

Accounts of Public Elementary School Teachers on Straight Teaching: A Narratology

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Abstract

The study aimed to explore the accounts of public elementary school teachers in Grade 5 or Grade 6 who taught all the subjects in a single class. This is a qualitative-narratological study which tapped five (5) participants who were identified using the purposive sampling method. The five participants were concealed using the following aliases for their privacy and confidentiality: Jisoo, Amie, Jona, Primerose, and Constance. Thematic analysis was utilized to generate the results from the participants' narratives. Overall, the participants closely shared the same stories in straight teaching. In the interviews, they highlighted the succeeding significant themes: (1) common challenges in straight teaching; (2) ways of coping in straight teaching; (3) application of non-traditional teaching practices; (4) application of classroom management practices; (5) lessons and insights gained from straight teaching; and (6) the need to provide support to the teachers who handled all subjects in a single class. From these findings, it is implied that plenty of support and assistance should be provided to them by the concerned authorities such as the officials of the Department of Education (DepEd). Another is that their ways of coping and classroom practices should be emulated by all teachers in the service. Likewise, future researches are also encouraged to further validate the results found in this narratological study. Most importantly, the study is expected to contribute more information on the literature related to straight teaching and aboriginal education.

Keywords: public elementary school teachers, straight teaching, narratology, Municipality of Talaingod, Davao del Norte

INTRODUCTION

Teachers have mountains of responsibilities that they should embrace during and even after their respective hours of duty. In fact, there are elementary school teachers that are still teaching all subjects in a class section within the intermediate grade levels. They should formulate 40 lesson plans per week and prepare innovative learning strategies and materials that cater all of their learners' needs, as well as shape and monitor the behavior of 20-40 learners in a class. Notably, these are among the few plights faced by most public school teachers that are teaching all subjects in a class.

In Rwanda, as mentioned by Atieno and Nkurunziza (2019), the Ministry of Education has recently announced the plan to implement the system wherein only one instructor and an assistant will teach all subjects in each class comprising of 70 learners. According to them, it would be hard to find well-rounded teachers who can teach all subject areas within one class preparing more than five lessons on a daily basis. In connection, in the hinterlands and outskirts of Cambodia, teachers teach all subjects in one class as caused by the shortage of teaching personnel in the far-flung areas. According to teachers, the job was definitely exhausting and challenging since they are in charge on both teaching and classroom management of the same class for the whole day (Organization for Economic Co-operation and Development [OECD], 2018). Furthermore, in Ghana, Adusei and Sarfo (2015) stated that teachers were not comfortable on teaching all subjects. Thus, they started to suggest that subject-specific teaching should be implemented in the setting.

In the Philippines, particularly in Zamboanga, elementary teachers have also experienced the practice of straight teaching in the lower elementary years in private schools amidst the new normal. Some of them expressed that it is indeed difficult to handle all subjects within one class. Aside from lesson preparations, these teachers were also confronted with the extra challenge of distributing modules, conducting assessment, and undergoing online classes to teach their young learners. What keeps them around is their sincere passion in teaching, which drives and motivates them amidst the challenges and the pandemic nowadays (Pabalate, 2020).

In Talaingod District, as a public elementary school teacher, I also knew some of my co-workers who have practiced and were still practicing straight teaching in their early years of in-service teaching. As what I have gained from talking with them, they jointly expressed the stressful and demanding task of preparing Daily Lesson Plans (DLPs) for all subjects. What makes it more challenging is making 8 lesson plans on a daily basis. Thus, they were expected to make 40 DLPs per week as part of their teaching responsibilities. Definitely, they treated this as a challenge as well as an opportunity to improve on their craft.

Based from my extensive reading on previously cited literature, I have found few articles which tackled the stories and narratives about the experiences of teachers who employed straight teaching on their classes. These articles were the ones I managed to feature above. Despite this fact, I have not found any similar study which targeted the personal experiences of public elementary school teachers who teach all subjects in one class in the context of this study. As such, this study can possibly help teachers who experience these phenomena. Through this study, they may be given the voice to speak out their plights and suggestions. Moreover, this study can also become a basis for the concerned educational sectors to create programs and policies which would help lessen the heavy loads of these teachers.

The stories of the public elementary school teachers on straight teaching has been evident for it still existing problem in our educational system. Though there were already studies conducted about teachers teaching all subjects, these only focused on the issue of differentiating departmentalization and no studies were done yet to probe the lives of public elementary school teachers. Thus, this prompted me to conduct this inquiry to explore and understand their personal narratives with respect to the phenomenon being studied in this undertaking.

Purpose of the Study

The purpose of this narratological study was to explore the narratives of public elementary school teacher. It focused on the stories of five (5) elementary school teachers from different public schools in Talaingod District.

At this stage of research, straight teaching was generally defined as a type of teaching where a public elementary school teacher with permanent employment status was teaching all subjects in Grade 5 and/or in Grade 6. I highly regarded this study as an important research topic to invest one's time with, as it is visible that many elementary teachers have experienced this Herculean task of teaching all subjects within one class section.

Research Questions

1. How do you describe your experiences as a teacher who handles all subjects within a class?
2. What are the lessons and insights can you share to others regarding your experiences in straight teaching?

Theoretical Lens

This study was anchored to the Functionalism Theory which explains how mental activities helped an individual fit into its environment where mental processes function in a more systematic and accurate manner wherein learners should learn at the level for which they are developmentally prepared. Also, it signified that introspection could serve as one means by which someone might study mental activities, so with the teachers, though their expertise is not within the norm, but through mental activities, learning and mastery of the subject matter is possibly put in place (Ross et al., 1977).

As used in the study, the Theory of Functionalism illustrated the capacity of humans to adapt to their new environment. Thus, terms like flexibility and versatility were being tested and exemplified in situations wherein an individual was exposed to new surroundings and environment. Like the teachers who teach multiple subjects in class, their capacity of adjusting with their new roles and ever demanding challenges were being tested as they have to prepare to teach multiple subjects to their learners on a regular basis.

This study was also seen through the Theory of Role. This posited that individuals play a role which comprises a collection of expectations that accompany a particular social position. Typically, it is said that humans play multiple roles in their lifetime. For example, they could play the role of being a student, a friend, or an employee. Role conflict happens among multiple roles when the expectations in these separate roles contradict one another. There could be a case when a social expectation is accepted in one role but rejected in the other (Marks & MacDermid, 1996).

As applied in this inquiry, the theory exemplified the multiple roles that the teacher embodies on a daily basis. For example, being a Math teacher required different set of demands and knowledge than those that were expected from an English teacher. In the case of the participants of this inquiry, they had to take both roles and more in order to do straight teaching to their learners in a long-term timeframe. Thus, the disparity and difference of role created certain points of adjustments in the part of the teachers. Depending upon the capacity of the teachers to adjust on these points, they may be able to perform their duties or not.

