

# Exploring Teachers' Current Working Condition on the Face-to-Face Classes: Voices of Public Elementary School Teachers

Pearly Joy P. Dorado  
The Rizal Memorial Colleges, Inc

**Abstract:-** This study examined teachers' working conditions and coping strategies. The researcher chose 17 public elementary school teachers from Braulio E. Dujali District, Davao del Norte for this study. Purposive sampling Participants were selected using sampling. A phenomenological qualitative research design was used. Data was thematically analyzed. On the lived experiences of instructors regarding their working conditions, cooperation, support, and empowerment; enthusiasm for teaching; and maintaining a positive study environment emerged. Three categories emerged about participants' coping mechanisms for online class problems. This includes educational disadvantage, proactive approaches, and professional and personal development. Finally, how experiences shape public elementary school teachers' views, attitudes, and commitment. This includes organizational accountability, teaching's many facets, and education leadership. These themes show how ideas and attitudes affected their commitment in selected Braulio E. Dujali District, Davao del Norte public elementary schools. The study was done to publish findings in a recognized academic journal.

## I. INTRODUCTION

### A. The Problem and Its Setting

Public education was severely disrupted by the COVID-19 epidemic, which led to a quick shift in 2020 from in-person instruction to remote formats and raised questions about the future of teaching. De La Rosa (2020) claims that there has been conjecture regarding the pandemic's potential long-term impacts on education. Additionally, Kurtz and Bushweller (2020) reported a drop in teacher motivation in continuing in the field, a rise in retirement considerations, and a loss in enrolment in programs that prepare future educators. Changes in work settings, such as unpredictability, new requirements for remote learning, health precautions, and attending to major learning loss and student needs, are largely to blame for these changes.

By May 2020, school closures had affected around 1.2 billion pupils worldwide, or roughly 70% of all students (UNESCO, 2020). Students' educational experiences differed; some continued learning in person, while others switched to synchronous or asynchronous remote models. Nonetheless,

unequal access to remote learning tools for students contributed to disparities in education. In the education sector, economic downturns and the pandemic's consequences have led to an increase in stress, disengagement, and attrition (Masters et al., 2020).

In response, the Department of Education (DepEd) in the Philippines created a Learning Continuity Plan for the 2020–2021 academic year. To accommodate diverse learners, DepEd offered Self-Learning Modules (SLMs) in printed, television-based, radio-based, blended, and online formats. These SLMs reached isolated and coastal communities with poor access to energy and the internet. Additionally, DepEd placed a strong emphasis on teacher safety by permitting SLM preparation at home and enforcing health regulations for visitors to schools.

In reaction to the COVID-19 outbreak, emergency remote teaching was introduced in Davao del Norte's Braulio E. Dujali District. After two years of remote arrangements, DepEd resumed full face-to-face learning at the start of the School Year 2022–2023, bringing with it new obstacles. This change brought to light problems with teachers' working circumstances and highlighted questions about the impact of home confinement on pupils as well as the evolving nature of the educational system.

Despite these difficulties, there isn't much research on instructors' working conditions during the complete transition back to in-person instruction. In order to close this knowledge gap, the researcher used a phenomenological technique to better comprehend Davao del Norte teachers' working situations. The purpose of this study was to add to the small amount of information that already exists about the experiences of teachers switching to fully face-to-face instruction during the COVID-19 pandemic.

### B. Research Questions

The research questions underlying the investigation in this study are as follows:

- What are the lived experiences of the public elementary school teachers as regard to working conditions in the implementation of full face-to-face classes amidst pandemic crises?

- How do participants cope with the challenges in relation to working conditions in the implementation of full face-to-face classes amidst pandemic crises?
- How do these experiences shape the beliefs, attitudes, and commitment to teaching of the participants?

#### C. Theoretical Lens

Figure 1 shows the pragmatic paradigm research framework for the study's goals. A pragmatic worldview bases human realities on experiences rather than objective reality (Maddux & Donnett, 2015). By stressing practical effects, the research addresses learning challenges, specifically online instructional strategy efficacy. According to Creswell (2013), facts and accuracy can differ between people, locations, and

periods, therefore qualitative data gathering, and analysis were used to address these complications.

Pragmatism and Herzberg's (1959) Dual Structure Theory, which identifies job satisfaction elements, underpin the study. Career security and pay prevent dissatisfaction, while performance and growth motivate. Bushiri (2014) says a supportive workplace helps employees use their knowledge and talents, improving performance. The framework's subjectivity statement summarizes the researcher's personal and professional experiences as a public-school teacher, which informed the study's focus and perspective.

