



HINDERING AND FACILITATING FACTORS OF TEACHERS IN UPLAND HIGH SCHOOLS IN TEACHING ENGLISH AS A SECOND LANGUAGE: BASIS FOR IN-SERVICE TRAINING

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ABSTRACT

The study aimed at exploring underlying factors that hinder and facilitate teachers teaching English as a second language in upland high schools in the Municipality of Calinog during the school year 2022-2023 as the basis for in-service training. The study utilized the descriptive research method, employing in-depth interviews. The study used the phenomenology qualitative research design. Data were collected through a researcher-made interview guide and were analyzed and interpreted using a thematic approach. The results revealed that chronic absenteeism among learners and a lack of instructional resources were the widely recognized and predominantly occurring issues that limit teachers' ability to teach English with efficiency and quality. Meanwhile, teachers perceived learners' high level of motivation and the application of differentiated instructions in the classroom as key factors, making a significant impact on their effectiveness in facilitating classroom engagement and improving learning outcomes.

Keywords: *Hindering Factors, Facilitating Factors, Teachers, Upland High School, English as a Second Language, In-Service Training*

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INTRODUCTION

Background of the study

Teaching English is a noble profession that plays a crucial role in the globalizing world. English is often considered the lingua franca of the world, serving as a means of communication across international borders. However, despite its importance, teaching English comes with a myriad of challenges that educators must navigate. In the study, the researcher aimed at exploring some of the major challenges and opportunities faced by teachers teaching English in upland high schools.

One of the most significant challenges in teaching English is addressing the diverse learning needs of learners. English learners come from various linguistic and cultural backgrounds, each with its own unique learning styles and abilities. Some learners may be fluent in their native language and find it easier to learn English, while others may struggle due to limited language exposure.

English grammar and vocabulary can be particularly challenging due to the language's irregularities and exceptions. English has a vast vocabulary and complex grammar rules, making it difficult for both native and non-native speakers to master.

Motivating learners to learn English can be a daunting task, especially when they perceive the language as foreign or irrelevant to their lives. English teachers often face the challenge of keeping learners engaged and interested in learning the language.

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In the other case, the lack of resources and infrastructure in schools affects the quality of education that learners receive. Without proper facilities, students may not be able to attend classes regularly, or they may be distracted by external factors, making it difficult for them to concentrate on their studies. The lack of textbooks and teaching materials also hinders the learning process, as learners may not have access to the necessary information to understand the concepts taught in class (Bai, 2023).

In the digital age, teaching English often involves integrating technology into the classroom. While this can enhance learning, it can also be a challenge for teachers who are not digitally literate. Furthermore, not all learners have equal access to technology, creating disparities in learning opportunities.

Teaching English also requires cultural sensitivity and awareness. English teachers must be prepared to address cultural differences and promote intercultural understanding, which can be challenging when working with diverse learner populations.

Thus, teaching English is a complex and demanding profession that requires teachers to overcome numerous challenges. From adapting to diverse learning needs to addressing language complexities and navigating cultural differences, English teachers play a vital role in helping learners become proficient in this global language. Continuous professional development, innovative teaching methods, and a passion for imparting knowledge are pivotal to fostering success in the field of teaching and learning English.

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By exploring these challenges in depth, the study can provide valuable insights into the unique needs and experiences of English teachers in upland high schools, ultimately contributing to the development of more effective teaching strategies and support systems for educators in these settings.

MATERIALS

Research Methodology

This chapter discusses the research methodology, research design, research participants, data collection methods, research instrument, and data analysis used in this study. The purpose of this study was to determine the prevailing factors that hinder and facilitate teachers teaching English as a second language in upland high schools as a basis for in-service training for teachers in public secondary schools in the Municipality of Calinog during the school year 2022-2023.

Research Method

The study used a descriptive research method and utilized in-depth interviews to gather data.

Accordingly, in-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation (Boyce & Neale, 2006).

