

Level of Readiness of Junior High School Teachers of Malita West District Towards Face-to-Face Teaching: Basis for School Innovation Plan

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ABSTRACT

The purpose of this study was to determine the readiness of Junior High School teachers in the Malita West District for implementing face-to-face teaching in terms of knowledge and skills, availability of teaching and learning materials, and the learner support system. A descriptive quantitative research design was employed in the study. Descriptive analysis, such as the mean, was used in analyzing the data. An adapted survey questionnaire was used to address the research problem and was administered through Google Forms.

Results showed that the Junior High School teachers of the Malita West District had already adjusted to the implementation of face-to-face teaching, with an overall mean of 3.64, which is qualitatively interpreted as "ready" for face-to-face instruction.

To further support the teachers' readiness for face-to-face teaching, it is recommended that DepEd offices initiate more training focused on new trends and strategies in face-to-face instruction, especially after the two-year period of modular learning. This will help teachers become more effective and efficient in delivering quality education.

It is also recommended that the academic performance of students be correlated with the readiness of teachers. Additionally, partnerships between schools and stakeholders should be strengthened to ensure the successful implementation of face-to-face teaching.

Keywords: face-to-face teaching, knowledge and skills, materials for teaching and learning, and learner support system

INTRODUCTION AND RATIONALE

Everything has shifted since the CoVid-19 pandemic. This awful occurrence causes a new social and economic catastrophe to emerge globally. Due to the shutdown, 60.2 million teachers and 1.52 billion students are still unable to report to work, which has an impact on education (Sarif) (2020). The majority of governments worldwide have temporarily shut down school institutions in an effort to halt the CoVid-19 pandemic's progress, which is a challenge for 21st century schooling (UNESCO, 2020).

To prevent impediments to learning, the Philippines' Department of Education has created a framework known as the Learning Continuity Plan (Luz, 2020). Above all things, this Learning Continuity Plan highlights the structure and arrangement of several departments inside the organization. To face the

difficulties of the new normal, school improvement plans (SIP) must include this structure. The Department of Education provided information for the Learning Continuity Plan outlining its significant response and commitment to safeguarding the health and wellbeing of students and staff during COVID-19 while seeking solutions to continue education despite the crisis (Eagle News, 2021).

Different studies have been conducted to assess the implementation of the distance learning in which it was suggested that face-to-face (FTF) learning has to be implemented during COVID-19 due to many recent study reported that distance learning was ineffective (Oktavianingsih, 2021).

Another, finding of the study of Coskun (2021) showed that the modular teaching should be discontinued as it has certain drawbacks and should be replaced by a more manageable and feasible system considering specific contextual constraints, such as teaching resources. Furthermore, Korolkov (2020) emphasizes some disadvantages of the modular teaching. It includes lack of personal contacts between the teacher and students, problems with cheating and identification of students, lack of direct control and lack of student's individual characteristics consideration.

This result was supported by the study of Laguna (2020), however, asserted that teachers confront difficulties in the new normal and must acknowledge these problems up front. In a study on the effect of COVID-19 on teachers' readiness, Bintliff (2020) also found out that a poor instructional readiness has a detrimental effect on teachers' teaching process. The constantly changing expectations and requirements of in terms of pedagogical aspects required teachers its readiness to implement face-to-face teaching. He also added that teachers, like everyone else, had to manage the demands of their professional their personal wants and their own lives' needs. Observations from the study showed that teachers need support, resources, and trainings to equip themselves to the new demand in instruction. Furthermore, it was highly advised that the department should plan capabilities trainings and seminars for teachers and increased action in light of the new educational norm.

A study conducted by Ventayin (2021) on the readiness of DepEd teachers in face-to-face teaching. It was shown that despite limited time to prepare, teachers should cope up with the new trends such as technical skills, time management and expertise.

Due to these findings, the Department of Education (DepEd) is determined to pursue its mandate to deliver basic quality education to our learners. DepEd prepares teachers in the implementation of face-to-face learning and teaching. In light of the stated facts and study findings the researcher opted to put this into a study in order to determine the readiness of the Junior High School teachers of Malita West District. Considering the urgency it aims to determine the teachers' readiness towards face-to-face teaching in terms of: a) knowledge and skills; b) materials for teaching and learning; and c) learner support system.