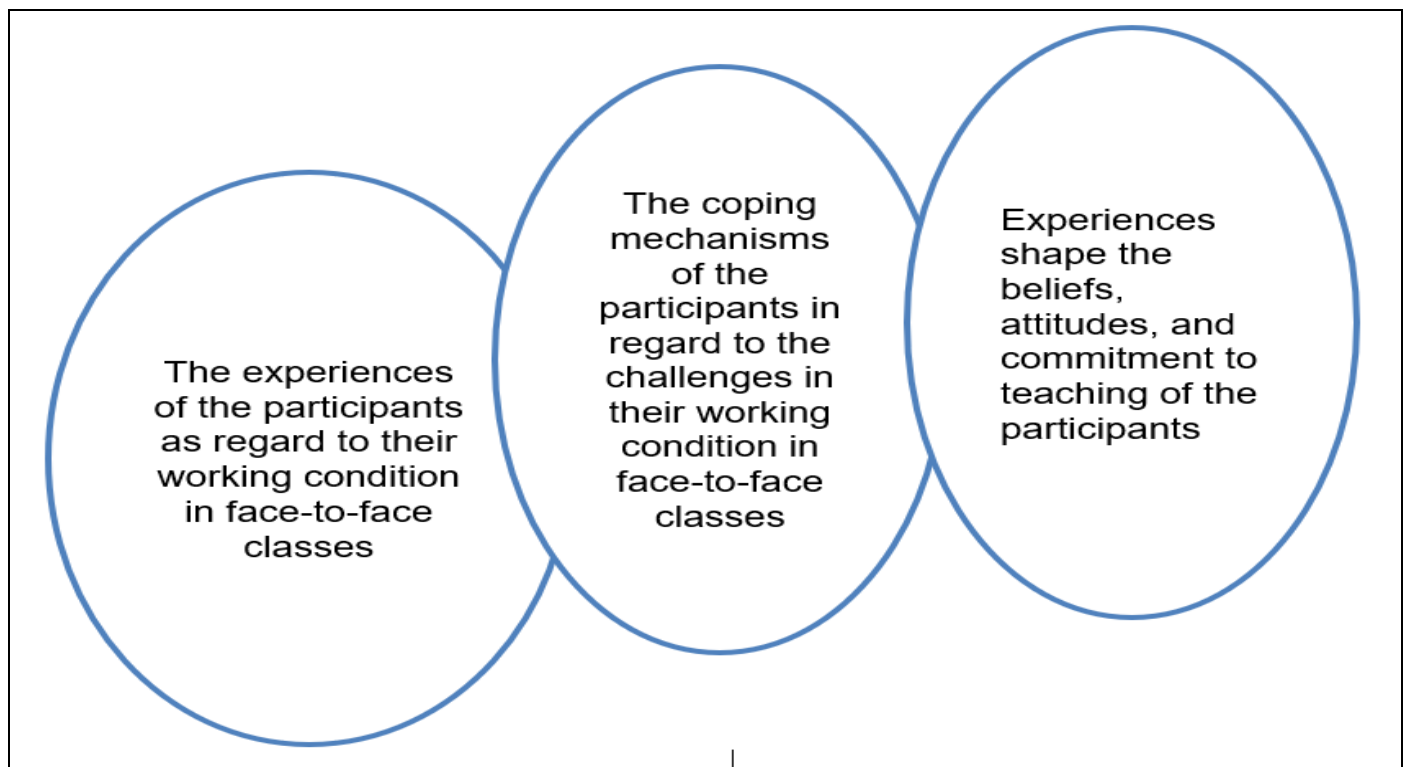


Fig 1 Conceptual Framework of the Study

#### D. Framework of Analysis

Braun and Clarke (2006) categorize qualitative data analysis methods into two groups: those driven by an epistemological or theoretical position, like conversation analysis (CA) and interpretative phenomenological analysis (IPA), and more flexible methods such as grounded theory (GT) and discourse analysis (DA). The second group includes theory-independent methods like thematic analysis, which provides flexibility and can offer rich, detailed insights across various theoretical frameworks.

In conducting thematic analysis, I followed six phases: familiarizing myself with the data through transcription and repeated listening, generating initial codes, searching for themes, reviewing and refining those themes, and finally defining and naming the themes. Manual techniques, such as note-taking, sorting data, and using thematic grids, helped me identify central issues and relationships within the data, guided by the framework technique (Ritchie et al., 2003).

