The Impact of Education Setup Towards Teachers' Capability and Development Priority

Jucel Asis Jaluague

Kinesthetics Department, Cebu Normal University, Philippines

*Corresponding email: jaluaguej@cnu.edu.ph

Abstract: The Impact of Education Setup Towards Teachers' Capability and Development Priority. Objectives: This study used a mixed research design to assess the performances of the Senior High School Physical Education and Health teacher's capability and professional development priorities. **Methods:** The study used qualitative and quantitative data collection methods. The survey data on teachers' capability and priority development needs were analyzed using simple statistics such as mean and standard deviation. Following quantitative data analysis, qualitative data collection involved transcribing and analyzing the data. **Findings:** Teachers demonstrated a strong capability in assessment and reporting and plus factors. The identified priority development needs were in content knowledge and pedagogy, learning environment and diversity of learners, assessment and reporting, and plus factors. Besides, facilitating learning, insufficient training, and low standards for addressing students' specific needs. It negatively impacts teachers' confidence, increasing job frustration and affecting their teaching performance. **Conclusion:** The new education setup challenges teachers' capability and increases the need for development due to limited knowledge and skills.

Keywords: content knowledge and pedagogy, learning environment, curriculum and planning.

Abstrak: Dampak Pengaturan Pendidikan Terhadap Kapabilitas Guru dan Prioritas Pengembangan. *Tujuan:* Penelitian ini menggunakan desain penelitian campuran untuk menilai kinerja kapabilitas dan prioritas pengembangan profesional guru Pendidikan Jasmani dan Kesehatan Sekolah Menengah Atas. *Metode:* Penelitian ini menggunakan metode pengumpulan data kualitatif dan kuantitatif. Data survei mengenai kemampuan guru dan prioritas kebutuhan pengembangan dianalisis menggunakan statistik sederhana seperti mean dan standar deviasi. Setelah analisis data kuantitatif, pengumpulan data kualitatif melibatkan transkripsi dan analisis data. *Temuan:* Guru menunjukkan kemampuan yang kuat dalam penilaian dan pelaporan serta faktor plus. Kebutuhan pengembangan prioritas yang teridentifikasi adalah pengetahuan konten dan pedagogi, lingkungan pembelajaran dan keragaman peserta didik, penilaian dan pelaporan, dan faktor plus. Selain itu, memfasilitasi pembelajaran, pelatihan yang tidak memadai, dan rendahnya standar untuk memenuhi kebutuhan spesifik siswa. Hal ini berdampak negatif terhadap kepercayaan diri guru, meningkatkan frustrasi kerja, dan memengaruhi kinerja mengajar mereka. *Kesimpulan:* Sistem pendidikan baru ini menantang kemampuan guru dan meningkatkan kebutuhan akan pengembangan karena terbatasnya pengetahuan dan keterampilan.

Kata kunci: pengetahuan konten dan pedagogi, lingkungan belajar, kurikulum dan perencanaan.

To cite this article:

■ **INTRODUCTION**

Teachers play significant duties and responsibilities in education dealings. Their capability is the key to instruction effectiveness. Understanding the teacher's capability and priority development needs are validated through assessment. Self-assessment is an eye-opener of an in-depth understanding of reality.

Much research highlighted that teachers' competence is required for successful curriculum implementation concerning content knowledge (CK) and pedagogical content knowledge (PCK) for effective instruction. Since teaching is a complicated responsibility, teachers must reflect daily to organize and arrange ideas that work and do not. Self-assessment and contemplation mean disparagingly appraising one's knowledge, performance, and ideas for better-quality outputs. It supports instructors' performance knowledge in operating their functions. Self-reflection helps them plan and evaluate their learning practices. Able to think critically, strengthen work responsibility, and increase professional ownership and empowerment. The teachers must recognize strengths and enhance limitations by collecting, recording, and analyzing what went right and needs improvement. (Buriæ & Kim, 2020) confirmed that teachers who assess their capability and limitations can value and inspire students.

Well-rounded teachers help realize education goals. In 2016 Philippines adopted the K-12 education landscape, which brought an issue for teacher implementors. The teachers are still in the stage of adjustment in the curriculum implementation in a face-to-face process with insufficient knowledge and skills (Jaca, Flores, & Jaluague, 2018). The gap in curriculum implementation was already evident even before the event of Covid and brought a more challenging event in instruction delivery. The curriculum content is overwhelming, and contextualizing is challenging (Acosta & Acosta,

2016). In addition, the topmost pressing problems are the need for more innovative teaching mechanisms, assessment tools, availability of learning resources, information communication technology access, and exposure to community engagement (Cogal, M. N. 2019).

