INSTRUCTIONAL COMPETENCIES OF TEACHERS TRANSITION FROM DISTANCE LEARNING TO IN-PERSON CLASSES

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ABSTRACT
The study aims to determine the level of instructional competencies of the teachers' transition from distance learning to in-person classes in terms of teachers' workload, training & support, learning resources, and school activities. This study was conducted at the Schools Division of Rizal, and fifty (50) elementary teachers were selected as respondents. The study used a descriptive design.

Using Frequency and percentage in a profile of the respondents it shows that most (f=20, 40.0 percent) of the teachers' age range are from 31-40 years old; while in years of service, a majority (f=26 or 52.0 percent) of the teachers are in the service for 11-20 years.

Using Weighted Mean for the level of instructional competencies of the teachers' transition from distance learning to in-person classes in terms of teachers' workload, the overall mean is 3.40 or "Very Ready"; for training and support, 3.22 or "Ready"; learning resources, 3.32 or "Very Ready; and lastly, for school activities the overall mean is 3.34 or "Very Ready".

Using Independent T-test Therefore, the demographic profile such as age, and years in service has no significant difference in all areas of Comparison of the level of Instructional competencies of the teachers transition from distance learning to in-person classes.

It can be concluded that Teachers in this age group belong to the middle-aged workforce and the majority there are in service the learners for more than ten years or more. While Teachers were given enough teaching load, time to prepare learning materials, and school activities to prepare them mentally, emotionally, and physically. participants believed the in-person progressive advancement will be positive effects and advantages.

KEYWORDS: *instructional competencies, teachers' workload, training, and support, learning resources, school activities, distance learning, in-person classes.*

I. INTRODUCTION

Education is fundamental to the development and preservation of humans. The evolution of social, political, scientific, and technical systems is always aided by education. It equips young people with the information and skills necessary to find gainful employment and make a significant contribution to the advancement of the country. Yet COVID-19 happened, and it was a global crisis, notably in the field of education. As schools all around the world were forced to close, they decided to adopt online and distance learning modes rather than continue to hold in-person classes for more than a year.The Department of Education (DepEd) has now publicly opened schools for in-person classes after imposing lockdowns and severe safety restrictions for the two preceding years to halt the spread of the COVID-19 virus. To overcome the significant educational disruption brought on by COVID-19, the school must take quick action. Dayagbil, Palompon, Garcia, and Olvido (2021) recommend that educational institutions at all levels create a resilient learning system that leverages data based on evidence and institutional needs to be responsive and proactive. To combat COVID-19, numerous stakeholders are required. It is advisable to consult the administration, which promotes teaching and learning, the faculty, or teachers, who play a variety of academic responsibilities, the community as well as outside partners who assist students in meeting educational needs, and the parents and guardians of students, who are jointly responsible for the continuity of the learning process. Due to these complicated identities, academia is accountable to numerous stakeholders. (Illanes et al., 2020; Smalley, 2020).

The results of the study by Darsini, Wana, and Supriyanto (2021) showed that: (1) Teacher preparedness in learning comprises making lesson plans before class, filling up the class list book according to student attendance, and finishing the learning diary book. Daily test results, mid-semester grades, and end-of-semester grades are first entered into the assessment book by the instructor per the teaching schedule and student readiness on the assessment list. (2) Techniques, techniques, teacher restrictions in learning, and outcomes following the learning process, when the instructor uses the lecture, discussion, question-and-answer, and

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demonstration technique, implements the Scientific Approach and struggles to learn since there are not enough resources available. Teachers must adhere to health standards because of cell phones, financial and psychological problems, and rising teacher prices. The teacher's passion, focus, and learning capacity grow after engaging in online, offline, and in-person learning.

Thus, this paper focused on evaluating the instructional preparation of teachers when transitioning from distance learning to face-to-face teaching.

Statement of the Problem

The findings of the study served as an assessment of the instructional competencies of the teachers. Specifically, this study sought to answer the following sub-problems:

1.   What is the profile of the respondents in terms of age, position title, and years in service?   1.1
        Age; and   1.2
        Years in Service?
2.   What is the level of instructional competencies of the teachers to transition from distance learning to in-person classes as assessed by themselves in terms of:
        2.1   Teachers' workload;   2.2
        Training and Support;   2.3
        Learning Resources, and   2.4
        School Activities?
3.   Is there a significant relationship between the level of instructional competencies of the teachers' transition from distance learning to in-person classes in terms of their profile?