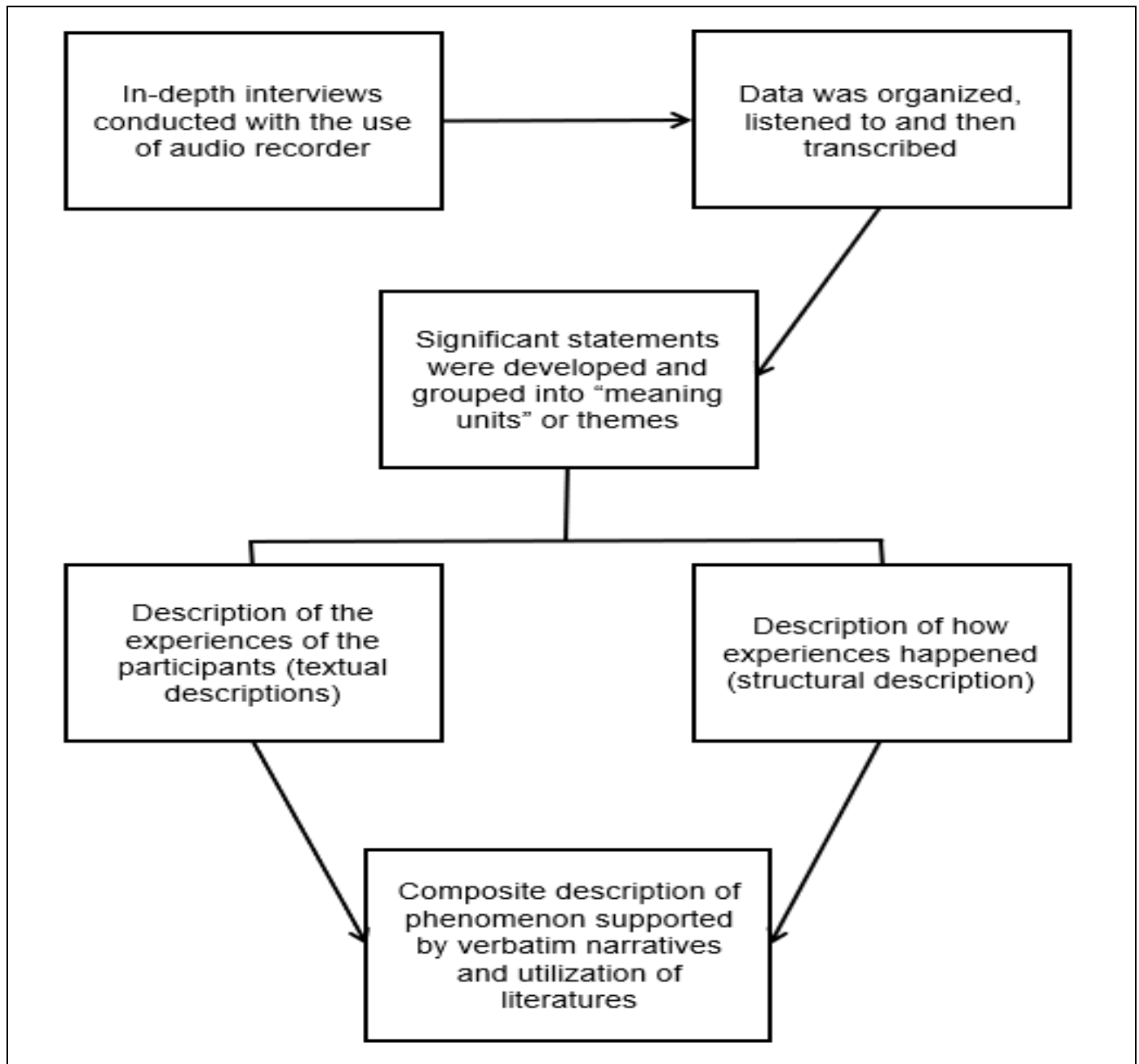


Fig 2 Analytical Framework of the Study

## II. METHOD

### A. Research Design

This study was qualitative and phenomenological. Qualitative research begins with assumptions and interpretive frameworks that address how people view social problems, according to Creswell (2013). This strategy uses interviews, focus groups, observation, and content analysis to explore people's experiences.

Vagle (2018) highlights that phenomenology examines affected people's lives to comprehend a phenomenon. This method is useful for understanding students' views on online teachers' instructional strategies because it highlights their interactions, obstacles, coping strategies, and challenges.

### B. Research Participants

The researcher selected 10 public elementary school teachers from Braulio E. Dujali District, Davao del Norte, for in-depth interviews (IDI) and 7 for focus group discussions. Regular-permanent teachers and gender balance were required for admittance. FGDs should have seven to eight members, according to Crouch and McKenzie (2006), because larger groups are harder to manage and limit individual input. In this qualitative study, purposeful sampling was used to select participants based on certain qualities that enable deep examination of the research issues.

### C. Research Instrument

The researcher collected data using a semi-structured interview questionnaire. These researcher-made interview questionnaires were consulted and reviewed by experts and

modified to incorporate their ideas. Validate the language and conceptual levels of questions if they match participants' understanding, the suitability of the items to the research design, which should not include leading questions, and the alignment of the interview questions to the study's objective.

#### D. Data Analysis

This study used Creswell's model and Creswell's theme identification approach to examine the data. Qualitative research themes are produced by combining related codes (Creswell, 2012). Reading and rereading the data while noting early observations, the researcher used triangulation approaches to improve the study. Labeling key data features and coding for data reduction and semantic and conceptual analysis were done.