The learner's welfare is always the teacher's concern. Presenting the idea of contextualized teaching and learning is ideal. RA 10533 s. 2013 prescribes that the DepEd embraces a contextualized and global curriculum that is relevant, appropriate, and responsive to the needs of learners and the community. Teachers are guided by the Contextualized Teaching and Learning (CLT) framework, which enables them to design holistic learning activities that are meaningful and applicable to students' lives (Ambrose et al., 2013). Implementing CLT principles and approaches in Physical Education ensures that students acquire enduring knowledge and skills that promote lifelong physical activity and well-being. However, it is emphasized that teachers require further knowledge and skills to effectively implement pedagogical practices firmly rooted in the students' context (Lee et al., 2007). Thus, it is crucial to provide teachers with opportunities to enhance their pedagogy through professional development (Kern & Graber, 2017). This retooling process will equip teachers with the tools and strategies to effectively engage students and promote a meaningful learning experience in Physical Education. The plan for professional development opportunities, mentoring programs, and collaborative learning communities provide teachers with support and opportunities for growth. Access to relevant resources, reflective practice, and ongoing feedback help teachers improve their instructional approaches (Ambrose et al., 2013, Kern & Graber, 2017, Lee et al., 2007).

Moreover, the integration of technology, collaborations with experts, and encouraging research and innovation empower teachers to

adapt to the changing educational landscape and incorporate innovative teaching strategies. Recognizing and celebrating teachers' accomplishments motivates and inspires them to continue their professional development journey. By implementing these strategies, teachers in Senior High Schools can enhance their skills, knowledge, and pedagogical practices, ultimately improving student engagement and success (Kern & Graber, 2017).

Existing studies have explored using self-assessment tools (SAT) to assess teachers' performance within the results-based performance management system (RPMS). These studies have utilized various statistical tools to analyze the data and examine the system's effectiveness. However, there needs to be more literature regarding the specific focus on Senior High School (SHS) Physical Education and Health (PEH) teachers. No mixed-method research has been conducted to investigate the teaching level of capability and the priority areas of development for these teachers, particularly about content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, and plus factors.

This study aims to examine the teaching capabilities and areas for improvement of Senior High School (SHS) Physical Education and Health (PEH) teachers within the results-based performance management system (RPMS). The research will utilize a mixed-method approach, combining quantitative analysis of self-assessment tool results and qualitative interviews or focus group discussions with the teachers. By focusing on this specific group of teachers and utilizing a comprehensive research methodology, the study will provide valuable insights into their present scenario and situation and their specific challenges and needs. This knowledge can then be used to develop targeted professional development programs to enhance their teaching effectiveness

in key areas such as content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, and plus factors. By filling the existing gap in the literature and addressing the unique needs of SHS PEH teachers, this research makes a valuable contribution to the field of education and teacher performance assessment.

The uniqueness of this research lies in its focus on Senior High School (SHS) Physical Education and Health (PEH) teachers within the context of the results-based performance management system (RPMS). While previous studies have examined self-assessment tools and performance management systems in evaluating teachers' performance, none have specifically targeted SHS PEH teachers. This research fills a gap in the literature by addressing the unique needs and challenges this specific group of teachers faces.

Overall, this research contributes to the existing literature by shedding light on the specific challenges and needs of SHS PEH teachers and informing the development of targeted professional development programs tailored to enhance their teaching effectiveness in the areas of content knowledge and pedagogy, learning environment, and diversity of learners, curriculum and planning, assessment and reporting, and plus factors.

■ METHODS
Participants

The research respondents of this study were the selected Senior High School (SHS) physical education and health (PEH) teachers who belong to the Teacher I-III category in the selected three divisions of Cebu, Philippines. This study used purposive sampling to select participants based on specific criteria. A total of fourteen respondents opted to participate in the study. The number of teachers assigned per school varied depending on the student population, with an average ratio

of 600 or more students per teacher. The participants were selected from three divisions, with four participants from the first, six from the second, and four from the third.

Research Design and Procedures

This study utilized an explanatory sequential mixed research design to assess the teaching performance of SHS PEH teachers in terms of their capability and priority development needs. According to Ivankova et al. (2006), an explanatory sequential mixed research design was utilized, combining quantitative and qualitative approaches. The process involved two sequential phases: the quantitative phase and the qualitative phase.

In the quantitative phase, data were collected on the level of capability and priority for the development of SHS PEH teachers. This data was obtained through a questionnaire that asked participants to rate their capabilities and development priorities in teaching competencies based on the PPST domains and indicators. The rating scale ranged from 1 to 4, with 4 indicating a very high level of capability or priority for development. Areas such as content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, and plus factors were assessed.

