

Readiness of Public Secondary School Teachers in the Implementation of Face-to-Face Classes

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Abstract — The study delved into the readiness of public secondary school teachers in the implementation of face-to-face classes in the Pangasinan II Division. The study used stratified random sampling, which led to three hundred thirty-two (332) teacher respondents. The study determined the profiles of the respondents, their level of readiness in the implementation of face-to-face classes, the significant difference between their profile and their level of readiness in the implementation of face-to-face classes, and the problems they encountered in the implementation of face-to-face classes. Results revealed that most respondents are female, in their early 20s, married, employed as Teachers III with Master's degrees, and have received training in the implementation of face-to-face instruction. Meanwhile, the level of readiness of the respondents in the implementation of face-to-face classes is ready, along with the instructional delivery, teaching strategies, learners' management, and participation, the learning environment, and safety and health protocols. The respondents' level of preparation for instruction delivery and their term of service varied significantly. There is a significant difference also in the number of relevant training attended and their level of readiness, as well as teaching strategies. Lastly, too much additional paperwork is a serious problem encountered by the respondents in the implementation of face-to-face classes. The study recommended that public school teachers and school heads adopt the action plan crafted by the researcher to improve the implementation of face-to-face classes. In addition, they should work collaboratively on crafting programs and activities that will strengthen the implementation of face-to-face classes.

Keywords — *Face-To-Face Classes, Instructional Delivery, Teaching Strategies, Learning Environment, Safety, And Health Protocol*

I. Introduction

Globally, the COVID-19 pandemic has caused severe economic, social, and political worries. In addition to a health crisis, it has generated an educational concern. Lockdowns and quarantines impacted 87% of the world's student population, and 1.52 billion students skipped class and other related educational institutions (UNESCO Learning Portal, 2020). Because of COVID-19's abruptness, ambiguity, and volatility, the educational system was urged to adjust promptly to the changing learning environment.

Schools, training facilities, and higher education institutions were forced to close most countries due to lockdown and social isolation measures imposed by the COVID-19 pandemic. The way educators deliver high-quality instruction—through a variety of online platforms—has undergone a paradigm shift. Despite the challenges that educators and students have experienced, online learning, distance learning, and continuing education have developed as solutions to this

unprecedented global pandemic. Both learners and teachers may experience a completely different learning environment when switching from traditional face-to-face to online learning. Still, they were forced to adjust because there were few options.

Students, parents, and educators worldwide have been affected by the unforeseen ripple effect of the COVID-19 epidemic as schools have been closed to deal with the global pandemic. While governments, frontline workers, and health officials are trying to slow the outbreak, the education system keeps providing quality education for everyone during these difficult times. Some students suffer from psychological and emotional distress and cannot work productively. Online homeschooling best practices have not yet been considered (Petrie, 2020).

By then, in the Philippines, DepEd Memorandum No. 71, s. 2021, directed the preparations for the pilot face-to-face, expansion, and transition to the new normal concerning the DepEd and DOH plan, and was approved by the President of the Philippines on September 20, 2021. This directive brought another significant challenge to our educational system after two (2) years of home-school learning due to the COVID-19 pandemic.

The Department of Education is now shifting to limited face-to-face implementation of remote learning after overcoming the challenges posed by the pandemic, including unstable internet connectivity and power outages. The department has also tackled issues related to financial issues, compromised physical health, and mental health issues that affect students' performance (Briones, 2021).

The reopening of schools aims to improve learning outcomes during this health crisis. The phased implementation aims explicitly to address the teaching-learning gap that arises in distance learning modalities, provide quality education in safe learning environments to learners in low- to minimal-risk communities, and improve the health of schools and communities. It aims to extend the support system and safety to all children.

On the other hand, challenges are also anticipated in the limited face-to-face learning at Schools Division Office II Pangasinan, particularly in teacher readiness.

Based on this premise, the researcher was prompted to conduct this study to determine teachers' readiness to adopt face-to-face classes.