Also, this thesis was viewed through the lens of Stress Theory which mentioned that stress is experienced when a person perceives that the challenges of a task exceed the personal and social resources that the person can only mobilize upon himself or herself. Accordingly, the impact of stress in a person is based more on an individual's sense of danger, insecurity, and capacity to cope on a traumatic occurrence itself. The impact of stress can be felt by an individual who recognize that he or she cannot manage the stressful task. However, if a person sees that a particular task can be easily overcome, then the individual will not feel the negative effects of stress (Lazarus & Folkman, 1984).

Similarly, as utilized in this inquiry, the theory explained that the overarching roles of teachers teaching all subjects in one class may cause stress among the elementary teachers. This theory also stressed that depending upon the coping abilities of these teachers, they may be able to surpass stress. Otherwise, stress had overcome and consume them in the procedure.

Employing straight teaching results into causing stress to some teachers especially in the higher-grade level. Thus, in summary, this study was anchored to the above cited theories that supported how teachers feel and how they cope with their experiences associated to straight teaching. The Theory of Functionalism mentioned that mastery can be possibly put in place. Also, role theory stressed that straight teaching requires multiple roles among the concerned teachers. Lastly, Stress Theory asserted that individuals such as the teachers were prone to stress as they perform mentally demanding activities such as teaching all subjects within in one class.

METHODOLOGY

This chapter discusses the set of steps, procedures, instruments, as well as the methods utilized to fulfill the aims of this inquiry. This section encompasses the research design until the section for ethical considerations to provide thick description on how this study was conducted.

Research Design

This study is qualitative research by design. It is stated that qualitative research is an inquiry which specifically concerns itself on searching the observer who is entangled within the world's reality (Creswell & Poth, 2016). They added that qualitative inquiry includes a series of activities that seek to attain clarity in this world where vast information exists. These activities thereby transformed the world we know today. They turn the world into a collage of representations, manifested in various forms such as field notes, interviews, conversations, pictures, videos, and self-reported memos. Qualitative study at this stage requires an interpretive, naturalistic lens to view the environment which surrounds us.

In this inquiry, qualitative research design became the ideal methodology to use, since this research study was only concerned on investigating a research topic that was less explored. This did not intend to quantify variables or test varying interventions through correlational or experimental methods. Part of the researcher's objectives was to acquire the participant's genuine explanation about their lives as a public elementary school teacher who teach all subjects in Grade 5 and/or in Grade 6.

Additionally, the study employed narratology which sought to understand the phenomenon and made meaning from this event through peering on the stories which were told by the participants. This approach typically focused on making meaning on the lives of individuals as told through their own personal narratives (Connelly & Clandinin, 1990). To add, one of the precepts of all qualitative investigations lied on the perception held by the participants as the protagonists of the studied phenomenon. In a narrative inquiry, the researcher took the role of a narrator. It can therefore be argued that qualitative research is underlined by an element closely linked to perception (subjectivity to some) of the studied object (Díaz, 2015).

Narratology was suitable in this academic endeavor as it only aimed to narrate and analyze the various untold stories of each of my participants who have been practicing straight teaching in public schools. The approach was thereby appropriate in uncovering their personal narratives associated with being a public elementary school teacher who teaches all subjects in Grade 5 and/or in Grade 6. Moreover, narratology was convenient as it allows a qualitative investigation wherein only a small number of participants were required. This was helpful in my exploration, since my intended participants were very hard to locate and find.

Research Participants

The study's key participants mainly included the public elementary school teachers who teach all subjects in either Grade 5 and/or in Grade 6 classes. Specifically, there were five (5) participants in total. This was in line to the suggestion of Parse (1990) with regards to his conception of the ideal number of participants in a narratological study which was two (2) to ten (10).

In this inquiry, all participants were chosen through purposive sampling technique. This technique was employed in identifying and selecting the five (5) research participants who teach all subjects either in Grade 5 and/or in Grade 6. As to my inclusion criteria, the ideal participants must possess the following characteristics: (1) they must be a licensed public elementary school teacher who is practicing their profession within DepEd Talaingod District; (2) they must have at least one (1) year of experience in teaching all subjects either in Grade 5 and/or in Grade 6; and (3) the participants are currently handling and teaching in Grade 5 and/or in Grade 6.

Data Analysis

In this research, the collected and gathered data were presented and analyzed according to the aims of this research endeavour. Bogdan and Biklen (1997) identified data analysis in qualitative studies as a procedure of sequentially locating and consolidating interview transcripts and other data sources that the researcher acquires to increase clarity and information about the phenomenon or research topic.

Data coding was employed in this research. Elliot (2018) described coding as a fundamental part of the scientific process and how scientists disintegrate and examine data to construct something new. Furthermore, Creswell (2015) claimed that coding is a method that employs evaluation of qualitative text data by taking them apart to observe what they generate before substantially putting the data back together.

In this inquiry, coding was employed to organize and label essential meanings that were identified in the data. It served as the process in which the principal investigator identified the responses and grouped it accordingly to form a segment title. Through coding, segment title was identified in order for the readers to easily recognize and interpret terms which relate to the experiences of the study participants. More so, coding also helped the principal investigator to summarize all results and readers can capture and understand what each response is all about.

Moreover, in this inquiry, thematic analysis was utilized. Caulfield (2019) claimed that evaluating qualitative data is through the use of thematic analysis. This is usually applicable to a compilation of texts, such as transcripts of interviews. To recognize common trends, subjects, ideas and context patterns that come up frequently, the principal investigator would have to analyze the information closely.

In this inquiry, thematic analysis was utilized which pertains to the procedure of identifying, analyzing, and presenting patterns that were present within a large amount of data. Naturally, qualitative research study frequently utilized thematic analysis. With this, the researcher found it very beneficial in identifying the different themes or segments of this inquiry.

Furthermore, formulation of major themes had been done according the approved research questions. This corresponded to the two (2) approved research questions mentioned in the Chapter 1. Themes were utilized as the representation of results. This was done to give the readers further understanding about the noteworthy narratives of the participants.

Trustworthiness of the Study

In this inquiry, the researcher established the criteria of trustworthiness as prescribed by the framework of Shenton (2004). The principal investigator employed different strategies to resolve four issues of trustworthiness that demand high attention: credibility, transferability, conformability and dependability.

In ensuring the study's trustworthiness, the researcher took another precautionary measure which was to strictly observe safety protocols while collecting the data for the study. This was in reference to the protocols prescribed by Inter-Agency Task Force (IATF) against COVID-19 as well as other government health protocols to prevent the spread of the Corona Virus Disease 2019 or known as CoVid-19. The safety protocols which were followed by everyone included: social distancing, wearing of face shield and face mask, and the constant application of alcohol on one's hand.