LITERATURE REVIEW

Teachers' Readiness

The Department of Education prepared a framework called the Learning Continuity Plan to help teachers adjust to the new normal (Luz, 2020). This Learning Continuity Plan (LCP) focuses on the framework and structure the regional office provides to the school divisions. It was also pointed out that the school division's role was to work with their schools to operationalize this framework into school improvement plans (SIPs), which would help them deal with any problems that might arise under the new normal. A major response and a commitment by the Department of Education to safeguarding the health, safety, and well-being of students, teachers, and staff during COVID-19 while also figuring out ways to keep education going despite the crisis is the Learning Continuity Plan. This Learning Continuity Plan,

according to the Department of Education will be based on the local COVID-19 situation as well as the availability of certain learning platforms (Eagle News, 2021).

As for teachers' readiness, Alea, et al. (2020) studied the teachers' willingness to switch to face-to-face learning despite the threat of COVID-19; however, they were hindered by the lack of facilities, equipment and capacity-building for face-to-face learning education. A majority of educators believe that they can adapt their teaching methods if their institutions provide them with the necessary resources.

Knowledge and Skills

Human resource training and development are career advancement procedures that help employees become more effective in fulfilling the organization's goals and cultivate the individual's capacity to become a productive and committed organization. (Mondy, n.d). Training for specific skills and for building a stable working force designed to achieve the objectives of productivity, effectiveness, qualification of a better job, and a morale booster because training improves the employee's attitude toward his job, fellow workers, supervisors, and the organization as a whole.

Holmes and Nielson (2010) supported the idea that school administrators and teachers need the training to receive some form of planned learning experiences because they are responsible for their staff and their pupils, the learning process within their schools, and the premises in which this process takes place. Relevant trainings for teachers or employees should be part of professional development. These should include knowledge, skills, and competencies. Attendance to such relevant training enables them to adapt to changes and become more creative members of an educational institution. These trainings are necessary because they lead their clientele who also possesses talents, values, and attitudes like them.

However, Robles (2012) noted that a number of faculty members have never attended any trainings, for the simple reason that such attendance entails additional expenses on their part such as transportation, registration and accommodation. He also inferred that some may not have been given the chance because they are still young so the priority goes to more senior teachers.

Despite financial constraints, educators await eagerly the opportunity to attend higher-level training, knowing that the training would provide them with wider and richer knowledge, and competencies. They strive to have access to such undertakings because of the gainful experiences and in-depth cognitive and affective skills they get in return. This is a manifestation of their passion to grow as individuals and as professionals.

The study of Naguit (2012) revealed that her respondents attended more seminars at the division and regional levels although it is more expensive and inconvenient considering the distance of the venue. She deduced that the interest of the respondents to attend trainings at higher level might be spurred by the fact that they earn more points.

Relevant trainings are significantly but slightly related to the application of teaching strategies and skills. This result could mean that as the number of relevant trainings attended increases, there corresponds to a slight increase in the application of teaching strategies (De Vera, 2009).

This significant result in De Vera's (2009) runs parallel with the study of Danao (2012) that in-service trainings are significantly related to supervision and enhance their capacities that they can share with the teachers.

Ancheta (2011) found that his respondents in his study are wanting of seminars in educational management. While there are so many seminars conducted, these could be irrelevant to their function or field of specialization. Still, even the seminars are relevant, not all of them attend, obviously because of lack of funds, so if they attend, it must be at their own expense. Seminars on educational management and

other matters related to education are critical because they provide the information skills, competencies, and desired values and attitudes of school personnel both now and the future especially those who are considered neophytes in the profession.

The skill in selecting the right strategies in the context of a particular lesson is critical (Salandanan, 2005). The teacher should be knowledgeable and observant enough on how the students learn to be able to apply the appropriate teaching techniques and strategies.

Materials for Teaching and Learning

In research conducted by Nardo (2013) on the development and evaluation of technical writing, results show that students in both control and experimental groups performed differently on the regular tasks (tasks are done in the classroom), assigned tasks (tasks done outside the classroom) and evaluative tasks (tasks done to check the comprehension of the students). The experimental group performed better but statistical analysis conveys that the results did not register significant differences. This means that the instructional materials were developed could be used by all students who could work on the tasks without or with minimal supervision from the teacher.