II. Methodology

Research Methods

The researcher used the Quantitative Method, particularly a descriptive research design, to determine the teachers' readiness for the implementation of expanded face-to-face classes. The researcher opted to use this research design considering the objectives, research problems, and first-hand data from the respondents using survey questionnaires. According to Aggarwal (2008),

the descriptive method involves gathering knowledge about current conditions or occurrences to describe and interpret data. It is necessary to perform more than just data collection and tabulation; precise analyses, interpretation, comparison, and trend and relationship discovery are also necessary.

Research Subjects

This research is limited to determining teachers' readiness for the implementation of face-to-face classes. It is intended only to gather data from the public secondary school teachers of SDO II Pangasinan for the school year 2022-2023. With a 5% margin of error, the number of samples was calculated using Slovin's formula. Afterward, stratified random sampling was applied. The distribution of the sample is shown below:

Table 1:
Respondents of the Study

District	Population (N)	Sample (n)
4 th District	606	102
5 th District	646	109
6 th District	713	121
Total	1965	332

Data Gathering Instrument

The medical form (Appendix B) which contains data such as age, sex, blood pressure and salt sensitiveness was utilized in the gathering needed in the investigation.

The sphygmomanometer was used to determine the blood pressure of the patients and urinalysis or laboratory of the sample was performed to determine the degree of salt intake. Thus, the following materials and reagents were used in the analysis of urine samples:

Equipment:

Centrifuge, Test tubes, Medicine dropper, Graduated cylinder and Analytical weighing balance

Reagents:

Potassium chromate, Strong nitric acid, Normal silver nitrate solution and Distilled water

The normal silver nitrate solution was prepared by adding 29.075 grams of silver nitrate to 1000 cc distilled water.

Data Gathering

The following research instrument was used to gather the needed data for this study.

Researcher-Developed Questionnaire. It consists of three (3) parts, namely, profile variables, level of readiness in the implementation of face-to-face classes, and problems encountered in the implementation of face-to-face classes.

Part I is the profile variables, which include age, sex, civil status, highest educational attainment, position, length of service, and the number of relevant training or seminars attended for the last three years.

Part II is the level of readiness of the public secondary school teachers along with Instructional Delivery; Teaching Strategies; Learners Management and Participation; Learning Environment; and Safety and Health Protocols. Some indicators are modified from the study of Tabion (2021).

Part III pertains to the problems encountered by the respondents in the implementation of face-to-face classes.

The research instrument mentioned above was validated by three (3) experts in educational management. The result of the content validity (see Appendix F) revealed a weighted mean of 4.73, denoting a descriptive equivalent of "Highly Valid."

Data Gathering Procedure

The researcher sought the permission of the Schools Division Superintendent (SDS) to conduct the study in the division. After receiving approval, the researcher worked with the schools to distribute the questionnaire via Google Forms.

Afterward, the data gathered were analyzed and treated using appropriate statistical treatment. A summary of results and findings was provided to generate conclusions and recommendations. Based on the findings and recommendations, a proposed action plan was developed to increase teachers' preparation for face-to-face classes in SDO II Pangasinan.

III. Results and Discussion

This chapter interprets, presents, and analyzes the data of the study.

Table 2 presents the respondents' sex, age, civil status, highest educational attainment, position, length of service, and the number of relevant training attended.

Profile of the Respondents

Table 2:
Profile of the Respondents

Variables		Frequency <i>N=332</i>	Percentage
Sex	Male	121	36.4
	Female	211	63.6
Age	20-30 years old	35	10.5
	31-40 years old	164	49.4
	41-50 years old	84	25.3
	51 years old and above	49	14.8
Civil Status	Single	84	25.3
	Married	237	71.4
	Widowed	10	3.0
	Separated	1	0.3
Highest Educational Attainment	Doctor's Degree	5	1.5
	With Doctor's Units	25	7.5
	Master's Degree	129	38.9
	With Master's Units	158	47.6
	Bachelor's Degree	15	4.5
Position	Master Teacher II	5	1.5
	Master Teacher I	15	4.5
	Teacher III	258	77.7
	Teacher II	39	11.7
	Teacher I	15	4.5
Length of Service	1-3 years	84	25.3
	4-6 years	109	32.8
	7-10 years	84	25.3
	11 years and above	55	16.6
No. of Relevant Trainings Attended	1-2	54	16.3
	3-4	149	44.9
	5 and above	129	38.9

Sex. Findings show that many respondents are female (63.6%) compared to males (36.4%). These data are consistent with 2019 World Bank data on Philippine teachers. The result indicates that teaching is a female-dominated profession. According to Rosa (2018), teaching is more attractive to women than men. He added that teaching had been a feminized profession considered women's work since women are more capable of being compassionate and caring.

