

The Lived Experiences of Teachers During the Expanded Face-To-Face Classes

¹Mary Crystal R. Cabular & ²Sergio F. Tolentino

Abstract

The study was conducted to describe the lived experiences, the problems and challenges encountered by the teachers in Boracay Island District of Malay during the expanded face-to-face classes, the coping mechanism employed by the teachers and the enhancement program developed to address the problem. To answer the research questions, phenomenological research design was utilized with eight (8) participants. Data collection strategies employed were in-depth interviewing using the researcher-made instrument and focus group discussion. The data gathered were subjected to content analysis to come up with themes and sub-themes. The findings of the study revealed the following: (1) most of the participants are challenged by physical, mental health, well-being, level of literacy, numeracy, level of retention, submission of workloads that contribute to stress; (2) the occurrence of the digital age and expanded face-to-face classes gave chance to teachers to explore ICT. Likewise, the participants hardly perform specific tasks for the students virtually, provide an effective learning environment, and communicate with students, given that the resources are inadequate; (3) the participants cope by resorting to the right communication, being strategic and employ considerations; and (4) the participants gain optimistic experiences that include their self-care, passion, adaptive, flexibility, digital literacy, monitoring, feed backing and assessing learning. The results of the study could be used to promote and encourage the teachers to attend seminar/training/workshop on ICT course to enhance their skills and understand the benefit of digital literacy.

Keywords: *lived experiences, expanded face-to-face classes, Problems and challenges, coping mechanisms, enhancement.*

Article History:

Received: April 22, 2023

Accepted: May 8, 2023

Revised: April 24, 2023

Published online: July 31, 2023

Suggested Citation:

Cabular, M.R. & Tolentino, S.F. (2023). The Lived Experiences of Teachers During the Expanded Face-To-Face Classes. *Industry and Academic Research Review*, 4 (1), 272-277.

About the authors:

¹Corresponding Author. Master of Arts in Education-Major in Biological Science, Teacher, Caticlan Elementary School.

²Doctor of Philosophy majoy in Social Science, Director of Alumni and Public Relations, Aklan State University

**This paper is presented at the 4th International Conference on Multidisciplinary Industry and Academic Research (ICMLAR)-2023*



© The author (s). Published by Institute of Industry and Academic Research Incorporated.

This is an open-access article published under the Creative Commons Attribution (CC BY 4.0) license, which grants anyone to reproduce, redistribute and transform, commercially or non-commercially, with proper attribution. Read full license details here: <https://creativecommons.org/licenses/by/4.0/>.

Introduction

Schooling is one of the most affecting aspects of human life due to coronavirus disease-2019 (COVID-19) pandemic. Here in the Philippines, Adherence to the mandate of office order OO-SEC-2022-003 on the expansion of face-to-face classes dated February, 2022 the Department of Education (DEPED) have ordered schools to commence the expansion phase of face-to-face classes for both public and private schools as instructed by Education Secretary Leonor Briones. Furthermore RM No. 139, s. 2022 states the approval of additional list of recommended schools as compliance for the progressive of the said expansion. According to Agayon et al. *Journal of Humanities and Education Development (JHED)* 4(1)-2022 the pandemic tests the teachers' flexibility and adaptation in times of crisis. However, teachers are not psychologically nor skill-prepared for the sudden shift of learning models in the country (Tria, 2020).

In line with this, as a researcher described the lived experiences of teachers during the expanded face-to-face classes. More so, since this is new modality to address the education in new normal, there is a little study conducted on the sentiments and impressions of the teachers regarding expanded face-to-face classes. It also described their coping mechanisms, which aid in the resolution of issues that may arise during the expansion phase. Moreover, these results can be widely applied as basis of providing useful information for teachers conducting continuous face-to-face classes even with the ever-present risk of infection.

Methodology

In this study, phenomenological research design was utilized in order for the researcher to comprehensively capture the research questions appropriately and adequately. According to Moustakas (2009), Phenomenological research is a strategy of inquiry in which the researcher identifies the essence of human experiences about a phenomenon as described by the participants. Understanding the lived experiences marks phenomenology as a philosophy as well as a method, and the procedure involves studying a small number of subjects through extensive and prolonged engagement to develop patterns and relationships of meaning. In this process, the researcher brackets or sets aside his or her own experiences in order to understand those of the participants in the study (Nieswiadomy, 2005).

The participants of this study were the 8 elementary school teachers. The participants were chosen purposively by the researcher based on her inclusion criteria. Likewise, the researcher used

a pseudo names in order to protect the identity of the participants in this study. The following criteria were the basis of the researcher in identifying the participants of the study: (1)gender and grade level; (2) distance of residence to school; (3) position; (4) academic performance (low and high achiever) ; (5) The participant has encountered challenges and difficulties in teaching in their lived experiences during the expanded face-to-face classes.; (6) Had come up with coping strategies in how to address the issues in lived experiences during expanded face-to-face classes.

Researcher-made interview guide that was based on the statement of the problem was used to collect the necessary information from the teacher-participants. Questions included in the interview guide were open-ended or unstructured in nature so that it would enable the researcher to insert follow up questions to extract the most comprehensive and substantial information.

Colaizzi's method of data analysis was used in interpreting the qualitative research data.

In the conduct of this research study, the researcher was fully aware of the ethical consideration she ought to follow. First, overall welfare of the respondents the researcher made that this study cause no harm to the participants. The participants maintained their human and civil right to refuse to answer to question that they feel uncomfortable. Consent form given to the participant at the beginning of the study. Second, confidentiality, the information of the participants treated with utmost confidentiality and privacy. Third, accuracy and objectivity, the data gathered undergone thorough data analysis, the researcher make sure that no bias nor personal interest affect the result of the study.

