

LIMITED FACE TO FACE READINESS OF TEACHERS: AN EXPLORATORY SEQUENTIAL DESIGN

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ABSTRACT

This study on the integrated findings of an exploratory sequential mixed methods research design evaluate face to face readiness scale for teachers. The exploratory sequential mixed methods design is characterized by an initial qualitative phase of data collection and analysis, followed by a phase of quantitative data collection analysis, with a final phase of integration or linking of data from the two separate strands of data. More specifically, it aimed to construct, develop limited face to face readiness scale for teachers. In the qualitative phase, there were ten teachers who participated in the in-depth interview and seven teachers participated in the focus group discussion. There were five themes that emerged from the interview that put emphasis on preparation, well-being, good aspect, importance and mechanism. A 42-item face to face readiness scale was also constructed based from the results of the interview, which was subjected to the quantitative phase. In the quantitative phase, 200 questionnaire responses were analyzed for exploratory factor analysis (EFA). Results showed five underlying design face to face readiness for teachers. A total of five themes on Face to Face Readiness Questionnaire was developed which are preparation with seventeen items; well-being with nine items; good aspect with seven items; importance with four items and mechanism with five items with a total of 42- item questionnaire.

Keywords: Face to Face Readiness, Exploratory Approach, Factor Analysis, Municipality of Tulan, Philippines

INTRODUCTION

Exposure to the virus requires leaving the house. As a result, we cannot dismiss the worries about the security of students and teachers in classrooms. This is the problem at a local elementary school in line with the implementation of the limited face to face class. One teacher shared that she and other teachers have to deal parents questions when it comes to the protection of their children. Moreover, lack of budget for the preparation of school and classrooms are also their concern (Personal communication, March, 2022).

In connection, children are learning less under distance learning modalities. According to a UNICEF-SWS survey in May 2021, most parents (84%) observed that, despite spending more time guiding them, their children were learning less in distance learning than in traditional in-person learning.

In addition, the coronavirus illness pandemic has had a particularly negative influence on education. Due to the emergence and risk of the pandemic, which has an effect on millions of students, many governments throughout the world have chosen to temporarily close schools.

Because most of the students are young, the epidemic has caused a learning problem for them (Sarmiento et al., 2021). This research led me to the conclusion that every country has a strategy in place to get ready for the few in-person courses that are offered in the selected schools.

In a broader sense, Indonesia, which has the most COVID cases in Southeast Asia, announced in January that 14 of the nation's 34 provinces were ready for school reopening in July, one month earlier than anticipated. The construction of physical distance in the classroom is one of the most crucial conditions for reopening (Limos, 2021).

The government's approval of the limited number of in-person classes in low-risk areas for the virus is one of the recent victories in the fight against the pandemic in the Philippines. President Rodrigo Duterte authorized the Department of Education's proposal to start a pilot program at 100 public and 20 private schools on September 20, 2021, according to the department's official press release.

The nationwide survey of teachers was conducted in March and included participants from 63 of the 13,692 basic education institutions that resumed face-to-face instruction from November 2021 to April 2022. Regarding the results of the abovementioned poll, SEQuRe Education Movement observed that "up to 38 percent of teacher-respondents said that all of the teachers in their schools are teaching for limited in-classroom learning" (Malipot, M. 2022). (Malipot, M. 2022).

According to information provided by the Department of Education (DepEd) as of April 4, the government "has only been able to open roughly 23 percent of schools countrywide for just about 11 percent of pupils" five months after the pilot testing of limited face-to-face classes (Malipot, M. 2022).

Recognizing the need to safely reopen schools and that schools cannot operate in silos, DepEd and DOH worked hand-in-hand in crafting the operational guideline on the pilot implementation of face-to-face learning.

The Departments of Education and Health would do well to ensure that the rules issued will be strictly followed before a school is given the go-ahead to conduct face-to-face classes, especially as more and more schools across the nation declare their readiness to welcome back their students in the classrooms. One of the conditions is to confirm that there have not been any new Covid cases in the barangay where the school is located two months previous to the clearance application (Borja, M. 2022).