Age. The respondents in this study vary across four (4) age brackets. According to the data, most respondents are adults between the ages of 31 and 40 (49.4%) and those between of 41 and

50 (25.3%). Following this majority are groups of teachers in their late adulthood (14.8%). Finally, only a tiny proportion of participants (10.5%) are young adults aged 20 to 30.

The result indicates that educators are still respected by people of all ages. Additionally, very few people over the age of 50 are currently employed. In particular, most teachers in public schools are professionals with a sense of direction, responsiveness and, persuasion who are ready to go beyond routine tasks and respond to external demands. (*Report of the National Research Council, 2012*).

Civil Status. The survey data indicates that most of the participating teachers in this study are married. The aggregate of these accounts constitutes 71.4% of the research population, and the rest are single (25.3%), widowed (3.0%), or separated (0.3%). The Kumento (2018) study compared the circumstances of single professionals and those who were married. The results unequivocally demonstrated that the majority of teaching professionals are married.

Highest Educational Attainment. While educational attainment influences respondents' personal experience, it is essential to distinguish between their years of professional experience. A considerable proportion of the respondents have attained a Master's unit (47.6%) or Master's degree (38.9%). The rest of the respondents obtained bachelor's degrees (4.5%) and doctoral degrees (1.5%), so the data represents individuals with knowledge and expertise in the relevant fields. Refugio et al. (2007) asserted that teachers find it challenging to enroll in post-educational programs because their take-home pay prevents them from enrolling in graduate school. Therefore, the Department of Education provides programs that allow teachers to advance professionally by providing scholarships for short courses and even graduate studies.

Teaching Position. Most respondents are in Teacher III positions (77.7%), and only a few are in Master Teacher positions (4.5% in I and 1.5% in II). Other respondents are classified as Teachers II (11.7%) and Teachers I (4.5%). Teachers' capacity to grow in their professions in the Philippines is influenced by various factors, including their degree of education, experience, and training, as specified in DepEd Order No. 66 s. 2007.

Years in Service. The years in service are fairly distributed, with 32.8% having at least 4-6 years of experience, 32.8% with 7-10, and 1-3 years having the same percentage (25.3%), and 11 years and above (16.6%). The result might lead to differences in their approaches and practices, as was already indicated. According to the statement made by Senator Sherwin Gatchalian, chair of the Senate Committee on Basic Education, Arts, and Culture, the government should assist teachers in becoming more productive by providing them with all the resources they need to work in the field for a long time and perform their duties successfully, including their designations.

No. of Training Attended. Significantly, the data shows that most respondents have attended 3-4 (44.9%) training related to readiness in face-to-face classes. The rest of the responses indicated that they had attended five or more (38.9%) and 1-2 (16.3%) training, which means they know current issues and intricacies within the field. It is interesting to note that the Department of

Education provides numerous training and seminars to aid all teachers in developing their careers. Similarly, in 2019, the National Educators Academy of the Philippines welcomed all educational communities by providing various professional development training and seminars.

Level of Readiness in the Implementation of Face-to- Faces Classes

This section describes the respondents' level of readiness for implementing face-to-face instruction as well as for instructional delivery, teaching methodologies, managing and involving learners, the learning environment, and safety and health regulations.

Table 3 shows the respondents' level of preparedness for implementing face-to-face classes combined with instructional delivery.

Table 3 shows that the respondent obtained an overall weighted mean of 4.10, the descriptive equivalent of "Ready." It implies that the respondent teachers are prepared in terms of instructional materials and activities that cater to the diverse needs of learners.

The indicator with the highest weighted mean (4.18) is the crafting of face-to-face lesson activities based on the Most Essential Learning Competencies, denoting a descriptive equivalent of "ready," which means that the respondent teachers prepared activities based on the competencies prescribed by the Department of Education.