Credibility ascertained whether the study outcomes were plausible knowledge gleaned from the original data of the key participants and that these were a valid representation of the original views of the key participants (Lincoln & Guba, 1985 as cited in Korstjens & Moser, 2018). Furthermore, Shenton (2004) claimed that researchers attempt to provide that a true image of the phenomenon under review is being portrayed to resolve credibility.

In addressing study's the credibility, the researcher utilized concrete measures such as the use of triangulation of sources, iterative questioning, researcher's background, qualifications, experiences and member checking. Adoption of the well-established research method and the utilization of reflective notes were stressed in this inquiry to devise the best techniques that suit to the specific context of this study.

First, triangulation was another measure which can be beneficial in securing the credibility of this study. Kulkarni (2013) stated that triangulation is a technique that utilizes two or more methods to gather data about one research subject. In a way, this secured the extent of the study's validity since more than one sources of data or methods of data collection are employed in the process. However, the aim of triangulation is not simply to cross-validate results, but rather to capture different facets of the same phenomena.

In connection, triangulation of source was utilized in this inquiry. This implied that I utilized multiple sources to uncover various narratives coming from my participants. These narratives were helpful, as my main goal was to explore aspects of the stories of public elementary school teachers who teach all subjects within one class. Triangulation of source in this inquiry testified that the findings of this inquiry was credible.

Moreover, to resolve the credibility issues of this inquiry, iterative questioning was employed. This includes the use of probe questions to collect detailed data in which the researcher is very much interested about (Shenton, 2004). In this inquiry, detailed information was obtained. The principal investigator asked the questions repeatedly or rephrased the question in case the idea shared by the participant was still unclear or insufficient. Also, the researcher asked a number of follow up questions in order for the specific information pertaining to the narratives of the public elementary school teacher on straight teaching to be acquired.

Furthermore, the background, qualifications, and lives of the principal investigator was stipulated in the section under appendix. Patton (1990) stated that the integrity of the researcher is an important aspect in qualitative studies. This was due to the fact that the researcher herself is the integral tool in the processes of collecting and analyzing the research data. To execute this concrete measure, the principal investigator attached the curriculum vitae. Curriculum vitae included the researcher's background information which would be helpful for the reader to assess or audit the quality of the conducted study.

Lastly, member checking was employed in this inquiry. Birt et al. (2016) noted that member checking is one of the techniques for exploring the credibility of outcomes, also identified as participant or respondent validation. To search for consistency and resonance with their experiences, data or outcomes were returned to participants. Member checks are also listed among the validation techniques in the list.

In this inquiry, the researcher employed member checking to make sure the appropriateness and accurateness of the information obtained from the participants. The researcher underwent rechecking of the information. The research participants and informants rechecked the statements if these statements were accurately represented and printed. The research participants and informants were also given the chance to give additional information and to correct some errors found in the transcripts.

On the other hand, **dependability** requires the evaluation of the study's results as well as the interpretation and suggestions made by the researcher so that both are informed on the information obtained from study participants (Lincoln & Guba, 1985 cited in Korstjens & Moser, 2018). Shenton (2004) stated that achieving dependability is a heavy task especially in qualitative studies. Considering this, the least that the researcher can do is to attempt to formulate the study to the point that other investigators would be able to replicate the study on their own time and at their own settings. To guarantee the dependability of this inquiry, the researcher utilized concrete measures like the use of overlapping methods, in-depth methodological descriptions, triangulation, and audit trail.

To cater the concerns which involved the criterion of dependability, overlapping techniques were utilized. Shenton (2004) argues that illustrating the former in practice goes some way to guarantee that the latter one, mentioned by Lincoln and Guba (1985), must be employed to use overlapping approaches which include FGD and IDI to be able to establish close links between reliability and credibility.

In connection, to obtain the saturation of the information that was collected, the study conducted an in-depth interview (IDI). The five (5) public elementary school teachers who passed the inclusion requirements obtained a chance to participate in the IDI. This was done via Google Meet and Zoom.

Additionally, the research indicated the use of in-depth methodological descriptions. Shenton (2004) emphasized that the procedures being followed in a qualitative work should be documented in detail, for the purpose of addressing the possible reliability issues and enabling future investigators to replicate the study, or if not, generate the similar set of research findings.

Relatively, the researcher established a thorough discussion on what research design would be employed and how its attainment would be implemented in the process. Also, the researcher provided the operational detail on how the data was gathered and evaluated the success of the processes undertaken. With this, other interested researchers would be able to immediately see a clear picture as to how they could replicate and adapt this particular inquiry into their corresponding settings.

Aside from the in-depth interview, triangulation of sources was also utilized to employ cross validation of the information and to reduce the effect of the researcher's bias. With this, the principal investigator utilized audio recorder to become a reference in retrieving the data. Detailed accounts of the public elementary school teachers who possessed the inclusion criteria was reported to make sure the consistency of the data. With this, the research process was very dependable where the future researcher can repeat the study but it does not necessarily entail the acquisition of the same outcome.

Additionally, the dependability of this analysis was also considered on the audit trail. As cited in Korstjens and Moser (2018); Lincoln and Guba (1985); and Sim and Sharp (1998); audit trail functions to transparently explain the study measures taken from the beginning of a research project into the production and presenting of the results. The research's records path was kept throughout the study. In this inquiry, the researcher also banked an audit trail appended in this manuscript to provide ample documentation of how the research data are collected, analyzed, and interpreted in this inquiry. The principal investigator also followed the standard protocol and ensured to follow the guidelines set out by the technical panel.

Confirmability is concerned with deciding that details of the pertinent findings are not merely figures of the imagination of the inquirer, but are clearly derived from the sets of tangible evidence (Lincoln & Guba, 1985 as cited in Korstjens & Moser, 2018). Shenton (2004) indicated that researchers ought to take action to illustrate that results originate accurately from the data and not from their personal biases to prove the study's confirmability aspect.

First of all, for the thorough enrichment of this academic work, the principal investigator relied on the professional assistance of the expert panel, the data analyst and other experts. Additionally, the interview transcripts were returned to all the key participants in order to authenticate and ensure that their answers are correctly expressed in the IDI. A form signed by them was added to show this accuracy. Likewise, the researcher notified the participants about the finalization of the results.

In addition, Shenton (2004) stated that the premises that underlie certain decisions and the methods employed within the study should be honestly reported. Thus, it should be noted in the study as to why the use of one approach is favored over the other and that weak spots of a utilized technique should be acknowledged and reported. To check if the findings generated in this inquiry are valid, reliable, and acceptable, the researcher admitted the assumptions and beliefs held in this inquiry through following the suggested steps to be taken in conducting research.