After finding coherent and understandable patterns in the data related to the study question, the researcher compiled all coded data pertinent to each theme. Each subject was defined and named to represent its essence after reflection to ensure an engaging narrative. Finally, the researcher combined the analytic narrative with data extracts to construct a coherent story that situated the findings in the literature.

### III. RESULTS AND DISCUSSION

#### A. Lived Experiences of the Public Elementary School Teachers as Regard to Working Condition on Face-to-Face Classes

The lived experiences of public elementary school teachers regarding their working conditions in face-to-face classes revealed several core issues, as reflected in Table 1, which includes themes, core ideas, and codes. Four emerging themes were identified: Cooperation, Support, and Empowerment; Passion for Teaching Profession; and Maintaining Good Quality of Study Environment. The theme of Cooperation, Support, and Empowerment emerged prominently from the responses of participants during the in-depth interviews (IDI) and focus group discussions (FGD).

This theme encompasses three key codes: constant supervision and guidance, teacher collaboration, and enhanced teacher-parent communication. Participants expressed that school heads actively supervise their work and address their concerns online during working hours. They emphasized the importance of collaboration and communication in fostering a supportive environment for teaching and learning.

*“Kamunay gafollow-up si sir sa among accomplishment report especially during Monday kay mao ni among agreed submission day for reports.”* (Constant follow up of accomplishment report during Monday, as deadline for the submission of reports.) (IDI, Teacher 003)

*“Naa mi weekly ug monthly meeting via online aron maraise namo amo concerns with regards sa distribution of modules and instructional materials.”* (Conduction online meeting in order for us to raise our concerns with regards to the distribution of modules and instructional materials.) (IDI, Teacher 004)

*Usahay ginapost ra sa among principal ang mga announcement sa GC kay naa times dili makaattend ug meeting ang mga teachers tungod sa hinay na mga internet. Pero okay rapud kay at least mainform gihapon mi.”* (Sometimes announcement are posted in our GC to inform teachers who cannot attend the meeting due to poor internet connection. It is okay since it could help us be informed.) (FGD, Teacher 001)

The outcome shows that the school head supports and empowers teachers to teach well. This supports Sell and Cleal (2011)'s claim that psychosocial and work environment factors including workplace and social support affect job satisfaction. The study also supports Chandrasekar (2011)'s belief that empowering employees promotes productivity and profits for the organization. Amouli and Youran (2014) also found that self-determination, a domain of empowerment, affected teachers' working conditions and satisfaction.

➤ *The IDI and FGD also found that teachers share ideas and share duties evenly. Participants recounted:*

*“Despite sa kalayo namo tungod kay walay face-to-face interaction, kaming mga teachers continue gihapon mi ug communicate ug share ideas aron makatuon mi.”* (Despite the absence of face-to-face interaction, we continuously communicating and sharing ideas to learn from one another.) (IDI, Teacher 001)

*“Nagatinabangay mi especially kanang sa online kay naa uban teachers dili pa hanas sa paggamit ug social media ug mga online Platforms para sa mga meeting.”* (We are helping each other since some of the teachers are not yet familiar on using online Platforms for meetings) (IDI, Teacher 007)

*“Kanunay mi gacomunicate sa Facebook sa akong mga kauban aron makatabang mi sa among mga kaubang maestra. Pinaagi ani makaassist mi sa uban nga walay internet connection.”* (We frequently communicating through Facebook with our colleagues in order to help each other. This may provide us avenue to help teachers without internet connection) (FGD, Teacher 001)

This means teachers are working together to improve their teaching skills. According to Niemi et al. (2016), more time for planning and collaboration was strongly connected with instructors' plans to stay in teaching. The data also supports Nieveen and Kuiper (2012)'s claim that allocating enough teaching burden can help teachers prepare and collaborate, allowing them to learn from each other.

➤ *Participants also reported often communicating with students and parents during IDI and FGD. Participants confidently said:*

*“Ako jud nang ginafollow-up ang parents sa mga kulang sa ilang anak every time mukuha sila ug module.”* (I follow-up the the parents with regards to learner's requirements during module distribution) (IDI, Teacher 002)



*“Nagaconduct jud ko ug periodic conference with the parents especially, katong mga learners nga baba ang performance.”* (I am conducting periodic conference with the parents of learners with low performance) (IDI, Teacher 003)

*“Importante jud nga mahatagan ug guidance ug pagtagad ang mga bata nga baba ug performance tungod kay daghan possible rason sa ilang baba nga performance sa eskwelahan.”* (It is important to provide guidance and attention to those learners with low performance since it is possible that there are numerous possible reasons for their low performance in school) (FGD, Teacher 005)

Allen et al. (2011) argue that effective instructional practices are key to student achievement and the primary way teachers teach knowledge and skills in the classroom. The findings support this. A loving community fosters effective learning. Thomas and Green (2015) argue that instructional supports like practice strategies and professional development help teachers set and communicate clear learning goals, monitor student progress, provide feedback, and encourage cooperative learning, improving students' comprehension and application of knowledge.

