenges they encountered in the implementation of expanded face to face classes.

The computed Pearson r value of -0.153 denotes very low negative correlation. The computed P-value 0.006 is less than ($<$) 0.01 level of significance, therefore the null hypothesis was rejected. Hence, there was significant relationship between teachers' readiness and challenges they encountered in the implementation of expanded face to face classes.

Table 10. Pearson Product Moment Coefficient of Correlation to test relationship between Teachers' Readiness and Challenges they Encountered in the Implementation of Expanded Face to Face Classes

Sources of Correlations		Readiness	Challenges	Decision/ Interpretation
Readiness	Pearson Correlation	1	-0.153**	Very Low Negative Correlation Reject Ho
	Sig. (2-tailed)		0.006	
	N	326	326	
Challenges	Pearson Correlation	-0.153**	1	Very Low Negative Correlation Reject Ho
	Sig. (2-tailed)	0.006		
	N	326	326	

** . Correlation is significant at the 0.01 level (2-tailed).

The findings signify that as the level of teachers' readiness increases, there is a very low tendency for the challenges encountered in the implementation of expanded face-to-face

classes to decrease. This suggests that teachers' readiness alone may not substantially reduce the challenges associated with implementing expanded face-to-face classes.

Teachers' readiness for face-to-face classes may influence the challenges they encounter and the coping strategies they employ in adapting to education in the new normal. During the implementation of different learning modalities, teachers encountered challenges such as technical problems, poor internet connectivity, limited access to technology, low student participation, and the preparation of instructional materials. Despite these challenges, teachers were able to cope through collaboration with co-teachers, previous experiences, and positive thinking. The study further reported that most teacher-respondents perceived the implementation of different learning modalities as unsuccessful (Department of Education, 2021).

Developed Strategic Plan to Address the Challenges Encountered by Teachers on the Expanded Implementation of Limited Face to Face

The developed strategic plan aims to address the challenges encountered by teachers on the expanded implementation of limited face to face as to safe operations, teaching, and learning, including the most marginalized, and protection and well-being.

The developed strategic plan is presented in Table 11.

Table 11. Developed Strategic Plan to Address the Challenges Encountered by Teachers on the Expanded Implementation of Limited Face to Face

Key Area	Objective	Specific Activities	Person(s) Involved	Time Frame	Proposed Budget
Safe Operations	Strengthen support from Local and National Government Unit.	Establish partnership as well as signing Memorandum of Agreement (MOA) specifying need and support from both parties, the school and the LGU,	SDS Supervisors School Heads Municipal Mayor Municipal Councils	June 2022	Php 10,000.00
Teaching and Learning	Capacitate teachers on their additional preparations which includes Daily Lesson Logs (DLL), Detailed Lesson Plan (DLP), Individual Monitoring Learning Plan (IMLP) and Progress Checklist apart from Weekly Home Learning Plan (WHLP)	Conduct of training/workshop in the development of Daily Lesson Logs (DLL), Detailed Lesson Plan (DLP), Individual Monitoring Learning Plan (IMLP) and Progress Checklist apart from Weekly Home Learning Plan (WHLP).	School Heads Resource Speakers Teachers	July 2022	Php 30,000.00
Including the Most Marginalized	Catering to the needs of marginalized through school-based services such as feeding and nutrition, immunization, and mental health.	Conduct activities that will raise awareness among learners which will incorporate feeding and nutrition.	Resource Speakers Teachers Parents Students	August 2022	Php 50,000.00

Key Area	Objective	Specific Activities	Person(s) Involved	Time Frame	Proposed Budget
Protection and Well-being	Availability of furnished school clinic, isolation, triage, and guidance office.	Priority projects in furnishing school clinic or isolation area within the school premises.	SDS School Heads	September 2022	Php 1,000,000.00

Summary

Based on the respondents' responses gathered through the questionnaire, the data were analyzed, and the following are the summary of the interpretations in the findings.

1. Profile of Teacher-respondents

- 1.1. Sex. Majority with 220 (or 67.50%) were females while 106 (or 32.50%) were males.
- 1.2. Age. The highest frequency of respondents with 86 (or 26.40%) belongs to age group 26-30 years old while only 2 (or 0.60%) belongs to age group 61-65 years old.
- 1.3. Highest Educational Attainment. There are 165 (or 50.60%) who are BS degree holders with earned MA/MS units while only 7 (or 2.10%) are EdD/PhD graduates.
- 1.4. Position. Most of the respondents is Teacher I with 185 (or 56.70%) while only 3 (or 0.90%) are Master Teacher II and Master Teacher III, respectively.
- 1.5. Length of Service. There are 134 (or 41.10%) with 6-10 years in service while only 2 (or 0.60%) are 36-40 years in service.
- 1.6. Number of Trainings Attended Related on Expanded Implementation of Limited Face to face Classes. Most with 252 (or 77.30%) attended 1-3 trainings while only 2 (or 0.60%) attended 10-12 trainings.

2. Level of Teachers' Readiness on the Expanded Implementation of Limited Face to Face Classes

- 2.1. Safe Operations. The level of teachers' readiness on the expanded implementation of limited face to face classes as to safe operations was 3.58 with a qualitative interpretation of "Very Much Ready".