With this, the researcher strictly adhered to the protocols, institutional formats, and standard principles of Shenton's strategies in addressing the trustworthiness of the study as well as the Belmont Report in addressing the ethical consideration. Also, this inquiry recognized its limitations by admitting that this research was only be limited to those public elementary school teachers

teaching all subjects in Grade 5 and/or in Grade 6 who possesses the inclusion criteria set by the principal investigator and that the implication drawn from the findings was not viewed as generally applicable.

More so, in-depth description related to the methodology was employed. The researcher utilized in-depth interview (IDI) to acquire information needed in this inquiry. Through the IDI, the researcher gathered authentic information coming from the key participants and they were also able to check if the transcribed responses were accurately represented. With this, the study's findings were reliable, valid, and acceptable to be inspected with. In connection, Shenton (2004) mentioned that describing the employed methods in detail lets the reader to discern the acceptability of the constructs and data being displayed in the study.

Transferability is the extent on how qualitative study findings can be translated to other contexts or conditions with other participants as the new sources of research data (Lincoln & Guba, 1985 cited by Korstjens & Moser, 2018). To enable the transfer of the study into other research circumstances, adequate information about the context of the study was provided to enable readers to determine whether the inscribed research conditions may be similar to their settings and whether study results can be applied in other research venues (Shenton, 2004). To strengthen the transferability of this study, the researcher utilized concrete measures through providing background data, thick descriptions, as well as detailed documentation of the focused research topic.

To make the study transferable, the researcher established different related literature and provided the background or context of this study. The researcher provided a literature review which aided in elaborating and discussing the different domains of ideas related to the study. In addition, other contexts like literature from different countries or different setting and the theories that underpin this research was provided herein.

Likewise, the researcher indicated thick description of the pertinent details of this research to increase the study's transferability. Mills et al. (2010) described thick description as a means to pay attention to every intricate detail upon one's observation and interpretation of the derived social meaning from conducting qualitative studies. In this inquiry, the stories of public elementary school teacher teaching all subjects in Grade 5 and/or Grade 6 became the core in employing thick description. The research provided various readings that would help enlighten the reader about the context surrounding the study. Thick description served as the guide in understanding the actualized stories that were focused on this inquiry.

Moreover, Shenton (2004) stressed that an adequate thick explanation of the research topic is necessary to encourage readers to develop a critical understanding of the said phenomenon. Through this, an avenue for comparison is made, as readers can compare the documented experiences to those that they have witnessed on their own respective settings. With this, the researcher ensured that all the documents and steps taken in gathering and examining the research data were properly indicated in this manuscript's appendix and saved in a file. All procedures that were followed by the principal investigator in conducting this study was included in Chapter 3 to aid other researchers to replicate and transfer the findings of this study to their respective settings.

Furthermore, the researcher indicated detailed description about the stories and narratives of the public elementary school teachers who teach in Grade 5 and/or Grade 6 learners. This entails that the researcher provided a set of detailed personal accounts uttered by the study's key participants.

Also, the principal investigator indicated detailed descriptions so that comparison can happen between the various results or responses of each participant. This was in line with the underpinned statement of Shenton (2004) that the participants' experiences may picture more than one reality. If it happens that there is appreciation to the reported findings or when the readers acknowledge the value of the different experiences illustrated within a qualitative work, then the research endeavor has been deemed useful especially on the part of the reader.

Ethical Consideration

To make sure that the proper conduct of this research and the safety of the involved persons in this particular undertaking was protected, I conformed to the established ethical standards imposed and mandated by the SMCTI Research Ethics Committee (REC). As such, a certificate from such committee was appended in this manuscript.

In this research endeavor, the researcher followed the Belmont Report prepared by the National Commission for the Safety of Human Subjects in Biomedical and Behavioral Science (1974). This was basically a compendium of the fundamental guidelines and principles on ethics which included an empirical structure on how concerns and problems in ethics arising from the research on human subjects would be addressed (Nambisan, 2017).

The first principle, **respect for person**, is mainly concerned on the human dignity of the chosen participants in a research study (Barrow et al., 2020). It included treating people as autonomous persons capable of deciding for themselves. For those people with restricted autonomy, extra protection should be recommended, to the extent that they are exempted from certain practices that may affect them (Nambisan, 2017). In this context, respect for individuals was maintained before the researcher initiates the conduct of the study. This was done by obtaining detailed authorization and related papers from the expert panel.

Trochim (2020) noted that the concept of voluntary participation demands that individuals should not be pressured into engaging in the study. Acquisition of their informed consent is definitely a prerequisite and this concept is closely linked to it. In turn, this implied that the participants were fully aware of the research protocols and that the participants must agree to participate with the full knowledge of the benefits and risks that may arise from their study participation. Ethical principles also required that researchers would not place their participants in a position where there is a potential harm and that their safety is not guaranteed. Harm can be described as both physical and psychological in this regard.

Thus, I made sure that my participants were welcomed to make informed decisions and decide their own voluntary participation. Thus, the researcher made sure to respect the research participants by asking on how interested they were to partake in this undertaking. In gathering and storing their data, the principal investigator also asked permission about recording the whole duration of the in-depth interview.

Additionally, the participants were oriented firsthand on what the study is all about. This was to ensure that my participants are fully aware about the details of my study. This action consequently enabled them to make informed decisions whether to join in my study or not. None of my participants declined my invitation. As such, they willingly affixed their electronic signatures on the prepared informed consent form to signify their voluntary participation.

Afterwards, all of the selected key participants were oriented through the use of online platforms. The orientation tackled about the entitlements of the key participants including the appropriateness of the selected methodology of research. More importantly, the orientation also covered how the IDI took place. It was emphasized in the same orientation that they should not feel any discomfort in answering the interview questions. They were afforded with the choice to remain silent and not answer these queries. In fact, they were entitled of the liberty to terminate their own participation at any time without any explanation and penalties accounted on their part. With this, the researcher did not do anything that harmed the research participants.

Another aspect to be discussed during the orientation was the complete methods that were used during the conduct of the research. The participants were encouraged to raise their concerns. Accordingly, the researcher addressed these immediately. To add, I had not found any participants who belonged to any vulnerable and marginalized groups such as the members of the IP communities as well as those who identified themselves under the flag of LGBTQ+ community.

Moreover, Bell and Bryman (2007) emphasized the importance of maintaining anonymity among all of the persons and entities who had their involvement in this inquiry. They believed that confidentiality relates to the safeguarding of the information given by other parties or the research participants, while secrecy includes the preservation of an individual's or organization's identity by covering their names or other identifying information.

Accordingly, the privacy of the study participants therefore, undoubtedly, must be protected. This entailed that handling sensitive data should be of paramount importance to protect the welfare of the participants. In order to protect their privacy and in compliance with the Data Privacy Act of 2012, the principal investigator used code names or pseudonyms to denote the research participants. Thus, details that may contribute to the identification of their true identity were not denoted in this study. The researcher also ensured that the collected data was stored in a location that only the researcher can access. Google Drive was used when the information obtained was collected electronically, wherein the investigator was considered the only one who knows how to access it. With this, data were secured from any unauthorized access.