The researcher conducted a short orientation session before the interview to make sure participants were well-informed and prepared for their involvement in the research study.

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The interview session was conducted as a loose and free-flowing conversation to effectively encourage participants to express their feelings, experiences, and perspectives openly and candidly.

The researcher utilized a voice or audio recorder with permission from the participants to capture, record, and document their responses during interviews.

The researcher consolidated the collected data after a series of interviews, where patterns, themes, and recurring ideas within the dataset were analyzed using a thematic approach.

Research Design

This study used phenomenology under a qualitative research design. Phenomenology can be considered a philosophical approach to undertaking qualitative research. The goal of phenomenology is to understand how others view the world and how this view may vary from commonly held views by focusing on a person's subjective interpretations of what she experiences. Phenomenology is done by interviewing the subjects to learn their impressions and is frequently used in such fields as psychology, sociology, and social work.

According to Trymata (2023), phenomenology qualitative research is defined as a research approach that focuses on understanding and exploring individuals' lived experiences of a particular phenomenon. Rooted in philosophy, phenomenology seeks to uncover the essence of human experiences and how individuals make sense of the world around them. In qualitative

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research, phenomenology goes beyond merely describing observable behaviors; it delves into the subjective and personal meanings that individuals attach to their experiences.

Participants in the Study

The researcher employed the purposive sampling technique in selecting participants for the study.

Using the established norms, the researcher purposefully selected ten teachers who met the inclusion criteria and were deemed most likely to provide valuable insights into the research topic.

The selected participants were chosen based on their ability to provide diverse insights and represent a range of experiences within the context of teaching English in upland high schools in the Municipality of Calinog during the school year 2022-2023.

While the sample size was relatively small (ten teachers), the goal was not to generalize findings to a larger population but rather to explore the experiences and perspectives of a specific group of teachers in depth.

Sampling Design

The purposive sampling design was used in the study. According to Nikolopoulou (2022), purposive sampling refers to a group of non-probability sampling techniques in which units are selected because they have characteristics that you need in your sample. Also called judgmental sampling, this sampling method relies on the researcher's judgment when identifying and

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selecting the individuals, cases, or events that can provide the best information to achieve the study's objectives.

Research Instrument

A researcher-made interview schedule composed of two questions was the research instrument used to explore the perceptions of the participants, focusing on the subject under study.

Also, an audio recorder was maximized to thoroughly capture, record, and document the responses of the participants.

Validity of the Research Instrument

The research instrument used in the study was examined and verified by a group of validators, and all comments, remarks, and suggestions were taken into account to ensure the accuracy, soundness, and effectiveness of the research tool.

Validity refers to how accurately a method measures what it is intended to measure. If research has high validity, that means it produces results that correspond to real properties, characteristics, and variations in the physical or social world (Middleton, 2019).

Comments, corrections, and suggestions from the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates (Appendix A).

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Data Gathering Procedures

Permits from the adviser, Dean of the Graduate School, Office of the Schools Division Superintendent, Office of the District Supervisors, School Heads, and individual participants were obtained before conducting the study to ensure that the study was in accordance with established guidelines and respected the rights and privacy of all individuals involved.

The researcher conducted an in-person visit to the respective schools of the participants for the interviews.

Prior to the interview proper, the researcher conducted a short orientation session to make sure participants were well-informed of their involvement in the research study.

A voice or audio recorder was provided during in-depth interviews to capture detailed and accurate responses from participants.

The researcher consolidated the collected data after a series of interviews.

To analyze patterns, themes, and recurring ideas within the dataset, thematic approach was utilized.

Data Analyses

The data collected from the participants was analyzed using a thematic approach.

According to Crosley (2021), thematic analysis is the study of patterns to uncover meaning. In other words, it's about analyzing the patterns and themes within your data set to identify the underlying meaning. Importantly, this process is driven by your research aims and

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questions, so it's not necessary to identify every possible theme in the data, but rather to focus on the key aspects that relate to your research questions.