- 2.2. Teaching and Learning. The level of teachers' readiness on the expanded implementation of limited face to face classes as to teaching and learning was 3.53 with a qualitative interpretation of "Very Much Ready".

- 2.3. Including the Most Marginalized. The level of teachers' readiness on the expanded implementation of limited face to face classes as to including the most marginalized was 3.34 with a qualitative interpretation of "Very Much Ready".

- 2.4. Protection and Well-being. The level of teachers' readiness on the expanded implementation of limited face to face classes as to protection and well-being was 3.34 with a qualitative interpretation of "Very Much Ready".

3. Challenges Encountered by Teachers on the Expanded Implementation of Limited Face to Face Classes

- 3.1. Safe Operations. The challenges encountered by teachers on the expanded implementation of limited face to face classes as to safe operations was 2.45 with qualitative interpretation of "Disagree that it is a Challenge".
- 3.2. Teaching and Learning. The challenges encountered by teachers on the expanded implementation of limited face to face classes as to teaching and learning was 2.77 with qualitative interpretation of "Agree that it is a Challenge".
- 3.3. Including the Most Marginalized. The challenges encountered by teachers on the expanded implementation of limited face to face classes as to including the most marginalized was 2.62 with qualitative interpretation of "Agree that it is a Challenge".
- 3.4. Protection and Well-being. The challenges encountered by teachers on the

expanded implementation of limited face to face classes as to protection and well-being has weighted mean of 2.45 with qualitative interpretation of "Disagree that it is a Challenge".

4. Test of Difference on the Level of Teachers' Readiness on the Expanded Implementation of Limited Face to Face Classes when Grouped According to Domains

There was a significant difference on the level of teachers' readiness on the expanded implementation of limited face to face classes.

5. Test of Difference on the Perceived Challenges Encountered by Teachers on the Expanded Implementation of Limited Face to Face Classes when Grouped According to Profile Variables

5.1. Safe Operations. There is no significant difference on the challenges encountered by teachers on the expanded implementation of limited face to face classes as to safe operations when grouped according to sex, age, highest educational attainment, position, length of service and number of related trainings/seminars attended on the expanded implementation of limited face to face classes.

5.2. Teaching and Learning. There is no significant difference on the challenges encountered by teachers on the expanded implementation of limited face to face classes as to teaching and learning when grouped according to sex, age, highest educational attainment, position, length of service and number of related trainings/seminars attended on the expanded implementation of limited face to face classes.

5.3. Including the Most Marginalized. There is no significant difference on the challenges encountered by teachers on the expanded implementation of limited face to face classes as to including the most marginalized when grouped according to sex, age, highest educational attainment, position, length of service and number of related trainings/seminars attended on the expanded

implementation of limited face to face classes.

5.4. Protection and Well-being. There is no significant difference on the challenges encountered by teachers on the expanded implementation of limited face to face classes as to protection and well-being when grouped according to sex, highest educational attainment, position, length of service and number of related trainings/seminars attended on the expanded implementation of limited face to face classes while significant when grouped according to age.

6. Test of Relationship between Teachers' Readiness and Challenges they Encountered in the Implementation of Expanded Face to Face Classes

There was a significant relationship between the teachers' readiness and challenges they encountered in the implementation of expanded face to face classes.

7. Developed Strategic Plan to Address the Challenges Encountered by Teachers on the Expanded Implementation of Limited Face to Face

The developed strategic plan aims to address the challenges encountered by teachers on the expanded implementation of limited face to face.

Conclusions

Based on the foregoing results of the study, the researcher concluded that:

1. The teacher-respondents are female in their early adulthood, earned MA/MS units, Teacher I, with adequate years of teaching experience who attended minimal number of trainings related to the expanded implementation of limited face to face classes.
2. The teacher-respondents perceived they are very much ready on the expanded implementation of limited face to face classes.
3. The teacher-respondents agreed that they encountered challenges on the expanded implementation of limited face to face classes.
4. There was a significant difference on the level of teachers' readiness on the expanded

implementation of limited face to face classes.

5. There was no significant difference on the challenges encountered by teachers on the expanded implementation of limited face to face classes as to safe operations, teaching and learning, including the most marginalized and protection and well-being when grouped according to profile variables; while significant as to protection and well-being in terms of respondents' age.
6. There was a significant relationship between the teachers' readiness and the challenges they encountered in the implementation of expanded face to face classes.
7. The developed strategic plan aims to address the challenges encountered by teachers on the expanded implementation of limited face to face.

Recommendations

In view of the conclusion of the study, the following are recommended.

1. School Heads may consider to establish strong partnership with LGUs in order to gain support and assistance on programs and preparations for the implementation of expanded face to face classes.
2. Teachers are encouraged to attend trainings and seminars to capacitate them on other preparations and requirements in handling Face to Face Classes in the new normal.
3. Teachers may consider to implement measures in establishing close coordination with parents of the Marginalized learners.
4. School heads are encouraged to intensify plans and execution of isolation building as part of the preparations for the implementation of expanded face to face classes.
5. Further studies on teachers' readiness and challenges on the expanded implementation of limited face to face classes may be conducted involving a wider scope of sample and research locale.

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