After the responses were gathered, transcription of data took place. Then, the researcher returned the written responses to the key participant to check if the written responses are complete and accurate. The participant were afforded with the right to modify or to add more data to their respective responses. This was done to make sure that the responses being transcribed were accurate and error-free.

The second principle pertains to **beneficence** (Barrow et al., 2020). This concept mainly entails that it is the researcher's endeavor to make the study beneficial to the research participants. Also, Nambisan (2017) asserted that this principle requires an evaluation of the possible threats to the predicted benefits.

To add, Salganik (2014) stated that the principle of beneficence represents the researcher's efforts to lessen risks to participants and optimize their possible gains. He added that the researcher should ask if there is any way to achieve the same experience and information but with lower risks to participants.

As to the possible benefits that this study entails to its participants, there were no direct benefits in participating in this research study via interview. The participation of the participant only helped me in gathering knowledge about the experiences of public elementary school teachers who teach all subjects within one class or section. The findings of this study, however, could possibly provide a basis for recommendations in improving the experiences of those DepEd teachers who have to master all the elementary subjects in order to teach one class section.

With regards to the possible risks that were posed by this study, concrete measures were employed to minimize any risks in the event that my study was conducted. Since the ongoing pandemic was still happening, no face-to-face interaction with the participants happened during the realization of this study. I utilized Google Meet or Zoom to conduct my IDI with my selected participants. I also kept in touch with them via text, call, Facebook Messenger, e-mail, etc., depending upon the convenience and preference of each participant. These were done to avoid any possible health risks to both myself and my participants.

On the other hand, possible psychological risks were avoided as the nature of this investigation pertains more on the technical side of employing straight teaching. As such, the interview guide questions did not focus on any sensitive topics which might make the participants highly vulnerable. During the conduct of the study, I addressed their possible discomfort by constantly nodding and reassuring them that they were doing fine. I also allowed my participants to withdraw from the study without any penalty or other possible repercussions on their account. Also, they were not be obliged to present their reasons, should they decide to suddenly withdraw from participating in this inquiry.

The study also bore no legal risk as the researcher complied with all the ethical standards and measures imposed by the SMCTI Research Ethics Committee (REC). Proper permissions, documentations, and forms were appended to provide evidence that the study had followed and conformed to national and international laws with regards to the ethical conduct of research studies. In the same way, the study also had no social risk as the researcher ensured that the confidentiality of the participants' responses were highly prioritized in this undertaking. In fact, I have indicated below a number of concrete measures to maintain confidentiality of the research proceedings as well as the anonymity of all of my participants.

The third principle mainly points to **justice**, which concerns mainly on the impartiality of treatment among the participants as well as their entitlement to privacy (Barrow et al., 2020). Furthermore, Nambisan (2017) said that this theory promotes equal treatment for all and an equal sharing of the research's possible costs and benefits. It prevented the abuse of marginalized people or those who are easily exploited due to their present conditions.

In this inquiry, I made sure that all of my participants were treated justly. My research participants were selected properly through the use of appropriate methods for participant selection. In my case, purposive sampling fitted this desired criterion. Thus, in my study, only those participants who passed the inclusion criteria of this study were deemed qualified in the recruitment process of the participants. Notably, there were no qualified participants who were denied of the right to participate in this inquiry due to their personal classification which may include but may not be limited to gender, sex, and ethnicity.

As to the meeting place, the use of online platforms was considered ideal in the present time since there is still the threat of possible COVID-19 infection. The researcher utilized Google Meet or Zoom to gather her desired research data. Taking this into consideration, I also made sure that my participants had a stable internet connection throughout the course of the interview. This

problem was addressed, as my participants lived in the area where internet connection was speedy or fast. I also sent them airtime load balance so that they could access the internet during the schedule of our interview. More importantly, there were adequate facilities and resources in conducting this study. I myself was well-equipped with gadgets and modern technology to afford myself to participate in various online meetings. I also referred to plenty of secondary sources or references to complete the theoretical foundations of this narratological study.

Since no participant had withdrawn their pledge to participate in this study, their responses and relevant personal data were kept secured at all times. Moreover, the principal investigator ensured that only relevant questions about the phenomenon were asked and only their relevant and accurate responses were reflected in this inquiry.

Another important aspect that needs consideration in researches is the issue on confidentiality. As such, I took reference to the Republic Act No. 1017 or also known as the **Data Privacy Act of 2012**. The National Privacy Commission (2012) acknowledges the critical role of information and communications technology (ICT) in nation-building and its inherent responsibility to make sure that personal information is secured and protected in public and private sector information and communication systems.

In compliance with the said law, the use of code names was done to denote each participant in this study. This was to make sure that their identities would never be revealed to the public. Since online platforms were used to accomplish this study, the researcher advised the participants not to share the online meeting link and to use earphones or headset in the interview as well as ensured that no individuals were around who could hear the conversation in the area.

To this end, the researcher was highly observing the mentioned strategies based on Shenton's suggestions to make sure the trustworthiness of the study which include credibility, dependability, confirmability, and transferability would be highly considered. Moreover, the researcher also observed the principles under the Belmont Report to meet the highest ethical standards. Likewise, the researcher also gave emphasis on the aspect of confidentiality to protect the participants from any forms of harm.

RESULTS

The chapter displays the narratives of five (5) selected public school teachers who have been practicing straight teaching in their respective schools. These teachers were introduced using the following pseudonyms for privacy and confidentiality purposes: (1) Jisoo, (2) Amie, (3) Jona, (4) Primerose, and (5) Constance. The teachers' narratives mostly cover their personal stories, struggles, strategies, insights, and recommendations which were heavily inspired from their experiences in teaching all subjects within one class.

Teacher Jisoo's Narrative

Straight Teaching in an IP School Context

We are introduced to the narrative of our first teacher whose name is concealed in the pseudonym of Jisoo. She has been assigned to teach in an IP school since the start of her three (3) years of teaching experience. From this point onwards, we get to see a glimpse of her colorful experience as a teacher who taught all subjects in an IP school context.

Gleaned from my interview with her, she mentioned that she has been teaching in the higher grade levels of elementary department. This year, she is handling Grade 5 and Grade 6 students in a multigrade class. Last year, she taught all subjects in her Grade 6 class.

"Nagateach ko sa Grade 5 and 6. So bale mahulog ko nga multigrade ... last year Grade 6 lang gyud ko. Ang subject nga akoang ginateteach gyud is lahat nang subjects talaga because sa Grade 5 and 6 ngayon I teach Aral Pan, English, Filipino, EPP, ESP tsaka ano pa the rest nga subjects lahat ako talaga ... nagthree (3) years gyud ko karong adlaw."