To ensure accessibility for all respondents, two options were provided for answering the research instruments. A survey was uploaded in a Google form for those with a stable internet connection. A printed survey version was provided for those with limited internet access. Once the quantitative data was gathered, the researcher analyzed the responses and interviewed selected respondents. The respondents were selected through purposive sampling, allowing for a more in-depth understanding of the phenomena being studied. Interviews and focus group discussions were scheduled after analyzing the quantitative data. To accommodate the availability of the teacher respondents, interviews and FGDs were conducted through phone calls and messenger group calls. By delving deeper into the teachers' experiences, perspectives, and insights, the qualitative phase contributed to a more in-depth interpretation of the initial quantitative data (Creswell, 2014, as cited by Ishtiaq, 2019).

The statistical data from the quantitative phase and the rich narratives from the qualitative phase were synthesized and analyzed to provide a comprehensive understanding of the teaching performance of SHS PEH teachers.

Instruments

The data for this study was gathered using the Self-Assessment Tools (SAT) for Teachers I-III during the COVID-19 pandemic. The DepEd SAT-RPMS was developed by the Philippine National Research Center for Teacher Quality (RCTQ) with support from the Australian Government through the Basic Education Sector Transformation (BEST) Program. The SAT is designed for teachers to reflect on their professional objectives. It is based on the Philippine Professional Standards for Teachers (PPST) and consists of thirteen (13) questions that help teachers analyze and rate their teaching performance and identify areas for professional development. It was adapted and modified for this research study. The modifications include instructions, labeling, and format to make it easier for respondents to answer. The rating scale was also rearranged to prioritize higher ratings. The teacher's self-rating is based on a 4-point Likert scale, with 4 being the highest and 1 being the lowest; 4 (very high), 3 (high), 2 (moderate), and 1 (low).

Data Analysis

This study used the DepEd SAT-RPMS to collect data, employing qualitative and quantitative approaches. Quantitative statistical tools such as mean and standard deviation were used. The

mean and standard deviation were used to measure the teachers' capability and priority development levels in different areas such as content knowledge, pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, and plus factor. After collecting and analyzing the quantitative data, the qualitative data collection involved transcribing and analyzing narratives to support the findings further. This was done through reviewing, listening, and rereading the narratives.

■ **RESULTS AND DISCUSSION**

The segment provides valuable insights into the teaching capabilities and development needs of SHS teachers in the selected divisions, which can be used to inform targeted professional development initiatives and improve the quality of teaching in these areas.

The teachers' level of capability and priority areas of development were assessed in the following domains:

1. Content Knowledge and Pedagogy: This domain explores the teachers' understanding and competency in their subject matter and pedagogical skills in effectively delivering instruction.
2. Learning Environment and Diversity of Learners: This domain examines how well teachers can create an inclusive and supportive learning environment that caters to diverse needs and fosters positive relationships with students.
3. Curriculum and Planning: This domain evaluates the teachers' ability to design and organize the curriculum, including selecting appropriate instructional materials and lesson planning.
4. Assessment and Reporting: This domain focuses on the teachers' proficiency in assessing student learning and providing feedback and their ability to accurately report student progress and performance—using

technology, innovation in instructional methods.
5. Plus Factor: This domain encompasses other factors or additional activities and responsibilities contributing to the teaching and learning process.

Content Knowledge and Pedagogy

The domain of content knowledge and pedagogy is a "Very High" priority for teacher development. This is because the new educational setup brought about by the pandemic has required teachers to adapt and employ new strategies and approaches in their instructional delivery for online learning. The teachers expressed during the interviews that they lacked guidance on the appropriate content and teaching strategies to use in this "new normal" teaching modality.

The teachers shared their concerns and reflections during the interviews. One of the teachers mentioned that while they can elaborate on the contents of the subjects in the online setting, the validity of learning for the students is still being determined due to the changes in the education setup. Another teacher expressed that content knowledge and pedagogy objectives are challenging to achieve within the limited time allotted, and they feel the need for more teaching strategies. A physical education teacher also raised confusion regarding applying specific content to different curriculum strands. These concerns raised by the teachers reflect the challenges they face in adapting to online teaching and the perceived inadequacy and lack of relevance of the content to the students' realities. The respondents mentioned in the passage emphasize the importance of teachers having adequate knowledge, teaching skills, and relevant strategies to engage students effectively in online learning. They also noted that many schools and teachers needed to prepare for the sudden shift to remote learning, leading to issues in education quality, especially for students who were already struggling academically.

The findings highlight the need for teachers to discover and employ effective strategies for teaching in the online environment. The lack of online teaching expertise has resulted in a nationwide reliance on "trial-and-error methods." The relevance of physical activities, such as physical education, has also become a challenge in the online setting where students need help to engage in physical interactions. These challenges further emphasize the importance of teachers having the necessary knowledge, skills, and strategies to address the issue of content efficacy and relevance in the online context.