For the first time in more than two years, the kids are thrilled to meet their old pals, but school administrators in every location have a duty to make sure that in-person lessons are judged safe. As they say, it's better to err on the side of caution. The administration of the school would be wise to make sure that all teaching and non-teaching workers who will take part in face-to-face classes have received their Covid vaccinations. Employees who are not vaccinated and must report to school must undergo a Covid-19 test (Borja, M., 2022).

In addition to the absence of access to an efficient learning platform and the inadequate internet speed, recent studies have found that teacher training is also urgently needed (Dizon et al., 2021). (Cho et al, 2021; Ancho & Arrieta, 2021). The Department of Education started

authorizing a few schools to provide in-person instruction in December 2021. (Bautista, J., 2021).

Although the Omicron version currently in place, schools are anticipated to progressively reopen in 2022. (Cabalza, D., 2021; Mocon-Ciriaco 2021). Teachers can essentially continue to get ready and equip themselves with the skills needed to deal with the pandemic as long as it is still a possibility.

Based on the statement and study mentioned above, mostly focuses on the school preparedness and less study conducted in terms of teachers' readiness. This study is formulated to look into teacher's readiness on the limited face to face and also try formulating programs and interventions of school leaders in addressing their teachers' needs during the implementation of it. Hence, the results help instructors, learners, and curriculum designers to proactively enhance more educational insights so as to develop better teaching that support students ability to learn and teachers' ability to teach.

FRAMEWORK

This study is anchored with B.F. Skinner "Behaviorist Theory of Learning". Skinner's behavior theory was based on two assumptions, firstly that human behavior follows 'laws' and that the causes of human behavior are something outside of a person, something in their environment. He believed that these environmental 'causes' of behavior could always be observed and studied. Moreover, behaviorists believe that online learning cannot provide the same positive learning results as face-to-face learning. Behaviorists focus on observable behaviors. Behaviorist teachers dictate an interpretation.

Moreover, behaviorists contend that interactions with one's environment are a necessary component of learning. People alter their behaviour in response to the effects they encounter as a result of their interactions with the environment. For instance, someone who burns their hand on a hot stove will learn never to touch one again, and someone who receives praise for their preparation for an exam is more likely to study in the future (Jensen, 2018).

According to Skinner, educators, parents, and others can promote and nurture desired behaviors by carefully regulating the environment and constructing a system of reinforcements (Jensen, 2018). A point system where pupils receive points for good behavior and lose points for bad behavior is a basic illustration of behaviorism in the classroom.

Also, face-to-face training, a classic method of professional learning delivered in both big and small groups, allows for interactions, especially when it is done so in the latter case, which helps to forge a closer bond between the facilitator and the learner (Benson, Johnson, Taylor, Treat, Shinkareva, & Duncan, 2018).

Face-to-face communication, according to academics, is the most efficient approach to impart knowledge because it enables participants to express themselves through body language, verbal signals, and visual cues.

As a result, the learner's desire to learn is increased by the frequent encounters (Daft & Lengel, 2018).

METHODS

Research Design

In this study, an exploratory sequential mixed method approach was employed. First-phase qualitative data collecting and processing is involved here. The second step, which builds on the findings of the first qualitative phase, involves the collecting and analysis of quantitative data. The design may or may not be applied within an explicit theoretical perspective, with weight often placed on the first phase, and the data are mixed through being connected between the qualitative data analysis and the quantitative data collecting (see Figure 2.1).

Research Participants

A total of ten (10) public elementary school teachers was invited for in-depth interview and the results was used to identify the specify variables with the help of other seven (7) teachers for the focus group discussion that determine the need to go into a follow-up as well as the content to generate the questionnaire.

The constructed survey questionnaire from the qualitative interviews disseminates to 400 teachers of public elementary school in the Municipality of Tulunan. For exploratory factor analysis, 200 are employed, and 200 more are used for confirmatory factor analysis. Prior to choosing the sample for this study, the population was stratified. In order to stratify the population before choosing the sample, this necessitates knowing the characteristics of the population's members (Fowler, 2009). The following criteria are set it should be a regular full-time classroom teacher in public elementary school, and at least have two year in service.

After the conduct of 400 questionnaires another 30 participants are requested for reliability test.