RESULTS AND DISCUSSIONS

The study aimed at exploring valuable insights into the prevalent factors that hinder and facilitate teachers teaching English as a second language in upland high schools in the Municipality of Calinog. By investigating and highlighting the range of feelings and perceptions of participants, the study sought to uncover key concepts that can inform the design and implementation of in-service training programs for teachers during the school year 2022-2023.

The research method employed in the study was descriptive, utilizing in-depth interviews as the primary data collection technique. The study adopted a qualitative research design, specifically employing phenomenological approach to guide data collection and analysis.

The participants of the study were ten teachers teaching English as a second language in upland high schools in the Municipality of Calinog during the school year 2022-2023.

The study utilized the researcher-made interview schedule, along with a voice or audio recorder for data gathering and documentation.

A panel of experts validated the interview schedule as a crucial step in ensuring the reliability and validity of the research instrument.

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The results of the study highlight several key findings regarding the challenges and facilitating factors encountered by teachers in teaching English in upland high schools. Below is a summary of the main findings:

Chronic absenteeism among learners and a lack of instructional resources were identified as significant challenges faced by teachers. These issues limit teachers' ability to teach English with efficiency and quality, as students may miss important instruction and lack access to necessary materials and resources.

Moreover, the prevalence of chronic absenteeism and inadequate resources has a negative effect on teaching effectiveness, hindering teachers' ability to deliver high quality instruction and meet the learning needs of their students. Addressing these challenges is essential for improving teaching and learning outcomes in upland high schools.

Despite the challenges, teachers perceived learners' high level of motivation as a key facilitating factor in the teaching-learning process. Motivated students are more likely to actively engage in the learning process, participate in classroom activities, and demonstrate a willingness to learn, which can positively impact teaching effectiveness and student achievement.

The application of differentiated instruction in the classroom was also identified as a significant facilitating factor by teachers. Differentiated instruction allows teachers to tailor their teaching methods and materials to meet the diverse learning needs and abilities of students,

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promoting greater engagement, understanding, and success in learning English as a second language.

Based on the findings of the study, several insights were drawn to inform future actions and interventions aimed at addressing the challenges and leveraging the facilitating factors identified by teachers in teaching

English as a second language in upland high schools:

Learners' attendance at school is a crucial aspect of learning. Excessive absenteeism among learners leads to a loss of gains in the curriculum and can affect individual productivity. Learners' reluctance to attend classes and engage in learning activities can prevent educational institutions from reaching their objectives.

The availability of appropriate and varied teaching and learning resources in the classroom is fundamental for both teachers and learners. It is an essential part of the teaching-learning strategy and provides teachers with valuable information on various topics. It doesn't only make the educational process more attractive and interesting but also encourages active learning.

High levels of interest and motivation can enrich cognitive functioning, skill development, and academic achievement. The learners' drive and enthusiasm to get involved in the learning activities pave the way for the full realization of the learning outcomes.

Differentiated instruction in education is an effective framework to address learners' diverse learning needs by providing different avenues for understanding new information and

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developing skills. The implementation of differentiated processes in the classroom promotes greater student engagement, social and academic inclusivity, and greater confidence for students and teachers.

CONCLUSION

In view of the findings and insights derived from the study, the following courses of action were recommended:

Conduct an in-service training program aimed at enhancing teachers' effectiveness in addressing classroom-related concerns, such as managing learners' absenteeism and scarce educational resources.

Develop a collaborative action planning involving the school, parents, community, and other stakeholders to address commonly occurring issues in the classroom and improving learners' attendance.

Publish an official statement of school rules and regulations through a learner handbook essential for establishing clear expectations and guidelines regarding learners' daily attendance.

Develop a school advocacy or project to inspire community participation and stakeholder collaboration for donations and sponsorships of educational supplies and resources as an excellent initiative to enhance teaching and learning in the school.