It sheds light on the high-priority development area regarding content knowledge and pedagogy among teachers in online teaching. The challenges faced in providing relevant and compelling content and teaching strategies in the online environment underscore the importance of finding practical approaches to address issues.

According to Dubey et al. (2018), providing adequate training and support is vital to enhance knowledge and skills when transitioning to a new teaching method. However, operating physical education in an online environment for middle and high school students presents challenges in terms of content structuring and various aspects, as noted by Jeong and So (2020). Furthermore, many schools and teachers were caught off guard and unprepared for the sudden shift to remote learning, leading to difficulties in adaptation (Wolf et al., 2022). Remote instruction exacerbates concerns about educational quality, particularly for students already struggling academically under face-to-face methods, as Pasani et al. (2020) highlighted. Therefore, exploring effective teaching strategies to address these issues becomes crucial.

Learning Environment and Diversity of Learners

The results indicate that teachers demonstrated a "Very High" capability and priority in creating a safe and inclusive learning environment in the second domain. They were able to engage students and provide individualized learning experiences. Teachers recognized the importance of establishing harmonious relationships with students and addressing their diverse needs. Creating a conducive learning environment was seen as essential, and teachers tried to structure and beautify the classroom. They also prioritized professional development in understanding students' context and needs.

Challenges were observed in aligning teaching strategies with students' realities, particularly for those with limited resources and knowledge. Simplifying instructions and activities were suggested, but it was acknowledged that some students still required assistance with comprehension and writing skills. Furthermore, the impact of socioeconomic status on education was also highlighted, with low-income families facing additional barriers. Some students may stop schooling and engage in child labor due to poverty. This emphasizes the need for teachers to continuously adapt and adjust their teaching methods to meet the diverse needs of students and provide a safe and inclusive learning environment. Additional support and resources are necessary to address the challenges posed by students' socioeconomic status. The results indicate that poverty significantly impacts students' access to education. Poverty in Filipino families is high, and low-income students often lack the resources to sustain their education. They need more internet signals and technology resources to participate in remote learning. Teachers recognize students' challenges from low-income backgrounds and try to understand their unique situations. Home visits assess students' circumstances and provide the necessary support. However, teachers express frustration in delivering instruction, particularly in subjects that require physical performance, such as Physical Education. Learning materials and facilities are

necessary for the practical impartation of knowledge.

The verdicts align with previous research highlighting poverty's negative impact on education. Students from low-income families face barriers such as a lack of resources, limited access to technology, and inadequate internet connectivity (Dili et al., 2022; Gonzales et al., 2020). Socioeconomic status significantly influences the quality and dependability of technology available to students (Viswam et al., 2022). Additionally, it is acknowledged that 20% of students require help in maintaining adequate access to technology (Cordova et al., 2023).

The impact of poverty on education and the need for additional support and resources to create equitable learning opportunities for all students, particularly those from low-income backgrounds. According to Flensner and Von der Lippe (2019), it is crucial to create a safe environment free from harassment to achieve educational goals effectively. Teachers play a significant role in establishing harmonious relationships and providing engaging learning experiences that make students feel comfortable and valued, as emphasized by Egeberg and McConney (2018). As highlighted, teachers' attitudes and behavior in their interactions with students are fundamental principles for effective instruction. These positive attitudes contribute to conducive learner behavior. Research also indicates that understanding students' well-being can motivate learning and improve academic performance while reducing disciplinary issues (Huang et al., 2022).

Moreover, understanding students' diverse circumstances and needs is considered. Teachers serve as second parents to their students and recognize the need to address academic, psychological, and physiological conditions, particularly in public schools. The well-being of students is prioritized, and efforts are made to create connections and empathy with their unique situations. Therefore, teachers must establish empathy and foster meaningful teacher-to-student relationships, considering each student's circumstances. The priority should be students' well-being over academic content and learning, and efforts should be made to meet students halfway and integrate character development into the educational process. Additionally, providing contextualized activities and focusing on holistic teaching approaches, even in remote learning, is crucial, considering that students have psychological needs that they face daily. Actively listening to students' voices allows them to express their thoughts and feelings, and compassion should be an integral part of the teaching profession.

Nevertheless, the respondents highlighted the challenging reality of teaching in remote areas, particularly mountain barangays with limited resources. Learning materials and references are needed, specifically for the Senior High Level, to ensure effective instruction, as shared by teacher respondents. They have expressed frustration in providing physical education instruction, particularly for tasks requiring specialized instruction. The lack of access to students' cellphone signals in remote areas further complicates the situation. The inability to physically teach and guide students in performing skills correctly is seen as a failure for physical education teachers. The lack of learning materials, references, and facilities hinders the practical impartation of biological education knowledge and experiences during the pandemic. This suggests that a holistic approach should be taken in education, integrating character and contextualized activities to support students' well-being.