II. METHODOLOGY

Research Design

This study employed the descriptive survey research design. According to Calmorin (2016), descriptive research is a design that aims to "describe the nature of the situation as it exists at a time of the study and to explore the causes of particular phenomena". To some, descriptive research seeks familiarity with the subjects accurately and provides the necessary background for the formulation of a more precise problem for a subsequent, more specific study and development and testing of the hypothesis. The primary purpose of the study is to assess the level of instructional competencies of the teachers' transition from distance learning to in-person classes as assessed by themselves in terms of teachers' workload, training & support, learning resources, and school activities

Population and Sampling Technique

The study was conducted in the Division of Rizal. A purposive sampling technique was used in selecting the respondents.

Participants

The researcher selects fifty (50) elementary teachers who have assessed the level of instructional competencies for the teachers' transition from distance learning to in-person classes as assessed by themselves in terms of teachers' workload, training & support, learning resources, and school activities.

Research Instrument

The instrument was digitally driven through the google form as the major tool of the study. The four (4) point scale below shows the range for the level of instructional competencies of the teachers' transition from distance learning to in-person classes as assessed by themselves in terms of teachers' workload, training & support, learning resources, and school activities.

Data Gathering Procedure

The researcher will follow the research process in collecting data: (1) Crafting the questions for the teacher-made questionnaire and the letter for the respondents; (2) Sending the letters and validated survey questionnaires to the respondents; and (3) Retrieve the questionnaires so the findings can be gathered, collated, and be treated of statistical tool.

Data Analysis

In this study, the data that were obtained in each phase were described and analyzed using the following framework or statistical treatment:

        1. *Frequency and Percentage* - it will measure the distribution of respondents in terms of demographic profile.

        2. *Weighted average* - the level of instructional competencies of the teachers' transitions from distance learning to in-person classes as assessed by themselves in terms of teachers' workload, training & support, learning resources, and school activities.

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3. *Independent T-Test* - will be used to test the significant difference in the level of instructional competencies of the teachers' transition from distance learning to in-person classes as assessed by themselves in terms of teachers' workload, training & support, learning resources, and school activities when grouped according to their profile.

III. RESULTS AND DISCUSSION
This chapter presents the presentation, analysis, and interpretation of data based on the research problem presented.

1. *Profile of the Respondents concerning Age, Years of Service, and Position Title*

It can be surmised from the table that in terms of age of the respondents, most (f=20, 40.0 percent) of the teachers are age range from 31-40 years old; followed by several (f=14, 28.0 percent) are 41-50 years old; some (f=8, 16.0 percent) of the teachers' age range from 21-30 and 51-60 years old respectively. It may mean that most of the teachers are in the middle of their careers and are mostly committed to the teaching and development of the school. The findings were supported by the study of Osagbhemi (2017) the study revealed that the academics' contentment with teaching, research, administration, and management—i.e., the main duties of their position—is substantially correlated with their age.

In terms of years in service of elementary teachers, the majority (f=26 or 52.0 percent) of the teachers are in the service for 11-20 years; followed by some (f=17 or 34.0 percent) below 1-10 years in service; some (f=7 or 14.0 percent) were 21 or more years in service. This conclusion is supported by Tang (2023) who revealed that the length of service had a significant effect on faculty perceptions regarding task orientation and how task influence teaching.

2. Level of Instructional Competencies of the teachers' transition from distance learning to in-person classes in terms of teachers' workload, training & support, learning resources, and school activities.

Table 1
Assessment of Teacher Respondents as regards their Assessment of Teachers' Workloads

Indicators	Mean	Verbal Interpretation
1. To teach a maximum of six (6) hrs. classroom teaching per day	3.44	Very Ready
2. prepare the Weekly Learning Plan to provide direction and guidance for the classroom- and home-based activities.	3.44	Very Ready
3. To devote the allotted instructional time to administer assessments	3.34	Very Ready
4. To monitor the learning progress using appropriate tools	3.40	Very Ready
5. To provide ongoing feedback on learners' outputs and performance	3.36	Very Ready
Overall Weighted Mean	**3.40**	**Very Ready**

Generally, it implies that the respondents are confident as they agree of being *"Very Ready"* in terms of teachers' workloads in their level of Instructional competencies for the teachers' transition from distance learning to in-person classes. Still, even though the teachers are very ready for the implementation of progressive in-person classes there must be a careful distribution of workload or the reduction of teaching load to make them more productive. This assumption is supported by the study of Rosanes (2020) mentioned that a reduced allocation of workload, assistance with meeting the initial professional registration requirements that teachers face in their early careers, and quality mentoring programs would likely help beginning teachers cope with the initial overload of demands they will experience.