Jisoo

(I am currently teaching Grade 5 and Grade 6 students. This means that I am teaching a multigrade class. Last year, I only handled a Grade 6 class. I taught them all subjects, unlike now in Grade 5 and Grade 6 wherein I teach them Social Studies, English, Filipino, Edukasyong Pantahanan at Pagkabuhayan (EPP) and Edukasyon sa Pagpapakatao (ESP) and the rest of the subjects. Today, it is my three years in service.)

To provide more background on her teaching situation, she viewed straight teaching as no less than a challenging experience for her. This is more true especially when it is known that she is teaching in an area that is devoid of electricity and internet connection.

"...usahay maglisod naku maghunahuna ug mga ing-ana kay sa tanan nga subject nga emung i-tudlo niya lisod gyud ... unsa pamay dapat ani oy, niya isa pa wala me kuryente, walay internet..."

Jisoo

(Sometimes, it was hard to think clearly because I had to teach them all the subjects. It was highly difficult. To add, we did not also have internet and electricity.)

What is more challenging is the struggle in bringing technology in the IP school area. This is due to the fact that the roads leading to the area are quite bumpy and rocky. Bringing laptops would be quite dangerous because her laptop may easily get damaged because of the unsafe road travel.

"...kay naa man go'y times gud nga magdala ko ug laptop didtoa or panagsa lang gyud kaayo kay syempre grabe among dalan ... dali ra kaayo maguba emung laptop kung perme ka magdala tungod sa kapower sa dalan..."

(I only brought my laptop on certain occasions. This is because when I brought it more often, there was more chance for it to be damaged due to the bumpy roads.)

To add, it can be viewed that the lack of teaching manpower in the area is evident from the teacher's response. The school where she is teaching is still small in size and it was just recent when the school was converted into an integrated school. This means that her school is still low in teachers.

"... Ang nahitabo man kay ako tanan tungod pud kay lack of teachers mi ... gamay ra gyud kaaayo mi sa amoang school and then among school bag-o palang pagyud nga nahimong integrated ana ... so meaning kulang gyud me ug teaching force..."

Jisoo

(What happened was that I was the one who did all the tasks because we were lacking in teachers. We were so outnumbered. Also, our school was just declared as integrated very recently. That means that our teaching workforce was still insufficient.)

Good Aspects of Straight Teaching

Along the interview that I had with Teacher Jisoo, she never failed to mention the good aspects that come with straight teaching. She openly shared her positive views toward teaching all subjects in the higher grade levels of the elementary department.

For one instance, she made mention that she is always with her students throughout the day. She sees this as one of the advantages in straight teaching.

"...Perme gyud me mag-uban sa akoang mga estudyante... kay straight teaching nga ako ang magtudlo sa tanang mga subjects..."

Jisoo

(I am always with my students. That is because in straight teaching, you are the one who teaches all of their subjects.)

Another one is that it empowers the teacher to closely monitor the status or progress of her students. Linked on the previous idea wherein the students are always accompanied by the same teacher, straight teaching therefore enables Teacher Jisoo to closely assess and nurture the learning of the students in the class.

"So strength para sa bata gyud, and even sa akoo nga part ... or makahatag lang gyud nga strength sa straight teaching is ... emuhang mabantayan or emuha jong ma-nurture gyud ang emuhang bata ... so makabalo ka sa ilahang progress mismo ..."

Jisoo

(It is an advantage for kids. That is because based on my personal stance, you could really monitor and nurture your students. You could easily know their progress.)

In connection to spending more time with the students, they also become less intimidated toward their teachers. In the context of straight teaching, the teachers normally dedicate a lot of effort to make their students be overly familiar with them. This makes the lessons and learning process fun for the students.

"...and then teaching style is isa pa, is that ... kami sa akong mga estudyante kay maningkamot ko nga murag mahimo gong teacher nga dili sila intimidated sa akoo, para guided sila sa ilang leksyon ug mas mahimong fun ang amoang learning..."

Jisoo

(One more thing, in terms of the teaching style, I, as a teacher, persevered that my students would not get intimidated toward me. I worked so that my students would be guided on their lessons while they had fun in their learning journey.)

Common Hardships Faced Across Straight Teaching

In contrast to the positive aspects of straight teaching, it was quite inevitable for Teacher Jisoo to highlight the number of struggles that she experienced in her three (3) years of doing straight teaching. The views indicated in this section were highly inspired from her responses in my personal interview with her.

The first problem which was mentioned by Teacher Jisoo is the hardship of handling a hefty number of students at once. She recounted that in the current school year, she had to handle 59 students from the two classes that she handled on a daily basis.

"... ang challenge naku karon nga school year kay ako ra isa. And then daghan kaayo ko ug estudyante, isa gyud na 59 gud sila tanan na so 49 ang Grade 5, 10 ang Grade 6..."

Jisoo

(My challenge in this school year is that I am the only one present and I have plenty of students to manage. I have 49 students in Grade 5, while I have 10 students in Grade 6. In total, I have 59 students.)

The second one points to her difficulty of mastering the great number of lessons that she had to teach. According to her, she had to master all the subjects that she needs to teach within a week.

"...Isa sa challenge pud gud kay syempre ako ra isa so meaning kinahanglan naku nga mahimong Jill-of-all-trades kung nay jack-of-all-trades ... Murag ing-ana nga kinahanglan naku nga makabalo ani nga subject, karon nga week kinahanglan naku na siya tun-an. Kini tun-an naku ug balek, sunod napud Filipino..."

Jisoo

(One of the challenges is, of course, the need for me to be the jack-of-all-trades. I have to master all subjects. In this week, I have to learn a specific subject. Then, I have to learn again another subject. Next would be Filipino.)

More so, she viewed time management as a normal burden that she had to go through. This is due to the fact that she had to divide her time wisely since she is teaching not just two, but all subjects within the class that she is handling.

"...and then naa pud koy challenge gyud sa time. Time management murag ing-ana, challenge para sa akoo kay tanan subject emuhang i-tudlo tapos dapat mahimo gyong manager. Great manager sa emuhang time..."

Jisoo

(I also experienced issues in time management. I struggled heavily in this aspect because I have to manage my time better.)

Partially, she also recognized the minor ordeal of managing the class. She viewed this as minor due to the fact that the students are already old enough to be supervised and guided.

"...pagmanage sa ilaha pero dili raman kaayo siya gyud grabe ka lisod kay dagko naman pud akong mga students and medyo nakabalo naku gyud pud unsaon sila paghandle..."

Jisoo

(I also struggled in managing the students, but it is not that much. They are already old enough. I have also grasped a little on how I can handle them.)

In addition, what surprised her the most was the unannounced visits of the monitoring team in her school. Teacher Jisoo acknowledged this one as a very unforgettable experience because at one time, she was highly unprepared. She had to teach the class unprepared while the principals, school heads, and the supervisors are there to monitor her conduct of classes.