Curriculum and Planning

The study found that teachers in the domain of curriculum and planning had a high level of capability and development priority. They

reported following and implementing the prescribed Philippine Curriculum Guide in Physical Education 2016 and had progressive planning, organizing, and implementation abilities. The curriculum promotes an active lifestyle and holistic development through physical activities. The teachers noted that the curriculum and planning gave them ideas for effectively conducting and delivering their lessons.

However, the success of curriculum implementation relies on the guidance and support of the teachers' respective heads. Despite the positive feedback from the teachers, there are still areas for improvement. Some teachers expressed the need for additional hours of physical education classes for senior high school students and the importance of observing student-teacher ratios to ensure proper assessment.

The study indicates that the curriculum and planning domain has become even more crucial due to the pandemic's new education setup. Teachers must clarify instructional delivery methods by shifting to remote learning and generic modules. The teachers recognized a need for further enhancement in this area, particularly in adapting the curriculum to students' current limitations and challenges.

The domain highlights the high priority teachers give to developing their capabilities in curriculum and planning, the need for ongoing support and enhancement in this domain, especially in remote learning, and the challenges the current educational setup poses. Teachers must address the limitations and adapt the curriculum to ensure effective delivery and assessment of physical education competencies.

The K-12 curriculum program is designed to ensure that students have the necessary skills and competencies. However, teachers who implement the program have expressed concerns about the overwhelming nature of the core curriculum, even before the Covid pandemic. They emphasize the need for smaller classes that are more conducive to learning and improved access to facilities and equipment. In support, the research findings indicate a mismatch between the perceived outcome of the curriculum and the actual realization of those outcomes (Sarmiento & Orale, 2016; Acosta et al., 2016).

Assessment and Reporting

In the fourth domain, teachers' capabilities and development priorities are "Very High." Teachers recognize the importance of monitoring and assessing students' performance to ensure effective learning, particularly during physical classes. However, in the context of a pandemic, teachers need to learn and implement alternative methods of monitoring performance. It is also essential for teachers to provide feedback on students' performance and disseminate this information to parents as part of their duties. This feedback is crucial in achieving the intended outcomes of education. Teachers understood that providing feedback on students' performance and disseminating information to parents was essential to their duties. They were committed to making a difference in the education system by implementing varied activities to gauge learners' progress and modify assessments to achieve desired outcomes.

Teachers mentioned initiatives they have taken to connect with students and parents, such as home visitations for students at risk of failure or dropping out. However, they also recognized the need to modify and simplify assessments according to the students' context, as physical assessments were no longer feasible in the current situation. The results highlight teachers' high priority on assessment and reporting. They recognized the importance of monitoring students' progress and behavior to provide guidance and support. They have underscored the need for adaptability in assessment methods and finding alternative ways to assess students' performance during the pandemic. They recognized the

importance of monitoring and evaluating students' performance to ensure effective learning, but they also acknowledged the need to adapt their assessment methods during the pandemic. Research supports the idea that dedicated and compassionate teachers can make a difference in the education system by implementing various activities to assess learners' performance development (Tavares, 2004). Another study emphasizes the importance of using diverse assessment methods to ensure progress and make necessary modifications to achieve desired outcomes (Lorente-Catalán & Kirk, 2016).

The teachers have recognized the domain of assessment and reporting as having a very high priority for development. They understand the importance of upgrading their knowledge and skills to effectively monitor and evaluate students' performance, needs, and progress in the "new normal" of remote learning. Since they have faced challenges in facilitating and assessing performance in physical education due to the need for face-to-face interaction and concerns for student safety, they have observed that some module assessment tasks are complex to realize without direct supervision and feedback. The security of students in performing skill-based activities is a primary concern, and some students need help with the comprehension of written instructions, leading to compromised learning. Teachers have adapted assessment methods to ensure student compliance and participation. They have given alternative assessments such as written tests, drawings, and reflections, and modified rubrics to match learning activities. Despite limitations, teachers have tried to provide instructional videos and connect with students through platforms like Facebook and Messenger. However, not all students have equal access to these resources due to financial constraints and lack of internet connection and load.

Moreover, the study acknowledges the challenges teachers and students face in the current situation. Teachers have recognized the priority of addressing students' basic needs and have provided face-to-face consultation and group chat avenues to support students. They have adjusted the assessment standards and allowed for module submissions to compensate for limitations in performance assessment. Teachers believe students who comply with the modules and show effort deserve credit and acknowledgment.