Aggabao (2002) made a study aimed at developing individualized self-instructional materials on selected topics in Basic mathematics for instructional use at the Teachers College in Isabela State University. After making use of the experimental method, concluded that instructional materials used at the college for Basic Mathematics are inadequate and are not designed for self-instruction; that instruction through self-instructional materials is as effective as the prevailing teaching method of instruction; and students, as well as teachers generally have a positive attitude toward the use of individualized, self-instructional materials as a mode of instruction in Basic Mathematics

Lacdao (2004) in his thesis “A Comparative Study of the Effects of Modular Instruction and Lecture-Discussion Method on the Achievement of Grade VI Pupils in Mathematics” mentioned that the experimental group in his study who were taught using the instructional modules, performed better than the control group who were taught using the traditional method of teaching Sejpal (2013) similarly indicates that individual differences are given priority in teaching and the adoption of teaching techniques are accepted necessary for the growth and improvement of individuals at their paces.

Learners’ Support System

Willems and Gonzalez-DeHass (2012) described school–community partnerships as meaningful relationships with community members, organizations, and businesses that are committed to working cooperatively with a shared responsibility to advance the development of students’ intellectual, social, and emotional well-being. School–community partnerships can impact student success and post-school outcomes as well as positively influence and benefit the community in return.

Collaboration within a community of learners is an opportunity to reflect and share one’s perspective with others and to negotiate, to mean, and to develop better solutions (Alesandrini & Larson, 2002; Driscoll, 2005). Research has identified several essential components for effective school–community partnerships: Awareness of the overlapping spheres of influences on student development: The goals for student academic success are best achieved through the cooperation and support of schools, families, and communities. Also, there is a consideration for the various types of involvement for schools, families, and communities to work together (Epstein, 2010b). School–community partnerships are most effective when all parties see the benefits that the alliance will bring to all stakeholders involved, and because the collaborative efforts are viewed as fruitful and valuable, then each individual’s commitment to the success of the partnership is encouraged (Hands, 2005). Leadership from an action team. Action teams may include

school administrators, teachers, students, parents, and community representatives who can offer diverse perspectives on partnership program development (Epstein, 2010b; Sanders, 2006). The team takes responsibility for assessing current practices and implementing and evaluating the next steps for building partnerships (Epstein, 2010b). Ultimately, these practices should consider the particular needs of students, teachers, and families in their schools. Student- (or learner-) centered environments: In this vein, community partnerships are undeniably connected with the school's efforts to support students, enhance achievement, and nurture possibilities for their future careers (Sanders, 2006).

Partnership programs are inexorably linked to an organized program of collaborative activities to help students succeed (Epstein, 2011). Rather than being seen as an isolated occurrence to involve family and community members, a systematic program for partnership is linked to school improvement goals and becomes a fundamental goal for teachers to support students' learning and success. State- and district-level support: In addition to strong school leadership support, support from state and district leaders is also important for effective partnerships (Epstein, 2010b; Sanders, 2006). This support includes leaders facilitating ongoing dialogue and feedback about educational practice, policy creation for building school partnerships, and creating opportunities for professional development.

RESEARCH QUESTIONS

The researcher found this issue crucial in the new in the implementation of face-to-face teaching. Thus, the advocacy to promote academic excellence and quality education in the Malita West District motivated the researcher to conduct the study and will try to investigate the level of teachers' readiness in the implementation of face-to-face teaching.

Specifically, the study sought to answer the following question:

1. What is the level of readiness of Junior High School teachers in the implementation of face-to-face teaching in terms of:
 - a) knowledge and skills,
 - b) materials for teaching and learning; and
 - c) learner support system.

SCOPE AND LIMITATION OF THE STUDY

This study focused on the level of readiness of Junior High School teachers of Malita West District in the implementation of face-to-face teaching. Primarily it was limited on these three dimensions: a) knowledge and skills, b) materials for teaching and learning; and c) learner support system. Moreover, this study was limited to the Junior High School teachers of Malita West District namely: Ernesto Lopez Sr. NHS, Demolok Valley NHS, Tomas Lim Alcordo Sr. NHS, Gaspar Danwata NHS, Martino Masiwel NHS, Fishing Village Comprehensive NHS-Macol Extension, and Mahayahay NHS. Using the adapted questionnaire, it gave emphasis on the different dimensions that emphasize the readiness of JHS teachers in the implementation of face-to-face teaching.