Table 2
Assessment of Teacher Respondents as regards their Assessment of Training and Support

Indicators	Mean	Verbal Interpretation
1. For coaching and mentoring in the delivery of learning standards	3.22	Ready
2. To exhibit new techniques and strategies in teaching	3.18	Ready
3. To attend School Learning Action Cell (SLAC) based on my assessment needs	3.36	Very Ready
4. To be observed by my superiors	3.12	Ready
5. To provide ongoing feedback on learners' outputs and performance	3.24	Very Ready
Overall Weighted Mean	**3.22**	**Ready**

It implies that the respondents agreed to be *"ready"* in terms of training and support in their level of Instructional competencies for the teachers' transition from distance learning to in-person classes. Training and development programs are critical for enhancing teachers' performance. As mentioned the 2019 report published in *The International Journal of Business and Management Research* indicates that 90% of employees surveyed agreed or strongly agreed that training and development programs improved their job performance.

Table 3
Assessment of Teacher Respondents as regards their Assessment of Learning Resources

Indicators	Mean	Verbal Interpretation
1. To maximize the utilization of Most Essential Learning Competencies (MELCs) to confirm the design of the instruction	3.26	Very Ready
2. To utilize learning materials and other learning resources in the delivery of lesson	3.32	Very Ready
3. To prepare teacher-made teaching devices	3.30	Very Ready
4. To prepare Weekly instructional materials	3.38	Very Ready
5. To develop activity-based materials for mastery of learning	3.34	Very Ready
Overall Weighted Mean	**3.32**	**Very Ready**

It shows that the respondents agreed with being **"Very Ready"** in terms of learning resources in their level of Instructional competencies of the teachers' transition from distance learning to in-person classes. Supporting learning materials for students is quite difficult, if not attended carefully it will not create student-friendly classroom opportunities, and pupils end up with subpar experiences. These difficulties can make it difficult to enhance the implementation of in-person learning regarding learning materials. Still, if it is not addressed, it could develop into a serious issue and this is supported by the study of Okongo, Ngao, and Nyongesa (2015) recommends that adequate teaching and learning resources should be provided to ensure effective implementation of education and more funds to be allocated for procuring teaching and learning materials for learners.

Table 4
Assessment of Teacher Respondents as regards their Assessment of School Activities

Indicators	Mean	Verbal Interpretation
1. To implement minimum requirements for activities in the classroom under IATF protocols	3.32	Very Ready
2. To implement performance-based tasks and activities aligned with protocols	3.34	Very Ready
3. To prepare activities that will help in fostering health and safety practices	3.38	Very Ready
4. To participate in a large group activity of the school	3.34	Very Ready
5. To implement the systems and protocols/ guidelines for conducting/participating in the school Activities	3.34	Very Ready
Overall Weighted Mean	**3.34**	**Very Ready**

It indicates that the respondents agreed with being **"Very Ready"** in terms of school activities in their level of Instructional competencies of the teachers' transition from distance learning to in-person classes. Implementing minimum requirements for activities in the classroom under IATF protocols entails challenges from the preparation of instructional materials, activities, and execution of students' activities. Teachers must always need to consider the safety and health of the students and other personnel. Teachers are always very ready teachers are used to being always ready in instructional delivery. Silalahi and Hutauruk (2020) research corroborates this claim; they wrote that teachers benefit from active learning. A shift in perspective, such as adopting a cooperative learning paradigm, is required to redirect classroom efforts toward individual pupils. However, the next difficulty during this outbreak is how the cooperative process can happen after the disruption will arise again. The absence of a physical meetup is a challenge that can be mitigated to some extent if the educator is willing to adjust to the most effective methods of instruction.

3. When grouped according to their profile, is there a significant difference in the level of Instructional competencies of the teachers who transition from distance learning to in-person classes?

The demographic profile such as age, and years in service has no significant difference in all areas of Comparison of the level of Instructional competencies of the teachers' transition from distance learning to in-person classes.

IV. CONCLUSION

Based on the findings of the study the following conclusions were drawn:

1.   Teachers in this age group belong to the middle-aged workforce. The sex is predominated by female teachers. It is aimed to gain knowledge to impart to their students which means that the higher the degree of the teachers, the more competent, knowledgeable, and skillful they are.

2.   Teachers were given enough teaching load, time to prepare learning materials, and school activities to prepare them mentally, emotionally, and physically. Management must take into consideration enough training and support for teachers.

3   Teachers' negative feelings cannot be disregarded since viruses have potential health risks. On the other side, looking at the brighter perspective, participants believed the in-person progressive advancement will be positive effects and advantages.

4.   The development of increasingly comprehensive in-person programs has provided the participants with increased opportunities for preparation in the areas of academe, health, and safety.

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