Research Instrument

The study was conducted, the researcher formulates interview guide that asks questions about their limited face to face readiness. The interview gave us insight into how a group of instructors perceives their limited face-to-face preparation, the variety of opinions and thoughts they have about it, and the parallels and differences between their views, experiences, and school-related behaviors.

The questionnaire's items were created using focus group talks to determine their frequency of occurrence. The tool's limited face-to-face readiness scale was discovered during the qualitative phase of the tool's creation. This tool is subject to dimension reduction to look for the factors that constitute the teachers' conception about their view in their limited face to face readiness.

The researcher additionally asks five experts to review the interview questions' topic validity and determine whether the items are appropriate for capturing the teachers' perspectives given their limited face-to-face readiness. This is done to make sure that the questionnaire is clear and easy to understand.

Statistical Tools

The integration or connection of the two data strands is what characterizes mixed methods research and demonstrates its worth, not the use of both qualitative and quantitative data collection techniques in a single study. Integration can occur at various levels of a study, such as the design, methodologies, or interpretation levels, and it can do so in a number of different ways, such as through connecting, constructing, merging, or embedding (Fetters, Curry, and Creswell 2013; Creswell and Plano Clark 2011). In this study, the initial data linking took place at the design level using a sequential design, in which the second stage of the research design was built using the findings from the first stage.

In this design the researcher analyzes the two databases separately and uses the findings from the initial exploratory database to build into quantitative measures. This means that the researcher needs to pay careful attention to the qualitative data analysis steps and determine what findings to build on. A qualitative case study can yield different cases that become the focus on important variables in the second quantitative phase.

RESULTS AND DISCUSSIONS

Emerging Themes of Teacher's Readiness on Face to Face Class

Five themes that emphasize preparation, wellbeing, good aspect, importance, and mechanism arose from in-depth interviews and focus group discussions with the chosen public elementary school teachers in the Municipality of Tulunan.

Preparation. Many participants stated their preparation on the implementation of limited face to face class. They expressed that being prepared is the best way to teach and face learners amid the challenge of facing health issues. Most participants prepare the structure of their classroom which follow the health protocols implemented by the department of health. These are evident in the following quotes from the participants:

"The preparation I made during the implementation of limited face to face class were: establish social distancing, one meter apart of the chairs, put thermal scanner outside the room, get vaccinated and make my self ready to face my learners".

(IDI-Participant 3)

"Prepare ourselves and learners into new normal learning: ask parents if they are willing to send their kids in limited face to face classes, learners data, classroom layout, prepare school signage, and health protocols".

(IDI-Participant 6)

"My preparation on the implementation of face to face class is give orientation about the protocols and regulations about new normal class to the teachers, parents and learners".

(FGD-Participant 5)

This result on the relevance of their preparation for the limited face to face class is supported by According to UNICEF (2020), school buildings are important for ensuring children's comfort and safety during face-to-face instruction in early childhood education. Five preschools

already have finished facilities, including washing stations, thermal guns, hand sanitizers, hand soaps, masks, and disinfectants, according to interview data from seven preschools. According to one of the preschools, the government covers the operational costs of the finished facilities. Hospitals and safe places are not necessarily the same.

Well-being. For most teachers, they express that well-being is a healthy and successful functioning at work found to be linked to a positive relationship with students, colleagues and families. Well-being is a multifaceted concept, comprising cognitive and affective as well as physical and mental components; it compasses dispositional, personal, organizational and environmental factor. These views are presented by the quotes of the participants as discussed below:

“As a teacher, you should always prepare at all times, your duties and responsibilities always reflect about your daily performance”.

(IDI-Participant 1)

“I seek guidance from my school head, have collaboration and teamwork with my co-teachers to address the numeracy, literacy and comprehension skills of students”.

(IDI-Participant 7)

“Wear your face mask properly, established your boundaries and social distancing. Continue your health protocols after school that was mandated from the department of health”.

(FGD-Participant 3)

The findings imply that teachers well-being is like their coping strategies and engagement and recovery from work. Supporting teachers' well-being is the first step towards ensuring they can effectively respond to the diverse psychosocial and learning needs of children. This supported by Kahu and Nelson (2018) talk about how offering assistance with budgeting, psychological support, and life skills may facilitate teachers well-being. Moreover, Wilson et al., (2020) stated that in the classroom, psychological well-being, engagement, and a sense of belonging result from genuine relationships between students and lecturers.