RESEARCH METHODOLOGY

a. Sampling

A purposive sampling was utilized in the study during the selection of respondents. Palys (2008) stated that one who will engage in purposive sampling signifies that one sees sampling as a series of strategic choices about with whom, where and how one does one's research. This statement implied that the way

researchers’ sample must be tied to their objectives and the best sampling would depend on the context in which researchers are working and the nature of their research objectives.

Purposively, the subjects were taken from the Junior High School teachers of Malita West District namely; Ernesto Lopez Sr. NHS, Demolok Valley NHS, Tomas Lim Alcorido Sr. NHS, Gaspar Danwata NHS, Martino Masiwel NHS, Fishing Village Comprehensive NHS-Macol Extension, and Mahayahay NHS. Using the purposive sampling technique 57 respondents were considered as shown in Table 1.

Table 1. Participants of the Study

Schools	Population	Sample Size
Demolok Valley NHS	29	29
Ernesto Lopez NHS	7	7
Gaspar Danwata NHS	5	5
Fishing Village CNHS	4	4
Martino Masiwel NHS	5	5
Mahayahay NHS	5	5
Total	57	57

b. Data Collection

This study employed descriptive quantitative research design to determine the teachers’ readiness in implementing face-to-face teaching. Descriptive research describes the nature of a situation as it exists at the time of the study and explores the causes of the particular phenomenon. Shields and Rangarjan (2013) defines descriptive quantitative research design that describes the characteristics of a population or phenomenon being studied. Specifically, it addresses the “what “question. The characteristics used to describe the situation or population are usually some kind of categorical scheme, also known as descriptive categories that generally precedes explanatory research.

The researcher used google forms as a means of collecting quantitative data. The online survey was used because of ease of collection of responses and for preserving anonymity of the research participants. To ensure quality analysis and interpretation of the data being gathered, the researchers followed vital steps in data gathering. The link to the survey was sent to the school’s principals after obtaining permission from the Public Schools District Supervisor. Then, the principals forwarded the survey link to the teachers. Once the participant had accepted the invitation, they also agreed on the date of administration of questionnaires.

The researcher adapted the Part III of the survey questionnaire specifically the *Teachers’ Readiness* from the study of Halili (2021) entitled *Attitude, Readiness And Challenges In Implementing Face-to-Face Teaching and Learning: Basis For Policy Formulation and Program Enhancement*. Moreover, the items that were modified were, item 4 in Knowledge and Skills, items 1, 2, 3, 4, 5 in Materials for Teaching and Learning and items 1, 2, 3, 4, 5 in Learner Support System. The questionnaire is consists of 15 items and each strand will be answered by the respondents whether the situation is observable from them or not, and will be measured using the following scale: 5 (Very Ready), 4 (Moderately Ready), (3) Ready, (2) Moderately Not Ready and (1) Not Ready.

To ensure its validity and reliability the questionnaire underwent pilot testing to 10 respondents with an excellent Cronbach alpha value of 0.952 or 95.2 %. as shown in table 2. Average weighted mean was used to determine and interpret the teachers’ readiness of Junior High School teachers in face-to-face teaching.

Table 2. Cronbach Alpha result

<i>Reliability Statistics</i>	
Cronbach's Alpha	N of Items
.952	15

In analyzing and interpreting the readiness of the Junior High School teachers in implementing face-to-face it was based on this scale as shown in the table.

Table 3. Mean interval score and interpretation of the readiness of JHS teachers towards face-to-face teaching

Scale	Range	Qualitative Interpretation
5	4.20 – 5.00	Very Ready
4	3.40 – 4.19	Ready
3	2.60 – 3.39	Moderately Ready
2	1.80 – 2.59	Moderately Not Ready
1	1.00 – 1.79	Not Ready

c. Ethical Issues

The researcher also observed all applicable ethical principles and practices before, during, and after the conduct of the study. One of these ethical considerations was the need to seek first for the permission and approval of the school head, Public Schools District Supervisor, Superintendent and other Deped superiors for the formal conduct of the study. Second, the researcher gave orientation to the participants as to their roles and the extent of participation needed. This orientation also covered the purpose and objectives of the study. Moreover, the researcher ensured that the participants would be objective and honest in answering the questionnaire.