Table 3:
Instructional Delivery

Indicators <i>What is your level of readiness in...</i>	Weighted Mean	Descriptive Equivalent
1. crafting face-to-face lesson activities based on the Most Essential Learning Competencies	4.18	Ready
2. identifying the most appropriate learning activities that fit all learners	4.10	Ready
3. conducting pre-assessment to determine the learning needs of every learner	4.11	Ready
4. addressing learning gaps and learning needs of every learner	4.04	Ready
5. providing extra-instructional support to learners	4.05	Ready
6. using ICT in presenting class lessons	4.10	Ready
7. analyzing the required tasks for the learners	4.13	Ready
8. preparing sufficient instructional materials for learners	4.04	Ready
9. carrying out development activities during class discussions	4.13	Ready
10. administering post-assessment to determine the progress of the learners	4.14	Ready
Overall Weighted Mean	4.10	Ready

Legend:

4.50-5.00	Very Ready (VR)	1.50-2.49	Slightly Ready (SR)
2.50-3.49	Ready (R)	1.00-1.49	Not Ready (NR)
1.50-2.49	Moderately Ready (MR)		

Meanwhile, addressing each learner's learning gaps and needs, as well as developing adequate instructional resources for learners, yielded the lowest weighted mean of 4.04, denoting a descriptive equivalent of "Ready." The result indicates that crafting the lessons is not the problem, nor is the production of sufficient instructional materials. According to a study by Ogbu (2018), in order to accommodate all learners and attain the best level of academic performance, instructional materials must be relevant, effective, and efficient.

Furthermore, *Ogwa (2016; as cited by Ogbu, 2018)* connects that adequate and appropriate teaching aids assist students in acquiring the necessary skills required for learners to realize their capabilities and understand concepts on their own entirely.

The respondents' level of readiness for implementing face-to-face classes and instructional methodologies is shown in Table 4.

It is reflected in Table 4 that the respondents obtained an overall weighted mean of 4.24, denoting a descriptive equivalent of "Ready" along with teaching strategies. The data implies that the respondent teachers are already well-versed in the teaching strategies they will employ in face-to-face classes to encourage students' learning and active participation.

Table 4:
Teaching Strategies

Indicators <i>What is your level of readiness in...</i>	Weighted Mean	Descriptive Equivalent
1. ensuring positive learning outcomes using relevant teaching and learning strategies	4.27	Ready
2. using strategies that teach learners to see the world from a different perspective	4.20	Ready
3. creating interactive strategies for classroom teaching	4.22	Ready
4. employing strategies that encourage learning and active participation	4.32	Ready
5. implementing strategies that provide opportunities for learners to develop holistically	4.24	Ready
6. using strategies suited to the different learning needs of learners	4.20	Ready
7. utilizing strategies to cite real-life situation examples	4.23	Ready
8. implementing strategies to present the lessons systematically	4.25	Ready
9. using strategies that require higher-order thinking skills of students	4.22	Ready
10. utilizing contextualization strategies for easier understanding of the topics	4.21	Ready
Overall Weighted Mean	4.24	Ready

Among the indicators, employing strategies encouraging learning and active participation obtained the highest weighted mean of 4.32, denoting a descriptive equivalent of "Ready." The result is supported by the study of Logan and Skamp (2018), which enumerates various elements that make students interested and active in a particular strategy, such as discussions of real-life applications, experiments, and bits of humor. Lin (2019) expounds on this by adding student involvement and novelty to the factors contributing to a successful teaching strategy. The changing systems from online to face-to-face classes may also provide some nuance.

On the other hand, using strategies that teach learners to see the world from a different perspective and using strategies suited to the diverse learning needs of learners, the lowest weighted mean was obtained at 4.20, denoting a descriptive equivalent of "Ready." The findings are consistent with Uhrain's (2016) study, which showed that it is crucial to employ various strategies to help students view a lesson from different views and perspectives. He further said that by selecting the appropriate ways to meet students' different learning needs, the teaching and learning process would become more effective and dynamic.

Table 5 presents the level of readiness of the respondents for the implementation of face-to-face classes, along with their management and participation.

In table 5, the respondents obtained an overall weighted mean of 4.33, denoting a descriptive equivalent of "Ready" along with learners' management and participation. The responding teachers are prepared to facilitate healthy conversation among learners. According to a study by Cheung (2017), teachers are adept at facilitating healthy classroom discussions that promote a healthy learning environment.