Participant narratives also revealed another theme, Passion for Teaching Profession, which emphasizes codes like student self-esteem, work efficiency, and learning environments. Participants showed their dedication to teaching by emphasizing individual attention and addressing students' personal and educational problems.

*“Naa usahay magshare ang bata nga maglisud sya ug answer sa mga modules tungod kay di sya kasabot ug dili pa kaayo sila hanas mubasa mao nang usahay kailangan sabton na lang jud nato sila ug tabangan pinaagi sa paghatag ug dugang oras aron ila mahuman ang ila modules kutob sa makaya nila.”* (Sometimes learners shared that their poor reading performance is one factor that affects their difficulties in answering their modules. Thus, in this situation we need to understand them, and we need to give them sufficient time to finish their modules.) (IDI, Teacher 001)

*“Kailangan jud tagaan nato panahon na mapaminawan ilahang mga concerns kay labi na tungod kay pandemic karun ug sila ra naningkamot answer sa ilang modules.”* (We need to give time to listen to their concerns especially that we are in pandemic, and they are answering their modules alone) (IDI, Teacher 009)

*“Ginapaningkamutan jud nako na matagaan sila guidance bisan man lang sa pagtext ug pagtawag ug naa sila pangutana.”* (I'm trying my best to provide learners guidance through texting or calling if they have questions) (FDG, Teacher 004)

The results support Makau et al. (2019), who highlighted that a solid command of the subject matter and a variety of instructional strategies are necessary for effective teaching in order to support students. Instructors should make use of a variety of teaching resources and practice reflective planning to make sure that the activities are relevant to the experiences

that children have on a daily basis. The survey also showed that educators put in a lot of effort during the epidemic, frequently working past their regular schedules to finish assignments and reports and occasionally contributing personal monies to classroom upgrades.

*“Naga-set jud ko ug time and goals sa akong trabaho pero naa jud panahon na maextend ako trabaho akong madala sa balay kung kinahanglan.”* (I set time and goals in completing school tasks. However, I sometimes extend my work at home when necessity calls.) (IDI, Teacher 007)

*“Naa jud time ako sariling kwarta nalang ako gamiton para sa classroom improvement ug beautification.”* (I am using personal money for classroom improvement and beautification.) (IDI, Teacher 008)

*“Nagatrabaho ko mga work sa eskwelahan beyond sa oras kung kinahanglan.”* (I rendered teaching services beyond office hours when necessary.) (FGD, Teacher 003)

*“Mupasa jud ko report on time bisan pa ug pandemic. Mugahin jud ko oras adto sa school bisan pa ug work from home ko.”* (I submit reports on time even during pandemic. I go to school even in my work-from-home schedule.) (FGD, Teacher 006)

The results corroborate those of Balyer et al. (2017), who draw attention to the conflict that exists between the expectation of the school about teachers' involvement in extracurricular activities and their need for time to devote to their teaching responsibilities. Furthermore, teachers frequently find that they must spend a significant amount of time on non-instructional duties such standard paperwork (Mikser, Kärner, & Krull, 2016). The third theme, "maintaining a good quality study environment," arose from the participant tales and showcased fundamental concepts embodied by codes, including the provision of teaching and learning resources, a safe working environment, and positive values. Participants underlined their rigorous commitment to submission deadlines and the value of maintaining order in the classroom—even in distance learning—during the in-depth interviews and focus group discussions.

*“Sa online class amo jud sila gina-encourage to follow the house rules.”* (Learners in the online class are encourage to follow the house rules) (IDI, Teacher 002)

*“Wala nako gina-allow ang mga bata muadtu sa school nga dili mag ilis ug tarung.”* (I do not allow learners to come to school without proper attire) (IDI, Teacher 003)

*“Provided jud mi ug health care supplies sama sa face mask, face shield, ug mga alcohol.”* (We are provided with adequate health care supplies such as face mask, face shield, and alcohol.) (IDI, Teacher 003)

*“Gina-require jud nako nga dapat submit jud sila ug requirements ug answer sheets on time.”* (They are required to submit requirements on time) (FDG, Teacher 004)

*“Naga follow jud mi sa health protocol na gina-implement sa IATF.”* (We are following the health protocol implemented by the IATF (FDG, Teacher 006)

#### *B. Participants' Coping Mechanism with Regards to the Challenges in Relation to Working Condition on Face-to-Face Classes*

Three themes emerged from participants' coping techniques for COVID-19 pandemic work challenges: educational disadvantage, proactive approaches, and professional and personal development. Educational disadvantage—including codes like inadequate facilities, poor technology, psychological dangers, and insufficient materials—was a major theme. Participants in in-depth interviews and focus group discussions noted various challenges in teaching during the pandemic, including a shortage of needed facilities and materials.