There is a necessity for specific interventions and need-based approaches, considering the limitations of public school students. Teachers have demonstrated flexibility and understanding in selecting performance activities and adjusting assessment methods to accommodate students' circumstances. They acknowledge the "trial-and-error" nature of teaching in the current mode and the need for exploration and adaptation to find what is appropriate for each student's situation. Integrating offline and online evaluation in physical education poses additional challenges for educators. Traditional assessment methods in physical education often rely on hands-on, in-person observation and performance evaluation.

With the shift to remote learning and limited opportunities for face-to-face interactions, educators must find innovative ways to assess students' physical skills and progress. A study by Jeong and So (2020) explores the challenges and potential solutions for assessment in physical education during the pandemic. The respondents highlighted that technology-based evaluations, such as video submissions or virtual physical education platforms, can provide some alternatives for evaluating students' performance remotely. Yet, these methods may still need to be improved, such as ensuring the accuracy of self-reported data or the inability to monitor students' technique and form accurately.

The study underscores the need for educators to adapt and modify assessment practices to meet the unique demands of remote

learning. This may involve adjusting evaluation criteria, introducing alternative assessment tasks (e.g., written reflections, online quizzes), or exploring creative ways to simulate physical activities through virtual environments—the teachers' challenges and adaptations in assessment and reporting, particularly in remote learning. Teachers have shown dedication to supporting students and finding alternative ways to assess their performance and progress. The study supports the need to integrate offline and online evaluation methods to overcome the challenges of determining physical education in the current educational landscape.

Plus Factors

The survey results indicate that teachers have a "Very High" capability and development priority level in the plus factor domain. This means that they are highly skilled and competent in their roles and responsibilities in school. They have shown their capability by performing various tasks and activities such as facilitating school programs, constructing modules, organizing school activities, coordinating disaster response, and maintaining and beautifying the school.

The teachers have also demonstrated their commitment to professional growth and development by participating in training opportunities and staying updated with the evolving teaching and learning processes. Furthermore, the teachers have shown innovation and adaptability in facing challenges. They have been able to modify and create activities that are applicable in at-home settings during the pandemic. They have also actively supported the administration and made efforts to improve the school environment through decoration, organizing events, and providing full support for the school head's plans.

The results show that teachers are highly capable and skilled in the plus factor domain. They have performed various tasks and activities in school and have demonstrated a willingness to improve and develop professionally continuously. However, transitioning to alternative teaching modes during the pandemic has brought about new challenges and the need for further support and development in this domain. However, the new setup brought by the pandemic has also highlighted the need for further development in the plus factor domain. The shift to alternative teaching modes has presented challenges and demands different skills from the teachers. They expressed the need for clarification on how to deal with the realities of their jobs in the current situation.

The challenges of online teaching include overwhelming workloads, psychological well-being issues, and tiredness. Work-related stress and exhaustion can lead to decreased confidence and difficulty facilitating learning. Excessive workloads, communication gaps, insufficient training, and job frustration can result in stress, anxiety, and depression, ultimately affecting work performance. According to Prado-Gascó et al. (2020), teachers in the new education setup who are highly motivated to work are often frustrated with the delivery of online instruction. They face challenges such as heavy workloads, negative impact on their psychological well-being, and feelings of tiredness. Kim and Asbury (2020) add that overwhelming and unpleasant work-related stress contributes to exhaustion and affects teachers' overall psychological well-being. This lack of confidence and ability to effectively carry out their job can make it more difficult for teachers to facilitate student learning, as Buriæ and Kim (2020) highlighted. Pascoe et al. (2019) further explain that excessive workloads, communication gaps, insufficient training, and job frustration can lead to stress, anxiety, and depression among teachers, ultimately resulting in poor work performance.

The change to remote learning in the education system challenges all teachers and

affects their teaching capabilities. They recognize the need for more knowledge and skills in alternative teaching modalities. Teachers emphasize the priority of development in this new education modality to adjust every aspect of the teaching-learning process, including making different approaches, ensuring convenience for students, and aligning activities with curriculum standards.

The scenario indicates that teachers face frustrations and challenges in the new teaching modality. They express dissatisfaction with replacing face-to-face teaching with paperwork, particularly in checking modules and outputs. This new teaching model requires teachers to adjust and cope with alternative methods, requiring courage, positivity, and determination to make a difference in the teaching arena. Still, teachers who are deeply motivated to work are frustrated with instruction delivery in the new education setup.

The teachers' narratives emphasize the need for training and development in the new education modality. They recognize the importance of reshaping their mindset and equipping themselves with strategies and approaches relevant to the current situation. Learning skills appropriate for this time are significant in achieving program outcomes.