Each participant was required to provide a signed personal acknowledgment, consent, and an indication of a willingness to participate in the study release. The purpose of the informed consent letter was to introduce the research effort, provide contact information, articulate the intent of the study, request voluntary participation by the recipients, and identify the anticipated information that participants will be expected to provide. Personal assurances of committed participation, prompt scheduling of the administration was ensured adequate participation.

The informant’s consent letter was articulated the procedural steps to maintain privacy, confidentiality, and the non-attribution of the individual responses. The consent letter declared that the participants’ background information would remain confidential and would not be released without prior expressed personal approval. Restricted access based upon a need to know protects and secures participant information to maintain confidentiality, anonymity, and to ensure that all the responses were secured from inappropriate disclosure to enhance reliability of provided data. All participants were required to sign and return the letter of consent to the researcher before participating in the research. All the informants’ responses were secured in a locked repository.

d. Plans for Data Analysis

Data to be gathered were tabulated, coded, analyzed, and interpreted using descriptive statistical tool as follow:

Mean

Mean was used to calculate the average sample score. The method also included the level of readiness of Junior High School teachers in implementing face-to-face teaching.

DISCUSSION OF RESULTS AND RECOMMENDATION

Readiness of Junior High School teachers towards face-to-face teaching

The table 4 displays the mean results and interpretation of the readiness of Junior High School and Senior High School teachers towards face-to-face teaching. Based on the table below, it can be inferred that among the three descriptive indicators specifically the knowledge and skills, materials for teaching and learning, and learner support system, all have a qualitative interpretation of ready in terms of their readiness implementing face-to-face teaching with an overall mean of 3.64.

Table 4. Mean result of the readiness of Junior High School teachers towards face-to-face teaching

Indicators	Mean	Qualitative Interpretation
Knowledge and Skills	3.52	Ready
Materials for Teaching and Learning	3.50	Ready
Learning Support System	3.89	Ready
Overall Mean	3.64	Ready

As presented in table 4, it can be concluded that the JHS teachers are already adjusted to the new trend of teaching after the modular way of instruction. The fact that the teachers in the Division of Davao Occidental are provided by the different free trainings with concerned to face-to-face teaching were given through virtual and face to face platforms to recalibrate and up skill the teachers in implementing face-to-face teaching, in which Malita West District as one of the recipient. In terms of the knowledge and skills of the teachers towards face-to-face teaching, it can be gleaned that teachers can develop and adapt teaching activities to provide quality learning to the students. This would help the students since in this trying time most of the students have a hard time in coping with face-to-face learning after the two-year modular learning. Thus, through different learning strategies given by the teachers it could elevate their will to finish the task. But it also reveals that teachers need more training related to face-to-face teaching in order to deliver an efficient and effective instruction to the students.

Furthermore, in regard to materials for teaching and learning, JHS teachers can make well-designed learning packages for instructional materials for the students with quality content, easy to reproduce and user-friendly. It could further help the students to effectively apprehend the contents of the instructional material of the different learning areas. Nevertheless, teachers also have a hard time in motivating the students to adopt the face-to-face learning since most of the students haven't adjusted yet from the latter mode of instruction. And lastly, in terms of learning support system, JHS teachers can ensure the continuity of learners' education by conducting intervention programs and activities. This is apparent most of the secondary schools in Malita West District were asked to develop action plan for their intervention programs.

Recommendation

The following recommendations are logically offered by the researcher based on the findings of the study:

1. DepEd offices should initiate more training related to the new trend in implementing face-to-face teaching to the teachers in order to become more effective and efficient in delivering quality education to the students.
2. School – stakeholders partnership should be strengthened since they play a vital role in ensuring the success of the implementation of modular teaching.
3. Readiness of teachers towards face-to-face teaching should be correlated to the academic performance of the students.
4. Study on the readiness of SHS teachers should be conducted to determine their readiness in implementing face-to-face teaching and perhaps determine if there is a significant relationship on the readiness of JHS and SHS teachers.
5. Based on the result, secondary schools in Malita West District should develop innovation plan to cater the needs of the teachers based on teaching pedagogy, teaching support, and management.

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