"Ang challenges, katong time nga gebisitaan gyud me ug striker to nga team... And then nakuratan lang ... murag nakulbaan ko tungod kay dili swak gud ang time, ang subject sa kato nga time naabot sila. And mao na ang unforgettable para sa akoo nga mga moments po sa straight teaching kay kinahanglan ko nga makulbaan ko, kuntahay naay muadto nga magmonitor sa amoa mga supervisor and all, principal ana school head nga muadto sa amoang eskwelahan and then kinahanglan ko magprepare ... and then kung unsa to nga time then dili to mao ug dili coincide sa emung subject nga getudlo, so dili gyud siya dapat pero ana gud murag masango siya ana so kato lang gyud nga isa sa unforgettable moment nga grabe naku kakurat, na hala naa pud sila and then karakara ka ... pero dili gyud siya dapat pero ... dili gyud mawala sa isa teacher nga murag makuratan gyud and kinahanglan ka magprepare kay naa ang mga heads, supervisors or principal and kinahanglan ka nga magprepare..."

Jisoo

(That time, the challenge I had was when the monitoring team would pay an unannounced visit in the area. I got so shocked and nervous because the subjects that I am currently teaching does not coincide with the supposed time schedule of teaching the subjects. That was unforgettable for me. I panicked. But I guess it is normal for the teacher to be shocked. As such, you really need to prepare because anytime, the school heads, supervisors or principal would visit the area.)

On the other hand, she also mentioned the problem of time constraints in teaching all subjects. Gained from her years of teaching experience, she strongly claimed that it is impossible to teach all subject areas within a day.

"...dili naku matudlo gyud ang tanang subjects. Pagka-ugma napud ang uban ana, niya diba ang ideal kay dapat matudlo na nemu ... imposible gyud kaayo siya ay ... ambot lang sa uban pero para sa akoo imposible nga matudlo nemu tanan ... sa isa ka day tapos ikaw tanan ana..."

Jisoo

(I will no longer teach all subjects within a day. I will just teach the rest of the subjects the day after that. Teaching all subjects is too ideal and very impossible to achieve. I do not know about the other teachers, but for me, it is very impossible to teach all subjects within one day.)

In support, she indicated that she had to divide the subject areas in morning and afternoon sessions. She allocates 40 or 45 minutes to teach one subject. Even so, she concluded that teaching all subjects within a day is practically beyond possible.

"...honestly dili gyud naku na matudlo ang tanang subject sa usa ka adlaw ... So ang akong gehimo kay example Science or example English, Math. English, ESP, Filipino karon nga morning. Morning session, sample kana ang mga subject and ... honestly dili gyud na nemu siya matakale tanan kay ... isa ka oras or 45 minutes lang or 40 minutes lang isa subject..."

Jisoo

(Honestly, I could not really teach all subjects within one day. That is why what I did is that I divided the subjects by sessions. For example, I have English, Mathematics, Edukasyon sa Pagpapakatao (ESP) and Filipino in the morning session. What I did was that I selected only a few of these subjects to tackle within the morning. One subject would normally take one hour, 45 minutes, or 40 minutes to finish.)

In relation, she admittedly questioned herself whether her teaching is sufficient for the students or not. From the lifted response, she asked the question if the students have really learned from her instruction.

"...and isa pa is that ... honestly makapangutana ko sa akoang self kung Lord ... enough ba nga ako lang isa tapos makalearn gyud ba sila... mahunahunaan naku or even usahay makaquestion ko ba nga enough ba to akoang mga gehimo Lord..."

Jisoo

(One more thing is that you get to question whether the students have learned enough from you or not. I could not help but to ask this question.)

Apart from these, one major problem that was encountered by Teacher Jisoo is the challenge of exhaustion. She imparted that there are times when she felt tired due to her job as a teacher.

"... ang nafeel lang gyud naku no kay murag somewhat na naa gyud times nga murag exhausted gyud siya sa akoang part ..."

Jisoo

(There are times when I feel that it becomes somewhat exhausting on my part.)

Indeed, exhaustion has troubled her in her teaching career. Regardless, she mentioned that she had no other options but to accept this challenge. She made her resolve to accept this task with a strong heart and conviction.

"...Para sa akong gyud kay exhausting gud siya ... yet murag no choice man ko so dawaton ... gidawat pud gud gyud naku ... sa akoang heart ... gihimo nalang pud naku nga willing, getudloan naku ug acceptance ... ana gud nga i-accept na nga challenge kay for me it is a challenge gyud pero willing ko nga mo undergo ana..."

Jisoo

(For me, it was really exhausting. Despite this, I was left with no other choice but to accept this. I wholeheartedly accepted this task. I conditioned myself to be willing to accept this challenge. Although, I am really willing to undergo the process from the very beginning.)

Ways of Coping in Straight Teaching

In response to her struggles that she has previously mentioned, she revealed her various ways of coping to these stressful and troubling situations. Reflected in her interview responses are her coping strategies which are presented and analyzed individually.

In view of the obstacle in managing the whole class, she viewed it essential to set the learners ready for the classroom environment. There should be ample preparation of the physical setting wherein the environment should be conducive for learning.

"...ang mga bata emuhang i-manage ... emuha silang i-ready for learning ... and even ang classroom environment, ang physical nga setting preparation gyud kay kinahanglan nemu nga conducive for learning..."

Jisoo

(You have to manage the kids and make them ready for learning. You have to ensure that the physical setup of the classroom environment is conducive for learning.)

In another statement, she also highlighted the necessity for preparation. As such, she prepares in advance the lesson plans for each subject that she is handling in the class.

"...ang matag subjects lesson plan prepareran na ... kay ako may magtudlo tanan ... naa gyud preparation sa matag subjects one by one prepareran na siya..."

Jisoo

(In every assigned subject, you have to prepare a lesson plan. There should be preparations for each individual subject.)

Aside from the lesson plans, it also pays to prepare the necessary tools and materials in advance before the day of the classes, according to her. This includes the visual aids which she has to use.

"...prior pana nga day kay nagaprepay naku ug mga kailangan naku nga mga tools and materials for tomorrow ... akoo tanan ang mutudlo sa subjects ... even visual aid..."

Jisoo

(Prior to the day of the classes, I spend time preparing on the tools and materials that I need for tomorrow. Since I am the one assigned to teach the subjects, I have to prepare even the visual aids.)

In preparing the visual aids, she needed to be resourceful. Knowing that there is no electricity in the area, she has to create visual aids with manila papers to cater the visual learners in her class.

"...kami didto wala may electricity, so para mas masabtan sa mga bata, ang mga visual learner pud kay magsulat ug sama sa manila paper..."

Jisoo

(In our area, there is no electricity. That is why we use manila paper to aid the kids who are visual learners to understand better the lesson.)