Table 5:
Learners' Management and Participation

Indicators <i>What is your level of readiness in...</i>	Weighted Mean	Descriptive Equivalent
1. facilitating healthy classroom conversation among learners	4.35	Ready
2. responding to learners' queries and questions regarding the lesson	4.41	Ready
3. discussing characteristics of effective class participation during classes	4.35	Ready
4. devising activities that elicit participation	4.24	Ready
5. encouraging students to talk to one another provided that they observe health and safety protocol in school	4.38	Ready
6. probing students on the reasoning behind their responses	4.22	Ready
7. requiring learners to set one or more goals for their participation at the start of the class	4.26	Ready
8. giving learners a sense of responsibility for their participation	4.36	Ready
9. asking the learners to assess their participation and how will they improve their participation during class discussions	4.31	Ready
10. giving appreciation to students' participation	4.43	Ready
Overall Weighted Mean	4.33	Ready

Among the indicators, giving appreciation for students' participation obtained the highest weighted mean of 4.33, denoting a descriptive equivalent of "Ready." The study by Cheung (2017) listed praise and support as motivation for students to learn more, thus giving positive feedback. Appreciating students' tutoring and cooperative learning is also cited, which may mean that instead of the teachers knowing what the students themselves are thinking, their classmates could provide more insight into their ideas. Students like being independent while also being appreciated for their efforts.

The respondents' level of readiness for the implementation of face-to-face classes and the learning environment is shown in Table 6. The overall weighted mean is 4.21, which is under "Ready." However, the individual weighted mean varies greatly. The highest weighted mean is 4.29, which is for maintaining an active learning environment, as opposed to 4.02 for considering the maximum number of learners.

The results are consistent with Nozarman's (2019) research, which found that class size influences the attention given to each student. As health protocols must always be followed, space becomes a more prominent issue when implementing face-to-face classes.

Table 6:
Learning Environment

Indicators <i>What is your level of readiness in...</i>	Weighted Mean	Descriptive Equivalent
1. providing a well-ventilated classroom learning environment	4.22	Ready
2. ensuring the proper arrangement of chairs and other furniture inside the classroom for proper physical distancing (1-2m apart)	4.15	Ready
3. considering the required maximum number of learners per class (20 learners/class for JHS and SHS)	4.02	Ready
4. establishing safe entrance and exit doors in the classroom	4.16	Ready
5. ensuring the availability of proper sanitation and hygiene facilities in the classroom	4.21	Ready
6. providing a safe environment within a classroom setting where students trust can explore their thoughts on a subject with their peers	4.27	Ready
7. provide a good learning environment with significant assistance in dealing with the pandemic's struggles, obstacles, and even trauma	4.23	Ready
8. establishing a learning community that promotes sharing of resources and best practices	4.25	Ready
9. maintaining an active learning environment with support services	4.29	Ready
10. creating a sound environment that ensures a better understanding of content and maximizes access to information	4.28	Ready
Overall Weighted Mean	4.21	Ready

This can also be justified by the cautiousness of the teachers in ensuring student safety. Furthermore, Uhrain (2016) took into account advice from various support groups about classroom instruction, and even with the consideration of class size, the learning environment is still given a higher emphasis.

The respondents' level of readiness for implementing in-person classes, and safety and health standards, is shown in Table 7. The respondents obtained an overall weighted mean of 4.27, denoting a descriptive equivalent of "Ready" and safety and health protocols. The result implies that the respondents have secured a safe learning environment for learners during face-to-face classes.