Good Aspect. For most teachers, stated the good aspect of implementing face to face class and its impact to learners. These views are presented by the quotes of the participants as discussed below:

“Give opportunity for learners to be part of the class, develop social interaction with their classmates and they can understand the lesson during discussion”

(IDI-Participant 6)

“Limited face to face class is good because this is the time where the learners interacts with their fellow learners and teachers and they can exchange ideas and experiences”.

(IDI-Participant 9)

“Limited face to face learning is really effective way to learn knowledge and skills”.

(FGD-Participant 2)

The result denotes the good aspect of face to face class. Teachers can teach pupils in better way than modular learning. This supported by UNICEF (2020), in face-to-face learning, students are held accountable for their progress at the class's specific meeting date and time. Face-to-face learning ensures a better understanding and recollection of lesson content and gives class members a chance to bond with one another.

Importance. Most of the participants revealed that having a face to face class if very important to impart knowledge to pupils. It is much better than modular learning. The participant explained these ideas as follows:

"I can deliver lesson very well, can assess the students performance and teachers can truly facilitate students who are not proficient".
(IDI-Participant 3)

"We should implement face to face class because in this way children will be guided, will be observed especially in their performance, and monitored their low performance in numeracy and literacy skills. I think students most enjoyed learning together with their classmates than learning alone".
(FGD-Participant 1)

"Learning happens differently from school compare from home. Learners can learn more from school because teachers can explain the lesson well".
(FGD-Participant 2)

The findings imply that implementation of face to face class is very important to learners to learn much better. Teacher can easily impart knowledge to learners during face to face. According to Kim, J. (2020), face-to-face training improves a number of essential skills that a student needs to be productive in all areas of life. According to a range of qualitative advantages, face-to-face learning is the best educational approach at all levels, especially for preschoolers and primary school students. Examples include accessibility, organization, drive, social skill development, and in-the-moment communication.

Mechanism. The participants, acknowledge that in order to address with the with the challenges and problems during the implementation of face to face class they should have a good coping mechanism. People need strong work ethics to be able to handle the difficulties, pressures, and demands of their jobs on both an emotional and intellectual level. The participants explained these ideas as follows:

"I utilized the school MOOE wisely and implement school program and purchased need in the implementation of face to face".
(IDI-Participant 3)

"Always prepare at all times and always reflect about daily performance and preparation".
(IDI-Participant 1)

"Collaboration and team work with co-teachers to address the numeracy, literacy and comprehension skills of students. Understand, love and being patience to learners".
(FGD-Participant 7)

The findings imply that teachers have a good coping mechanism to surpass challenges and problems in the implementation of limited face to face. This is confirmed by Laguna (2020), who notes that teachers use a range of coping mechanisms to manage the challenges they encounter. These coping skills help teachers get through difficulties and greatly aid in the improvement of the situation. It encourages them to think of creative ways to engage with their students. In order to better prepare them to teach in the face of the COVID-19 danger, teachers undertook training. Notwithstanding the difficulties, educators continue to facilitate learning while making every effort to adapt to the new standard.

Construction of Limited Face to Face Readiness Scale

The limited face-to-face preparedness scale items, which were chosen based on their frequency of occurrence from the responses in qualitative interviews, are presented in Table 1 based on the participant narratives. Using exploratory factor analysis, a data reduction strategy was applied to this 46-item survey (EFA). As a result, the a priori qualitative analysis dimensions were used to determine the number of factors, which was set at three.