*“Kulang jud mga facilities sa pagconduct ug online class.”* (There is no enough facilities in conducting online classes) (IDI, Teacher 001)

*“Isa sa among problema kanang kulang ang facilities sa school especially para sa holding area sa mga magkuha modules.”* (One of our problem in school during the releasing of modules is lack of holding area facility) (IDI, Teacher 002)

*“Guba amo photocopier mao na permi madelayed reproduction.”* (Unserviceable photocopier cause the delayed of the reproduction) (IDI, Teacher 006)

*“Kulang jud mi ug mga printed modules para sa mga bata usahay delayed pa ang mga modules release sa schools.”* (There is no enough printed modules for learners. Sometimes the releasing of modules are delayed.) (FGD, Teacher 004)

Akram (2011) agrees that teachers need equipment, supplies, and materials to educate. Effective teaching requires adequate working resources, instructional materials, and accessible technology. The findings complement Johnson et al. (2012), who connected school resource quality to teacher performance and satisfaction, emphasizing that inadequate conditions inhibit effective instruction. Poor communication technology and instructional materials lower instructors' job satisfaction, according to Steele et al. (2010). Participants also reported psychological issues and burnout owing to the COVID-19 epidemic.

*“Mahadlok ko matakdan ug COVID-19 virus.”* (I fear of being contaminated with COVID-19 virus) (IDI, Teacher 010)

*“Usahay kapoy kaayo muadtu sa school kay tungod sa ka strikto sa mga protocols.”* (I felt tired going to school due to strict health protocols) (FGD, Teacher 002)

This supports Freire et al. (2016), who argue that burnout and psychological stress negatively impact daily performance, leading people to ignore problems, blame themselves, or seek refuge in unrealistic thoughts, which can

improve psychological well-being by helping them manage their lives. The IDI and FGD responses revealed three codes: worship and devotion, self-efficacy, and leisure activities, forming the second important theme, Proactive Approaches. Participants stressed participation in diverse activities to overcome face-to-face class obstacles.

*“Muapil ko sa mga physical activities like zumba ug badminton. Usahay muuban sa ko sa ako mga amigo maghiking.”* (I engage my self in physical activities such as zumba and badminton. I also spent time with my friends in hiking activities) (IDI, Teacher 003)

*“Makatabang jud sa ako makacope-up sa stress ang pag attend church activities.”* (Attending church activities help me overcome stress) (IDI, Teacher 004)

*“Makawala sa stress ug makalipay sa ako nga makita na daghan natun-an ako mga bata.”* (Seeing that my learners are doing well help relieved my stress and it makes me happy) (IDI, Teacher 006)

*“Magtapok tapok mi sa ako mga amigo usahay aron malingaw.”* (I sometimes spent times with friends to enjoy) (FGD, Teacher 002)

*“Salig ra jud ko sa ginoo na makaovercome ko sa tanan challenges labi na karung pandemic.”* (I always trust God that I can overcome all the challenges especially during this pandemic) (FGD, Teacher 003)

This result is consistent with Teitelman et al. (2009), who observe that people can reduce stress by engaging in leisurely physical activities and seeking out help when needed. It has been demonstrated that these coping mechanisms lessen anxiety symptoms. Furthermore, King and Shafer (2013) discovered that people who identify as more religious report less personal distress, and Allen et al. (2010) highlighted that people who use religion as a coping mechanism for stress are less likely to abuse drugs and alcohol, and when they do, they are less likely to use them excessively and suffer the consequences. The IDI and FGD responses also revealed the third fundamental theme, Engagement in Professional and Personal Development, which highlighted three codes: the practice of suitable values, the emphasis on beneficial relationships, and the advancement of abilities. The participants expressed that they are empowered to make decisions, especially in meetings, and that they are provided with opportunities for professional development.

*“Ang among school head is very efficient jud sa pag hatag schedule sa among trabaho. Ga-conduct jud sya ug weekly meetings aron ma-disseminate ang mga butang na kinahanglan mahuman. Sa kanang pinaagi, makabalo ang mga teachers unsa ang iprioritize nga mahuman taga semana.”* (Our school head is efficient in a manner of scheduling the tasks accordingly. She implemented a weekly staff meeting in order to disseminate immediately the matters they had tackled during their division meeting. By doing so, teacher would be able to know and prioritize things that need

to be done within that particular week. Since, the staff are updated with important matters weekly.) (IDI, Teacher 008)

*“Ang among school head ginapush jud and motivate jud tanan teachers nga mas mumaayo ang kahintang pinaaagi sa mga programs ug mga project sa school. Human sa mga activities naga-conduct jud sya ug evaluation and monitoring.”* (My school head always push and motivate every teacher and staff to settle for the best, like implementing our programs and projects in schools and after the implementation, there will be always a monitoring and evaluation right after.) (IDI, Teacher 010)