Table 7:
Safety and Health Protocol

Indicators <i>What is your level of readiness in...</i>	Weighted Mean	Descriptive Equivalent
1. conducting hand hygiene and temperature checks using a thermal scanner prior entering to the school	4.40	Ready
2. prohibiting the entry of school visitors and other external stakeholders during school hours	4.19	Ready
3. cleaning/disinfecting frequently touched surfaces and objects in school (tables, doorknobs, desks, 12 and school items) using a bleach	4.30	Ready
4. providing a school clinic that caters basic health services to school-	4.32	Ready
5. designating an area at the entrance where school-goers who show symptoms upon screening can be further examined or referred	4.28	Ready
6. cooperating with local health authorities in the tracing and quarantine of close contacts of confirmed cases of Covid-19	4.29	Ready
7. ensuring proper disposal system of infectious wastes such as tissues and face masks	4.24	Ready
8. provide handwashing stations with clean and safe water supply	4.29	Ready
9. provide clean and safe toilet facilities	4.17	Ready
10. mobilizing the School Covid-19 DRRM Team that will take charge of ensuring effective implementation of the school's health and safety protocols during face-to-face classes	4.23	Ready
Overall Weighted Mean	4.27	Ready

The highest indicator is conducting hand hygiene and temperature checks with a thermal scanner before entering school (4.40), and the lowest is providing safe facilities (4.17). Stella et al. (2020) encourage following health protocols when returning to school, especially regarding temperature measurement. In their research titled *"Return to school in the COVID-19 era: considerations for temperature measurement,"* they emphasize the importance of temperature checks in conjunction with other safety measures. The high priority given to this indicates an excellent level of preparation. On the other hand, the problem of facilities may not be easily mended and may require support from other stakeholders.

Table 8 is a summary table of the respondents' level of readiness for the implementation of face-to-face classes. The least weighted mean (4.10) is on instructional delivery, denoting a descriptive equivalent of "ready." The result implies that the responding teachers are prepared to deliver instruction when face-to-face classes are implemented. Ogbu (2018) warns that the development of instructional materials should not be overlooked because it plays a significant role in student learning and skill enhancement. The highest weighted mean (4.33) is on learner management and participation.

Table 8:
Summary Table Level of Readiness in the Implementation of Face-to-Face Classes

Indicators	Overall Weighted Mean	Descriptive Equivalent
Instructional Delivery	4.10	Ready
Teaching Strategies	4.24	Ready
Learners' Management and Participation	4.33	Ready
Learning Environment	4.21	Ready
Safety and Health Protocol	4.27	Ready
Grand Weighted Mean	4.23	Ready

This directly reflects the effectiveness of the teacher's strategies (Cheung, 2017). The overall weighted mean of 4.23 implies that teachers are ready to hold face-to-face classes. All weighted means, despite their slight difference, fall under the descriptive equivalent of "Ready."

Problems Encountered in the Implementation of Face-to-Face Classes

Table 9 summarizes the problems encountered by respondents during the implementation of face-to-face classes.

Table 9:
Problems Encountered in the Implementation of Face-to-Face Classes

Indicators	Weighted Mean	Descriptive Equivalent
1. Limited space and ventilation in the classroom	3.15	Moderately Serious
2. Inadequate learning resources/ references	3.09	Moderately Serious
3. Overloaded lesson activities/ Burden of Assignments	3.09	Moderately Serious
4. Too much additional paper works	3.78	Serious
5. Curriculum instruction and assessment	3.21	Moderately Serious
6. Language barriers	2.89	Moderately Serious
7. Diversity of learners	3.09	Moderately Serious
8. Psychological and well-being support of learners and teachers	3.06	Moderately Serious
9. Retention/comprehension of learners	3.40	Moderately Serious
10. Limited students-teacher interaction	3.09	Moderately Serious
Overall Weighted Mean	3.19	Moderately Serious

Table 9 shows that the respondents obtained an overall weighted mean of 3.19, denoting a descriptive equivalent of "Moderately Serious." The result suggests that the respondents' teachers can deal with any issues that could crop up during the implementation of face-to-face classes.

Among the indicators, too many additional papers obtained the highest weighted mean of 3.78, denoting a descriptive equivalent of "serious." As a result, teachers are overburdened with paperwork in addition to their duties of providing instructional support to students. This result is under the study by Fitzgerald (2018), which revealed that teachers experience difficulty providing instruction because of the many additional papers assigned. He emphasized that paperwork significantly increases teachers' workload and stress. His research suggested that school administrators reduce teachers' paperwork so that they can focus more on the teaching and learning process.

The lowest weighted mean (3.06) on the psychological well-being of students and teachers denotes a descriptive equivalent of "Moderately Serious." The result implies that teachers and students can maintain their mental health, though this still needs to be monitored occasionally. In connection with this, the Department of Education conducts various training and seminars about maintaining the psychological well-being of students and teachers, such as stress management seminars and training.