Overall, the teachers believe there is a mismatch of skills needed in the present scenario, as they feel unprepared and unequipped with the necessary knowledge and teaching strategies. They emphasize the importance of relevant, practical, and timely training to help them create teaching materials and facilitate effective instruction delivery. Thus, the possibilities to enhance knowledge and skills are workshops, seminars, conferences, and ongoing education training programs (Yurtseven, N., & Bademcioglu, M. 2016), which address the current situation.

■ CONCLUSIONS

The study indicates that the SHS-PEH teacher respondents believe they are competent

in teaching. Although, even before the Pandemic, teachers were challenged on how to address the curriculum implementation in face-to-face to online and hybrid. The new education setup inflects dilemmas on the appropriate content that is safe for the students to do, pedagogy, addressing the diverse needs of the students, assessing and reporting their performances, and organizing systemized workloads.

The capability and priority development levels need to be more consistent. Suppose a very high capability domain will not entail a "very high" level of priority development need. Nevertheless, two domains, assessment, and reporting, and plus factors, were rated very high in capability and priority development needs. Education setup with insufficient knowledge and skills affects teachers' capability and increases the priority need for development resulting in a clearer actual competence. Teachers' narrative reveals that they were psychologically affected due to challenging learning facilitation, insufficient training, and low standards in performance activities in addressing students' context. It resulted in less confidence and job frustration leading to poor teaching performance. It was explained in the teachers' narratives the dire need to address the teaching and learning procedure in a new teaching modality. Thus, the teachers' self-assessment of the capability and priority development needs gave an objective and subjective reality in the teaching arena. The teachers need practical, appropriate, relevant, and timely training for the student's context for effective instructional delivery.

■ REFERENCES

Acosta, I. C., & Acosta, A. S. (2016). Teachers' perceptions on senior high school readiness of higher education institutions in the Philippines. *Universal Journal of Educational Research*, *4*(10), 2435–2450. https://doi.org/10.13189/ujer.2016.041024

Ambrose, V. K., Davis, C. A., & Ziegler, M. (2013). From research to practice: a framework for contextualizing teaching and learning. *Journal of College Reading and Learning*. https://doi.org/10.1080/10790195.2013.10850371

Buriæ, I., & Kim, L. (2020). Teacher self-efficacy, instructional quality, and student motivational beliefs: An analysis using multilevel structural equation modeling. *Learning and Instruction*, *66*, 101302. https://doi.org/10.1016/j.learninstruc.2019.101302

Cogal, M. N. (2019). Effective implementation of the senior high school curriculum: a descriptive analysis. *International Journal of Engineering Research and Technology*, *V8*(12). https://doi.org/10.17577/ijertv8is120084

Cordova, C. C., Tan, D. A., Pontemayor, F. B., Olores, J. R., Guinto, H. B., & Emperador, L. L. (2023). Community leaders' beliefs on the purpose of schooling and their educational initiatives. *American Journal of Educational Research*, *11*(6), 414–420. https://doi.org/10.12691/education-11-6-10

Darst, P. W., & Pangrazi, R. P. (2005). Dynamic physical education for secondary school students (5th edition) (pangrazi series) (5th ed.). Benjamin Cummings.

Dili, R., Buncad, Y. J., Perez, Y. J., & Velasco, R. J. (2022). Bpo industry in achieving socio-economic development inclusiveness and local governance in the philippines. *Management of Sustainable Development*, *14*(2), 22–26. https://doi.org/10.54989/msd-2022-0012

Dubey, R., Luo, Z., Gunasekaran, A., Akter, S., Hazen, B. T., & Douglas, M. A. (2018). Big data and predictive analytics in humanitarian supply chains. *The International Journal of Logistics Management*, *29*(2), 485–512. https://doi.org/10.1108/ijlm-02-2017-0039

Egeberg, H., & McConney, A. (2017). What do students believe about effective classroom management? A mixed-methods investigation in Western Australian high schools. *Australian Educational Researcher*, *45*(2), 195–216. https://doi.org/10.1007/s13384-017-0250-y

Flensner, K. K., & Von Der Lippe, M. (2019). Being safe from what and safe for whom? A critical discussion of the conceptual metaphor of 'safe space.' *Intercultural Education*, *30*(3), 275–288. https://doi.org/10.1080/14675986.2019.1540102

Gonzales, A. L., Calarco, J. M., & Lynch, T. (2018). Technology problems and student achievement gaps: a validation and extension of the technology maintenance construct. *Communication Research*, *47*(5), 750–770. https://doi.org/10.1177/0093650218796366

Huang, L., Kern, M. L., & Oades, L. G. (2022). Experiences of chinese international students living in australia: wellbeing from "we" to "me." *International Journal of Wellbeing*, *12*(3), 81–100. https://doi.org/10.5502/ijw.v12i3.1915