*“Ang akong school head naa jud syay maayong leadership. Maminaw jud sya sa among mga teachers ug apil jud mi always sa pag decision sa eskwelahan.”* (My school head possesses good leadership. She listened to the needs of the teachers. Every decision she made, teachers were involved) (FGD, Teacher 001)

*“Tagaan mi opportunity sa among school head na madevelop professionally. Gina allow sad mi nga makabuhat among decision as long as ikaayo ug iyaha jud ginasigurado nga safe, makalingaw ug maayo ang among skwelahan.”* (Our school head provide us opportunities to develop professionally, as well as empowering us to make our own decisions. She also made sure that our workplace is safe, motivating and harmonious) (FGD, Teacher 002)

According to the findings, taking part in professional development activities greatly boosts professional expertise, fosters career advancement, and raises engagement and job happiness. This is consistent with Wang's (2018) claim that, in order to guarantee that teachers' skills are in line with their duties, ongoing support for their professional development and competence development should include possibilities for career promotion and established ranks. The results also corroborate Arendale's (2018) assertion that flexibility is an essential attribute for educators since it allows them to quickly adapt to shifting roles, duties, resources, and timetables. It could be difficult for teachers to give their students the best possible learning opportunities if they are unable to adapt.

In addition, the participants also pointed out that they are being trusted by the school head that's why they are demonstrating patience and perseverance despite challenges on face-to-face classes. The participants shared:

*“Antos lang jud sa karun kay pandemic pa man. Buhaton lang jud nako tanan nga kutob sa makaya aron matarung akong trabaho ug makatabang sa mga bata.”* (Just be patient during this pandemic period. I will just do my best to do my work well and to help learners) (IDI, Teacher 005)

*“Nakatabang jud sa ako mapadali ako trabaho ang pagsalig na ginahatag sa ako.”* (Being trusted helped me improved my job.) (IDI, Teacher 010)

This result indicates that teachers consistently show tolerance and tenacity in the face of difficulties. This result is consistent with Schleicher's study from 2021, which found

that sharing experiences and engaging in professional development activities improves conduct and attitude. Teachers can update and enhance the information and skills they need to deal with the evolving nature of education through service learning, mentoring, and self-study.

### C. Role of Experiences in Shaping the Beliefs, Attitude and Commitment

The thematic analysis highlights how experiences shape the beliefs, attitudes, and commitment of teachers, presenting three essential themes derived from the in-depth interviews (IDI) and focus group discussions (FGD) with participants. These themes include teaching as a multifaceted profession, traits of an effective educational leader, and organizational responsibility. The first theme, "Teaching as a Multifaceted Profession," emerges from participants' narratives regarding their learning and teaching goals, as well as their positive attitudes. Participants conveyed their insights with conviction, illustrating the complexity of the teaching profession and the diverse influences on their professional commitments.

*“During the pandemic, nagaattend kog pipila ka webinars ug mga training para makatabang na mahimong kong effective sa klase. Gagamit kog messenger, Facebook, ug lain pang pamaagi aron makapadayun ko sa pagtudlo mao maayo na mubasa ako mga bata.”* (During pandemic, attending those numerous webinars and training help me become more effective in my class. I used messenger, Facebook, and other means to still continue teaching that's why my pupils are already readers.) (IDI, Teacher 001)

*“Gapaningkamot ko na matrabaho ang mga buluhaton nga makaya ra ug trabaho sa balay. Naningkamot sa ko nga ma-update sa mga bag ong technology sa teaching.”* (I keep on working on works that is doable at home. And I keep myself updated with the new technology in teachings.) (IDI, Teacher 007)

*“These experience makes me realize and awaken me that I must be thankful that I am teacher. I believe nga dako kaayong tabang sa society ang akong pagka-teacher in shaping the backbone of our community.”* (These experience makes me realize and awaken me that I must be thankful that I am teacher. I believe my responsibility greatly contribute to the society in shaping the backbone of our community.) (IDI, Teacher 009)

*“These experiences shape my beliefs by embracing the reality and indulging the new normal, appealing the positivity and strengthening the commitment as teacher and empowering as good leader and best follower. To be more effective and produce quality education, we must be competent enough and committed to our profession.”* (FGD, Teacher 007)

This key idea stems from teachers' commitment to doing their jobs well, which drives them to actively seek out the most recent developments in education in order to optimize student results. This result is consistent with Tanang and Abu's (2014) observation that teachers who participate in professional development are more likely than those who do



not experiment with novel teaching strategies and incorporate technology. It also backs up the points made by Jones and Dexter (2016), who stressed that good professional development should link learning to student accomplishment, involve practical experiences, alter instructors' attitudes and methods, encourage cooperation, and offer prompt assistance. The tales of participants build the second fundamental subject, "Traits of an Effective Educational Leader," emphasizing the qualities of effective instructors and the significance of values in the classroom. Participants discussed their perspectives on these vital characteristics.