Significant Difference between the Respondents' Readiness in the Implementation of Face-to-Face Classes across their Profile Variables

Table 10 shows the significant difference between the respondents' readiness in the implementation of face-to-face classes across their profile variables.

In Table 10, there is a significant difference between the length of service of the respondents and their level of readiness during instructional delivery, as indicated by a significance value of .000, which is less than the set level of significance of .05. This suggests that the null hypothesis, which states that there is no significant difference between respondents' length of service and their level of readiness throughout instructional delivery, is rejected.

A post-hoc test utilizing Scheffe's Method (see Appendix G) revealed a significant difference in instructional delivery between those who had served for 1-3 years and those who had served for 11 years or more, with a significance value of .000. Furthermore, another significant difference in the instructional delivery lies between those respondents who have been in the service for 4-6 years and those respondents who have been in the service for 11 years and above. This result aligns with the study of Lorenzo (2020), who found that length of service is a significant factor in the readiness of a teacher to deliver instruction. His study pointed out that long years of experience can lead to mastery of subject matter compared to teachers with shorter years of experience.

Table 10:
Significant Difference in the Respondents' Readiness in the Implementation of Face-to-Face Classes across their Profile Variables

Profile		Readiness				
		Instructional Delivery	Teaching Strategies	Learners' Management and Participation	Learning Environment	Safety and Health Protocol
Sex	p-value	.263	.382	.264	.325	.465
Age	p-value	.385	.648	.283	.136	.245
Civil Status	p-value	.227	.436	.637	.557	.224
Highest Educational Attainment	p-value	.234	.465	.653	.643	.536
Position	p-value	.115	.277	.186	.274	.344
Length of Service	p-value	.000*	.536	.677	.335	.352
Number of Relevant Trainings Attended	p-value	.455	.000*	.733	.644	.633

*Note: *significant at .05 level alpha*

It can also be noted in the table that there is a significant difference between the number of relevant training attended and their level of readiness, along with teaching strategies, as indicated by a significance value of .000, which is less than the set level of significance of .05. The result implies that the null hypothesis of no significant difference in the number of relevant training attended, respondents' level of readiness, and teaching strategies is rejected.

Further, the post-hoc test using Scheffe's Method (see Appendix G) revealed a significant difference in the teaching strategies of respondents with 1-2 training attended and respondents with five or more training attended, as indicated by the significance value of .000. This is parallel to the study by Dhawan (2022), which pointed out that teacher training affects the teaching strategies and pedagogies of teachers. According to his research, the more training a teacher attends, the more teaching strategies they acquire compared to teachers with less training.

IV. Conclusion

1. Majority of the respondents are female, in the early adulthood stage, married, holding a Teacher III position with Masters Units, and equipped with training related to the implementation of face-to-face classes.

2. The level of readiness of the respondents for the implementation of face-to-face classes is ready, along with instructional delivery, teaching strategies, learners' management and, participation, the learning environment, and safety and health protocols. Thus, the respondents are ready to hold face-to-face classes.
3. There is a significant difference between the length of service of the respondents and their level of readiness during instruction. There is a significant difference as well in the number of relevant training attended and their level of readiness, as well as teaching strategies. Thus, the length of service is related to teachers' readiness to deliver instruction. Furthermore, the number of relevant training impacts teachers' teaching strategies.
4. Too much additional paperwork is a serious problem encountered by the respondents that affect the teachers' readiness in the implementation of face-to-face classes.

V. Recommendations

1. Public school teachers and school heads can adopt the action plan crafted by the researcher to improve the implementation of face-to-face classes.
2. Public school teachers should work collaboratively to craft programs and activities that will strengthen the implementation of face-to-face classes.
3. Public school administrators and teachers should conduct Learning Action Cell (LAC) Sessions or Focus Group Discussions (FGDs) to share their best practices in implementing face-to-face classes in their schools.
4. Public school administrators and teachers should continuously monitor the implementation of face-to-face classes to craft additional policies to strengthen the implementation process.
5. Future researchers could utilize the result of this study for their future references.

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