Table 1
Limited Face to Face Readiness of Teachers Scale Items

ITEM	
1	I wear face make properly, establish boundaries and social distancing
2	I get myself vaccinated and follow the health protocols
3	I prepare my classroom layout like signage and health corner
4	I have classroom management of rules and regulation for the new normal learning
5	I prepare new learning set up and observe proper health protocols
6	I make sure that parents allows the children to be in school
7	I undergo webinars related to different modalities
8	I prepare all things needed in the classroom and instructional materials
9	I can deliver my lesson well and can assess the students performance
10	I give learners opportunity to social interaction to access more information
11	I can ensure better understanding for learners during limited face to face class
12	I can assess the real capabilities of learners
13	I can monitor the learning of pupils in different areas during limited face to face
14	I give orientation to parents and pupils about the protocols and regulations in new normal class
15	I am prepared for limited face to face class despite of limited resources
16	I am innovative in all situation and think effective strategies for multi-learners
17	I prepare and plan ahead for the materials in teaching
18	I prepare my classroom layout and I had washing facilities
19	I attend online training on what and how to implement face to face class in new normal
20	I put marker and signage in my classroom
21	I ensure proper ventilation, setting up physical distancing of chairs and have hand washing stations
22	I can teach pupils well during face to face
23	I encourage learners to be vaccinated

- 24 I can talk well even I am wearing face mask during my class
 - 25 I have enough hygiene kit and health essentials in my classroom
 - 26 I have enough time for making instructional materials and printing of modules
 - 27 I am good in time management
 - 28 I give more activities in writing and in reading
 - 29 I make sure that my writing and instructional materials are visible to learners
 - 30 I always prepare at all times
 - 31 I develop professionally to become productive
 - 32 I ask assistance from the barangay health worker
 - 33 I implement school program in reading to address learners difficulty in reading
 - 34 I ask help from BLGU and other sponsoring agency
 - 35 I take some rest and get some ideas with my colleagues
 - 36 I always follow the minimum health protocols
 - 37 I provide extra effort to cope up the reading problem of my learners
 - 38 I have enough budget for instructional materials and can cope with the preparation needed
 - 39 I can understand, love and be patience to my learners
 - 40 I seek guidance from my school head, have collaboration and teamwork with my co-teachers to address the numeracy, literacy and comprehension skills of students
 - 41 I prepare more remediation to the learners who cannot catch up easily
 - 42 I conduct conference with the parents about the importance of vaccination to their children
 - 43 I conduct remedial session for reading before going to start the class
 - 44 I conduct remediation and more activities and back to basic in writing and reading
 - 45 I use my own money just to comply with the needs in the implementation of face to face class
 - 46 I always monitor learners body temperature
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Dimensions Of Limited Face to Face Readiness Scale

Testing of the 46-item Limited Face to Face Readiness Scale. The Kaiser Meyer-Olkin Measure (KMO) of Sampling Adequacy and the Bartlett's test of sphericity were carried out to confirm that the construction may be tested for factor analysis. Table 2 reveals that the sample is average because the KMO value is .500, which is equivalent to the suggested value of .5. Analysis. Kaiser (1974) recommends accepting values greater than .5 are acceptable. Moreover, numbers between .7 and .8 are good, values between .8 and .9 are excellent, and values between .5 and .7 are poor (Kaiser, 1974).

To see if there is any redundancy among the variables that we can sum up with a few numbers of factors, the Bartlett's test was conducted in the meantime. The data contains structured correlations, and factorability is presumed, as shown by the results, which showed that the p-value is significant (p.05). It is emphasized by Tabachnick and Fidell (2007) that the Bartlett's Test of Sphericity should be significant for factor analysis to be suitable.

Table 2
KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy			MSA
Overall			0.500
Bartlett's test of Sphericity			
X²	df	p	
inf	990	< .000	

It can be assumed, based on the preliminary analysis, that the items of the limited face-to-face readiness scale are suitable and sufficient for factor extraction and are thus prepared for factor analysis.

Derivation of the Number of Factor Structure. The scree plot, which shows five factors where the eigenvalue starts to level out, was used to derive the factor structure.

Meanwhile, the items with factor loading below .4 are reduce from the model and from 46 items, 42 items passed the criteria then subjected for rotation and analysis. This is supported by Field (2005) that the suppression of loading less than .4 and ordering variables by loading size will make interpretation easier because there's no need to scan the matrix to identify substantive loadings.

After which, the 42-item construct is then subjected for rotation. The Promax rotation was used since the factors seem to be correlated with a coefficient above .50 which reflects that the data is not assumed as orthogonal.