*"I can say that it is both a profession and a vocation. It is a profession because I am ought to do so and a vocation because I perform my work with compassion."* (IDI, Teacher 003)

*"Para sa ako mao gihapon ni ang pinaka-noble na profession maong nalipay ko nga part ko sa DepEd organization."* (It still the noblest profession. Glad to be part of DepEd organization). (IDI, Teacher 006)

*"I became mature, dedicated and devoted. I love my everyday doing. Though the redundant function sometimes weaken my urge to proceed but I surely miss my teaching. As what I have mentioned, seeing my pupils improving, striving & surviving complete my being as a teacher. It showed that I am effective. I am a agent of change of the student future. In the social media, I saw my former pupils who were now professionals of their chosen field. I could tell that I am one factor that make them being a professional."* (FGD, Teacher 001)

According to the findings, educators see their work as an essential force for positive change in students' lives, and they gladly accept difficulties as a necessary component of their noble vocation. This research supports Arendale's (2018) assertion that flexibility is critical for educators since it allows them to quickly adapt to shifting roles, duties, and timetables. It becomes difficult for teachers to deliver the best possible learning experiences if they are unable to control these dynamics. Joynes et al. (2019), who contend that implementing a range of teaching and learning activities skillfully improves classroom management, also support this viewpoint. The last major subject that came up throughout the discussions was "Organizational Responsibility," which was summed up by the code that symbolizes how teachers shape students' commitments, attitudes, and beliefs. Participants discussed their perspectives on this crucial facet of their line of work.

*"Teachers play vital role in the community. So dapat jud magpabiling lig on ug nasa highest standards ang atong integridad as teachers kay part ta sa values formation sa atong mga bata na ginatudluan."* (Teachers play vital role in the community. So we should always keep our integrity in highest standards because we play significant role in values formation of the students.) (IDI, Teacher 001)

*"As committed teacher, my experienced involving professional development resilience and leadership self-*

*efficacy of my school head has a big help as pillar to grow me professionally, emotionally, mentally and spiritually. I want to explore or know more or more in holistic manner."* (FGD, Teacher 001)

*"The engagement and collaboration of everyone especially with the people around makes a happy feeling and inspired teacher to pursue teaching. Being more dedicated to face life's challenges."* (FGD, Teacher 003)

*"I think teachers must evaluate themselves from time to time this is the check and balance of our self regarding on our attitude because attitude is the key factor to have a smooth relationship with the coworker."* (FGD, Teacher 004)

The result shows that teachers are crucial to student learning. Teacher resilience is built by managing job demands and time. This supports Rodie (2011)'s notion that teaching is a profession where teachers must handle various situations and operate efficiently. Additionally, Kelly (2020) states that teachers are expected to perform numerous jobs, making teaching a difficult profession. Therefore, a teacher's ability to organize herself, her classroom, and her students is crucial to success.

#### IV. IMPLICATIONS AND FUTURE DIRECTIONS

##### A. Implications

The results show that improving communication between educators, administrators, parents, and students was crucial to keeping the educational process going during the pandemic. In-person classes were more productive because of the positive interpersonal relationships that were built via efficient communication. As the backbone of the school's administrative structure, teachers' involvement is just as critical in building an effective communication system as that of school heads. Additionally, giving instructors more decision-making authority improved their performance, contentment, morale, and general efficacy of the school. The provision of suitable facilities, instructional materials, and administrative support have been identified as essential coping mechanisms for educators, thereby augmenting their teaching satisfaction and dedication even in the face of adversity.

It is also critical to investigate teachers' commitments, attitudes, and beliefs about their working conditions. This study only looked at instructor viewpoints and concentrated on a small geographic area. In order to ensure generalizability, future research should take into account a larger, more representative sample in the Davao Region as well as perspectives from parents and students, who are equally important members of the school community. It would be beneficial to use technologies that record teachers' specific viewpoints of their working environments and contributions to the smooth operation of the school. Last but not least, the current study tackled difficulties arising from stringent health precautions in in-person classes, emphasizing the necessity to investigate teachers' experiences in the following academic year, which will see a return to entirely in-person education.



*B. Future Directions*

For practical use, the study's findings must be successfully communicated to stakeholders. The researcher suggests these steps: In view of the pandemic's acceleration of digital learning, the Department of Education should improve validation and recognition methods for all learning. To capitalize on this advancement, digital abilities must be acknowledged and used. Micro-credentials, digital badges, and world reference levels can help improve informal and non-formal learning validation and recognition systems. Working with the private sector to identify skills can help maximize their use.

Teachers should practice self-reflection in the classroom to understand how and why they educate and how students respond. Reflective teaching helps teachers improve their techniques by concentrating on effectiveness. Finally, researchers should undertake quantitative analyses to examine elements that may improve teachers' evaluations of their working conditions to better understand the relationship between working conditions and job satisfaction.

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