Create a framework of activities that fosters active engagement and interaction in the classroom to sustain learners' motivation and foster a positive learning environment.

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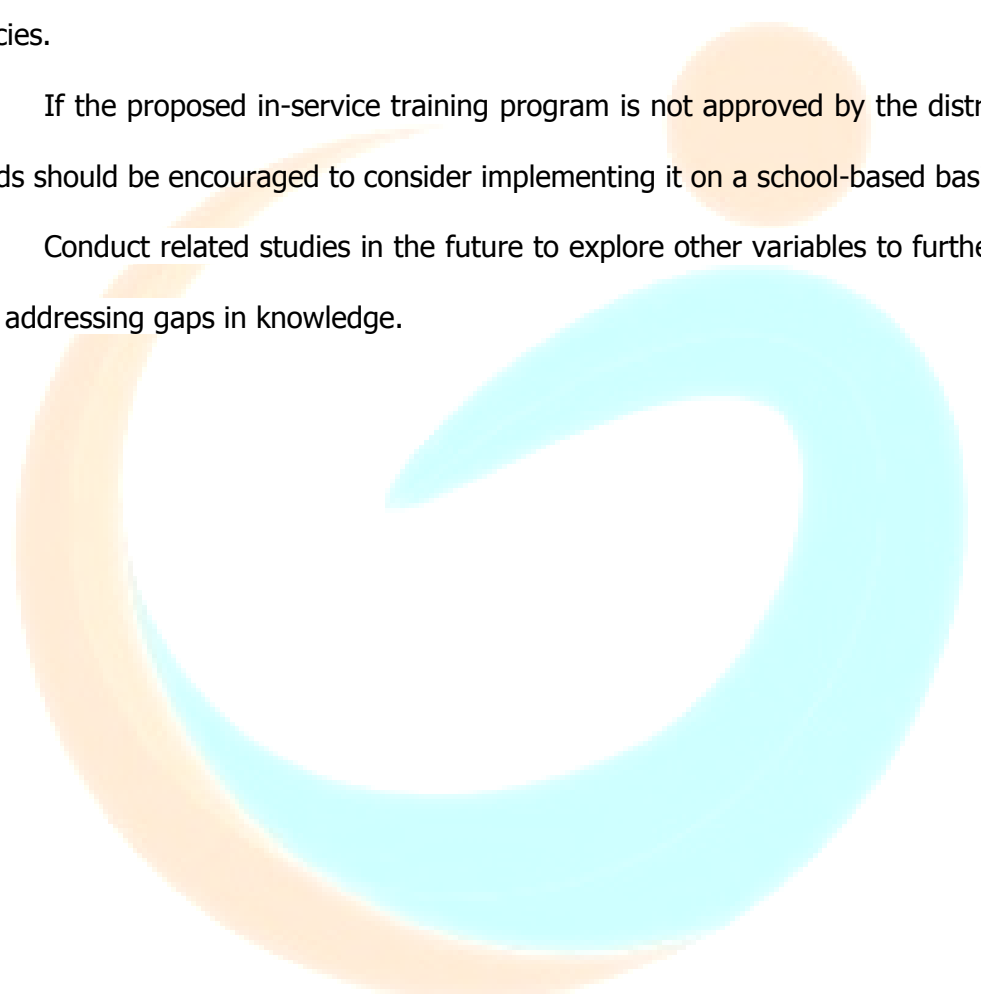


Advocate for the use of differentiated instructional tools and approaches to promote inclusive and productive learning experiences in the classroom.

Forward the proposed in-service training matrix to the school district office for approval and implementation to ensure that the training program aligns with district-wide goals and policies.

If the proposed in-service training program is not approved by the district office, school heads should be encouraged to consider implementing it on a school-based basis.

Conduct related studies in the future to explore other variables to further understanding and addressing gaps in knowledge.



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