The pattern matrix generated by Principal Axis Factoring utilizing the Promax rotation method and Kaiser Normalization is shown in Table 3. The results show that the loadings of the three factors' items are greater than .4. Field (2005) provides evidence that .4 is both advised and required in order to achieve the desired characteristics. Also, it is evident that there is either no item cross-loading or no loading at all, indicating that the items accurately reflect their components. Hair et al. (1998) emphasize that loadings show how closely a variable and a factor resemble one another, with greater loadings indicating that the variable is a good proxy for the factor.

Table 3
Pattern Matrix Five-Factor Model

	Statements	Factors				
		1	2	3	4	5
1	I prepare and plan ahead for the materials in teaching	.913				
2	I can deliver my lesson well and can assess the students' performance	.878				
3	I give learners opportunity to social interaction to access more information	.851				
4	I conduct conference with the parents about the importance of vaccination to their children	.836				

5	I put marker and signage in my classroom	.806				
6	I use my own money just to comply with the needs in the implementation of face to face class	.800				
7	I prepare my classroom layout and I had washing facilities	.778				
8	I ask help from BLGU and other sponsoring agency	.727				
9	I undergo webinars related to different modalities	.726				
10	I take some rest and get some ideas with my colleagues	.719				
11	I conduct remedial sessions for reading before going to start the class	.719				
12	I always follow the minimum health protocols	.703				
13	I provide extra effort to cope up the reading problem of my learners	.652				
14	I prepare all things needed in the classroom and instructional materials	.619				
15	I attend online training on what and how to implement face to face class in new normal	.607				
16	I can talk well even I am wearing face mask during my class	.581				
17	I have enough hygiene kit and health essentials in my classroom	.506				
18	I am good in time management		.977			
19	I seek guidance from my school head, have collaboration and teamwork with my co-teachers to address the numeracy, literacy and comprehension skills of students		.970			
20	I wear face mask properly, establish boundaries and social distancing		.925			
21	I I have enough time for making instructional materials and printing of modules		.877			
22	I make sure that parents allow the children to be in school		.853			
23	I can understand, love and be patience to my learners		.832			
24	I can ensure better understanding for learners during limited face to face class		.800			
25	I prepare more remediation to learners who cannot catch up easily		.745			
26	I am prepared for limited face to face class despite of limited resources		.656			
27	I can monitor the learning of pupils in different areas during limited face to face			.901		
28	I ask assistance from the barangay health worker			.891		
29	I develop professionally to become productive			.886		
30	I can assess the real capabilities of learners			.800		

31	I conduct remediation and more activities and back to basic in writing and reading			.721		
32	I always prepare at all times			.713		
33	I prepare my classroom layout like signage and health protocols			.588		
34	I prepare new learning set up and observe proper health protocol			.786		
35	I can teach pupils well during face to face			.754		
36	I am innovative in all situation and think effective strategies for multi-learners			.751		
37	I have classroom management of rules and regulation for the new normal learning			.645		
38	I make sure that my writing and instructional materials are visible to learners					.935
39	I give orientation to parents and pupils about the protocols and regulations in new normal class					.829
40	I have enough budget for instructional materials and can cope with the preparation needed					.717
41	I get my self vaccinated and follow the health protocols					.591
42	I give more activities in writing and in reading					.508

The item loadings of each item to their factor indicate sufficient correlation between factors and variables, and thus can be considered as component of the factor. By using the EFA, the five-factor model of limited face to face readiness with 42 items was developed as shown in table 5, namely: preparation, well-being, good aspect, importance and mechanism.

Reliability Test of the Scale

The instrument was evaluated for reliability to determine the internal consistency of items. It can be observed in the Table 4 that the overall reliability is high with a Cronbach's alpha value of .735. The subscale or dimension also is above the criteria of reliability above .70 alpha; specifically factor 1 with a Cronbach's alpha value of .764, factor 2 with a Cronbach's alpha value of .713, factor 3 with a Cronbach's alpha value of .723, factor 4 with a Cronbach's alpha value of .718, and factor 5 with a Cronbach's alpha value of .701. This indicates that the tool has good internal consistency. This is supported by Nunnally (1978) that instruments used in basic research should have reliability of .70 or better.