Ishtiaq, M. (2019). Book Review Creswell, J. W. (2014). Research design: qualitative, quantitative and mixed methods approaches (4th ed.). Thousand Oaks, CA: Sage. *English Language Teaching*, *12*(5), 40. https://doi.org/10.5539/elt.v12n5p40

Ivankova, N. V., Creswell, J. W., & Stick, S. L. (2006). Using mixed-methods sequential explanatory design: from theory to practice. *Field Methods*, *18*(1), 3–20. https://doi.org/10.1177/1525822x05282260

Jaca, C. a. L., Flores, M. N., Jaluague, J. A., & Villasante, A. (2018). International journal

of creative research and studies the k+12 curriculum implementation: contemporary. . . *ResearchGate*. Retrieved from https://www.researchgate.net/publication/344209863

Jeong, H. C., & So, W. (2020). Difficulties of online physical education classes in middle and high school and an efficient operation plan to address them. *International Journal of Environmental Research and Public Health*, *17*(19), 7279. https://doi.org/10.3390/ijerph17197279

Kern, B. D., & Graber, K. C. (2017). Physical education teacher change: initial validation of the teacher change questionnaire-physical education. *Measurement in Physical Education and Exercise Science*, *21*(3), 161–173. https://doi.org/10.1080/1091367x.2017.1319371

Kim, L., & Asbury, K. (2020). 'Like a rug had been pulled from under you': The impact of COVID 19 on teachers in England during the first six weeks of the UK lockdown. *British Journal of Educational Psychology*, *90*(4), 1062–1083. https://doi.org/10.1111/bjep.12381

Lee, S. M., Burgeson, C. R., Fulton, J. E., & Spain, C. G. (2007). Physical education and physical activity: results from the school health policies and programs study 2006. *Journal of School Health*, *77*(8), 435–463. https://doi.org/10.1111/j.1746-1561.2007.00229.x

Lorente-Catalán, E., & Kirk, D. (2015). Student teachers' understanding and application of assessment for learning during a physical education teacher education course. *European Physical Education Review*, *22*(1), 65–81. https://doi.org/10.1177/1356336x15590352

Pasani, C. F., Amelia, R., & Hassan, Z. (2020). COVId - 19 impact in Indonesia's education sector: challenges and strategy. *Journal of Advanced Research in Dynamical and Control Systems*, *12*(SP7), 1722–1731. https://doi.org/10.5373/jardcs/v12sp7/20202281

Pascoe, M., Hetrick, S., & Parker, A. G. (2019). The impact of stress on students in secondary school and higher education. *International Journal of Adolescence and Youth*, *25*(1), 104–112. https://doi.org/10.1080/02673843.2019.1596823

Prado-Gascó, V., Gómez-Domínguez, M. T., Soto-Rubio, A., L, D., & Mateu, D. N. (2020). Stay at Home and Teach: A comparative study of psychosocial risks between Spain and Mexico during the pandemic. *Frontiers in Psychology*, *11*. https://doi.org/10.3389/fpsyg.2020.566900

Republic Act No. 10533 | GOVPH. (2013a, May 15). Retrieved from https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/

Ryan, S., Von Der Embse, N. P., Pendergast, L. L., Saeki, E., Segool, N. K., & Schwing, S. (2017). Leaving the teaching profession: The role of teacher stress and educational accountability policies on turnover intent. *Teaching and Teacher Education*, *66*, 1–11. https://doi.org/10.1016/j.tate.2017.03.016

Sarmiento, D. H., & Orale, R. (2016). Senior high school curriculum in the Philippines, USA, and Japan. *ResearchGate*. Retrieved from https://www.researchgate.net/publication/318494693

Tavares, T. (2004). Ken bain, what the best college teachers do. *Revista Crítica De Ciências Sociais*, (70), 205–206. https://doi.org/10.4000/rccs.1058

Verde, A., & Valero, J. (2021). Teaching and learning modalities in higher education during the pandemic: Responses to Coronavirus Disease 2019 from Spain.

Frontiers in Psychology, *12*. https://doi.org/10.3389/fpsyg.2021.648592

Viswam, D., Sujatha, R., & Mohan, J. (2022). Unsung voices of technology in school education-findings using the constructivist grounded theory approach. *Smart Learning Environments*, *9*(1). https://doi.org/10.1186/s40561-021-00182-7

Wolf, L., Parikh, P., Anderson, C., & Lombardo, P. (2022). Engaging Diversity. *Voices in Bioethics*, *8*. https://doi.org/10.52214/vib.v8i.9903

Yurtseven, N., & Bademcioglu, M. (2016). Teachers' professional development: a content analysis about the tendencies in studies. *Journal of Education and Training Studies*, *4*(6). https://doi.org/10.11114/jets.v4i6.1475