Findings

The following are based on the study's findings: (1) Most teachers are challenged by physical, mental health, well-being, level of literacy, numeracy, level of retention, submission of workloads that contribute to stress; (2) The occurrence of the digital age and expanded face-to-face classes gave chance to teachers to explore ICT. They hardly perform specific tasks for the students virtually, provide an effective learning environment, and communicate with students, given that the resources are inadequate; (3) Teachers cope by resorting to the right communication, being strategic and employs considerations; (4) Teachers gain optimistic experiences. This includes their self-care, passion, adaptive, flexibility, digital literacy, monitoring, feed backing and assessing learning.

Conclusion

The following conclusions were drawn out of the findings: (1) The participants emphasized that during the implementation of expanded face-to-face classes, they have experienced difficulty in conducting classes due to changes in their daily routine and its effect to the learners such as low academic performance; (2) It is evident that the participants encountered challenges and difficulties during the expanded face-to-face due to limited resources. However, the participants emphasized that they were given the opportunity to explore ICT in order for them to perform their task virtually and to communicate with their students; (3) The participants responded optimistically during expanded face-to-face as an evidence of how resilient they are to adapt to the present situation as the new normal in terms of the delivery of instruction; (4) The findings of this study suggest that an enhancement program should be presented to address the problems and difficulties encountered by the teachers during the implementation of the expanded face-to face.

References

- Akiri. A. (2013) Effects of Teachers' Effectiveness on Students' Academic Performance in Public Secondary Schools; Delta State - Nigeria. *Journal of Educational and Social Research*, 3(3), 105.
- Al-Fudail, M., Mellar, H. (2008). *Investigating teacher stress when using technology*. Retrieved July 18, 2022 from https://www.researchgate.net/publication/223806579_Investigating_teacher_stress_when_using_technology
- All4Ed. (2018, November 20). How Student-Teacher Relationships Impact Student Engagement and Learning. Alliance for Excellent Education. Retrieved July 19, 2022 from <https://all4ed.org/whenstudents-trusttheirteachers/#:~:text=It%20builds%20trust%2C%20so%20students,to%20demonstrate%20with%20each%20other.>
- Bayram, H. (2021). Challenges secondary school teachers face during the distance education process. *International Journal of Eurasian Education and Culture*, 6(12), 613-658. <http://dx.doi.org/10.35826/ijoecc.306>
- Cardullo, V., Wang, C., Burton, M., & Dong, J. (2021). K12 teachers' remote teaching self-efficacy during the pandemic. *Journal of Research in Innovative Teaching and Learning*, 4(1), 32-45. <https://doi.org/10.1108/JRIT-10-2020-0055>

- Dziuban, C et al. (2018). Blended learning: the new normal and emerging technologies. Retrieved July 20, 2022 from <https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-017-0087-5>
- De Villa, J. A., & Manalo, F. K. B. (2020). Secondary teachers' preparation, challenges, and coping mechanism in the pre-implementation of distance learning in the new normal. *IOER International Multidisciplinary Research Journal*, 2(3), 144-154. <http://dx.doi.org/10.5281/zenodo.4072845>
- De Souza, R., Parveen, R., Chupradit, S., Velasco, L. G., Arcinas, M., Tabuena, A. C., Pentang, J. T., & Ventayen, R. J. M. (2021). Language teachers' pedagogical orientations in integrating technology in the online classroom: Its effect on students motivation and engagement. *Turkish Journal of Computer and Mathematics Education*, 12(10), 5001-5014.
- Hew, K. F., Jia, C., Gonda, D. E., & Bai, S. (2020). Transitioning to the "new normal" of learning in unpredictable times: pedagogical practices and learning performance in fully online flipped classrooms. *International Journal of Educational Technology in Higher Education*, 17(1), 1-22.
- Lagua, B. (2020, October 30). Teaching in the new normal. The Manila Times. Retrieved July 20, 2022 from <https://www.manilatimes.net/2020/10/30/business/columnists-business/teaching-in-the-new-normal/788762>
- Llego, M. A. (2021). DepEd learning delivery modalities for school year 2020-2021. TeacherPH. Retrieved July 20, 2022 from <https://www.teacherph.com/depd-learning-deliverymodalities/>
- Melorin, M. (n.d.). Module distribution and retrieval: A challenge. Schools Division Office - San Juan City. Retrieved July 20, 2022 from <https://www.depedsanjuacity.ph/single-post/module-distribution-and-retrieval-a-challenge>
- Morel, N. J. (2014). Setting the Stage for Collaboration: An Essential Skill for Professional Growth. *Delta kappa gamma bulletin*, 81(1).

- Pentang, J. T. (2021c). The concept of curriculum and its foundation. *The Educator's Link*, 1(6), 9.
- Pizaña, A. D., Pizaña, R. E. C., Pogoy, A. M., & Pentang, J. T. (2021). Lived experiences of extension project implementers amidst COVID-19 pandemic: The unspoken frontliners. *European Scholar Journal*, 2(4), 431-436.
- Plauborg, H. (2009). Opportunities and limitations for learning within teachers' collaboration in teams: perspectives from action learning. *Action Learning: Research and Practice*, 6(1), 25-34
- Tosun, N., Mihci, C., Bayzan, S. (2021). Challenges encountered by in-service K12 teachers at the beginning of the Covid-19 pandemic period: The case of Turkey. *Participatory Educational Research*, 8(4), 359-384. <http://dx.doi.org/10.17275/per.21.95.8.4>
- Raulston, C. G., & Alexiou-Ray, J. (2018). Preparing more technology-literate preservice teachers: A changing paradigm in higher education. *Delta Kappa Gamma Bulletin*, 84(5), 9-13.