Table 4
Reliability Analysis of Limited Face to Face Readiness Scale

Factor	Cronbach's alpha
Factor 1	.764
Factor 2	.713
Factor 3	.723
Factor 4	.718

Factor 5	.701
OVERALL	.735

Final Version of Limited Face to Face Readiness Model

The output of this study, the final version of the instrument, is displayed in the format shown in Table 5. From 46 items, the analysis suggests several issues on face validity based on the factor loadings on the items. Items that have small coefficient less than .40 are removed. This is supported by Hair et al. (2010) that those items having no sense and not reflective with the factor can be removed in the model. Also, the researcher can adjust the Hair et al. (2010) loading coefficient to choose only the items that best represent the factor, and low coefficient items may not be included in the factor structure.

By using the EFA, Limited Face to Face Readiness Questionnaire was developed. This tool is consists of 42 items which consist of five themes. A total of five themes was developed which are preparation with a total of seventeen items; well-being with nine items; good aspect with seven items; importance with four items and mechanism with five items. The 5 point Likert-scale from 5-strongly agree to 1-strongly disagree is shown below.

Table 5

ITEMS	
PREPARATION	
1	I prepare and plan ahead for the materials in teaching
2	I can deliver my lesson well and can assess the students' performance
3	I give learners opportunity to social interaction to access more information
4	I conduct conference with the parents about the importance of vaccination to their children
5	I put marker and signage in my classroom
6	I use my own money just to comply with the needs in the implementation of face to face class
7	I prepare my classroom layout and I had washing facilities
8	I ask help from BLGU and other sponsoring agency
9	I undergo webinars related to different modalities
10	I take some rest and get some ideas with my colleagues
11	I conduct remedial sessions for reading before going to start the class
12	I always follow the minimum health protocols
13	I provide extra effort to cope up the reading problem of my learners
14	I prepare all things needed in the classroom and instructional materials
15	I attend online training on what and how to implement face to face class in new normal
16	I can talk well even I am wearing face mask during my class
17	I have enough hygiene kit and health essentials in my classroom
WELL-BEING	
18	I am good in time management
19	I seek guidance from my school head, have collaboration and teamwork with my co-teachers to address the numeracy, literacy and comprehension skills of students
20	I wear face mask properly, establish boundaries and social distancing

- 21 I I have enough time for making instructional materials and printing of modules
22 I make sure that parents allow the children to be in school
23 I can understand, love and be patience to my learners
24 I can ensure better understanding for learners during limited face to face class
25 I prepare more remediation to learners who cannot catch up easily
26 I am prepared for limited face to face class despite of limited resources

GOOD ASPECT

- 27 I can monitor the learning of pupils in different areas during limited face to face
28 I ask assistance from the barangay health worker
29 I develop professionally to become productive
30 I can assess the real capabilities of learners
31 I conduct remediation and more activities and back to basic in writing and reading
32 I always prepare at all times
33 I prepare my classroom layout like signage and health protocols

IMPORTANCE

- 34 I prepare new learning set up and observe proper health protocol
35 I can teach pupils well during face to face
36 I am innovative in all situation and think effective strategies for multi-learners
37 I have classroom management of rules and regulation for the new normal learning

MECHANISM

- 38 I make sure that my writing and instructional materials are visible to learners
39 I give orientation to parents and pupils about the protocols and regulations in new normal class
40 I have enough budget for instructional materials and can cope with the preparation needed
41 I get my self vaccinated and follow the health protocols
42 I give more activities in writing and in reading

Face to Face Readiness Questionnaire

Legend:

- 5- Strongly Agree**
4- Agree
3- Moderately Agree
2- Disagree
1- Strongly Disagree

CONCLUSION

The emerging themes highlight teacher dimensions of face to face readiness which put emphasis on preparation, well-being, good aspect, importance and mechanism. The results derived from factor analysis indicate that a face to face readiness has five factors that include preparation, well-being, good aspect, importance and mechanism. Moreover, the reliability test revealed the results on face to face readiness that the overall Cronbach's Alpha was .735 which

interpreted as high. It means that the validity of the instruments was good and suitable for using the instrument as a tool. Face to Face Readiness Questionnaire with 42 items was developed to measure teachers' dimension of face to face readiness.

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