As to the learning resources, she shared that she concentrated more on giving activities to her learners. Moreover, she did not also forget to take advantage of the resources that are available in their area which she can use in her lessons.

"... more on activity gyud and then mga resources kay naa lang sa palibot..."

Jisoo

(There are more activities. I also utilized resources from the surroundings.)

In terms of the struggles in time management, she viewed the avoidance of procrastination as a key to manage her tight schedule. Hence, she usually does the tasks which she can accomplish as soon as possible. She no longer waits for more time to finish her tasks and duties.

"...ang motto lang gyud naku para management jud ang time is say no procrastination ing-ana gud, don't procrastinate ana ... the more ka magprocrastinate, the more gyud dili mamanage emung time. Kung naa koy buhaton, naay kinahanaglan nga maaccomplish karon ..."

Jisoo

(In terms of time management, my motto is not to procrastinate. That is because the more you procrastinate, the more you are unable to manage your time. If I have tasks to accomplish within this day, I put a lot of effort to accomplish these. I know I could not apply this all the time. That is because I am not that good in time management. That is why as much as I can, I do the tasks right at the moment when it is assigned to me, especially when it is already needed.)

Despite her efforts in managing her time, she was honest in saying that there were times that she still failed in this aspect. There are instances where she still found herself panicking over the things which she could have done earlier. Hence, the very foundation of this notion is to prepare ahead of time as always.

"...Niya karon nga day prepreranan nana naku for tomorrow pero ... dili gyud na maflawless ... naa gyuy times nga magkara kara ko pero mao lang na ang pinakafoundation, prepare ahead of time..."

Jisoo

(As soon as today, I prepare the things that are needed for tomorrow. I know it is not that flawless as there are times when I still panic. That is why the main point there is to prepare ahead of time.)

With regards to the problems and constraints in her teaching time, she dismissed the idea that she has to hurry from one subject to another. For Teacher Jisoo, it is more essential to finish one subject in an extended time, rather than hurrying over to the next subject area. Hence, as per her point of view, she regarded that compromising the teaching schedule is understandable as long as it is for the learning welfare of her students.

"...as a teacher kay ... dili jud ko magdalidali gyud pud bata kara karon nga humana kay next subject nata ... dili ko mag ing-ana kay tungod for me bahalag magdugay ta basta kay ang importante nakatoon mo. Para sa akoo nga dili naku sila dalidalion nga sige next subject nata kay humana ang Science ... ginalet lang naku nga sila nga makatoon or ginalet namu nga mahuman gyud ang amoang isa ka klase ... para sa akoo bahala nalang nga maaccomplish"

ang schedule ... Kay example Science wala pame nahuman nga tama nga time 40 minutes so humanon gyud naku na siya..."

Jisoo

(As a teacher, I do not rush to finish and proceed to my next subject. I do not do that because I wanted my students to learn, even when we spend a lot of time. For me, I let my students take their time learning and finishing one class. I do not care if the schedule gets compromised in the process. For example, if we are still discussing Science and if we have already consumed 40 minutes, I extend my time to finish the class.)

In support, she iterated the same idea on a different statement. She added that she usually resumed teaching the rest of the untackled subjects on the later day. This happens in case when time ran out for the other subjects to be tackled.

"...I put into mind ang emuhang mga estudyante ana gud kay dili ko gusto macompromise ilang learning tungod lang kay nagafollow ko sa akoang schedule. So kadtong mga subject nga wala naku na natakple sa isa ka adlaw, sa next day naku siya ... ipadayon ... para sa ako no choice ko mao nalang gyud ... ang way. Unya ipadayon naku ang mga subject nga wala namu natakple karon..."

Jisoo

(I put in my mind that I do not want to compromise the learning of my students just because I want to strictly follow the schedule. So, for those subjects that I was unable to tackle in one day, I discuss them the day after. I continue the discussion because I am left with no choice.)

Indeed, there are instances when the students need more time to learn a particular lesson. This is true especially in reading. She pointed that she needs to allocate more time since there are still some students who do not know how to read. In cases like this one, she regarded that sacrificing the schedule is deemed more important rather than sacrificing the learning of everyone.

"...lahi ang akong mga students sa bukid kay they need guidance. They need an ample time for them to learn ing-ana gud daghan kaayo kog estudyante nga dili pa kaayo kabalo gyud mo basa, naa pagyud non-reader. Reality gyud na nga mga estudyante nga dili pa kabalo makabasa, compromise ba nalang ba nemu sila? dili nalang nemu sila tagdon tungod kay nakaschedule, so kinahanglan jud ka mag-adjust, kinahanglan ka nga mangeta ug way para pud nga tanan makalearn ..."

Jisoo

(My students in hinterlands are different because they need guidance. They need ample time to learn. That is because there are students who are still non-readers. That is reality. Would you compromise their welfare and disregard them because you want to follow the schedule? You really need to adjust. You have to find ways for them to learn.)

As to the troubles that she usually kept on her own, she realized that it is important for her to be honest about it to her school head and her colleagues. This is one way of coping as she humbles herself and let others know her personal burdens and problems in the classroom.

"...kinahanglan ka nga mahimong honest sa emung feeling, kinahanglan ka nga emuhang mashare na sa mainly sa emung ... school head ... ang emung gina undergo nga process sa emuhang sulod sa inyong classroom ... mahimo lang gyud ko nga humble ... dili nemu akoon ang tanang burden, tanang problema ... share to your school head even sa colleagues nemu..."

Jisoo

(You need to be honest and share to the school head the process that you follow in the classroom. You have to be humble. You should not have all the burdens and problems on your own. You have to share these to your school heads and colleagues.)

What also comes handy in doing straight teaching is to have more experienced colleagues in the same field. Knowing that they already possess the wisdom which they can impart to their junior teachers, she was able to overcome the struggles that she encountered along her journey.

"...kami man noon tanan gyud ... straight teaching pud mi, kami nga intermediate pero sila naa man pud silay own nga mga knowledge ... wisdom ... ako lang pud gud nalagpasan lang pud gyud tanan tungod lang pud gyud kay naa koy mga kauban nga hanas pud..."

Jisoo

(All of us really do straight teaching. We are still new while the others already have knowledge and wisdom on it. I was able to overcome all the challenges because I have my colleagues who are already experienced in it.)

Above these, she also asks wisdom, strength, and assistance from the Divine Progenitor to be able to give to her students the kind of learning that they deserve in her class. This displays the significant effect of her religious faith towards her way of surviving as a teacher in the hinterlands.

"...mahimo lang pud gyud ko nga musaleg sa Ginoo nga hatagan gyud ka niya ug wisdom sa kanunay nga wala man gyuy imposible kay Lord, pero ana ba, nga Lord tabange ko karong adlaw ing-ana nga eventhough nga ako ra isa diri kana na niya daghan gyud estudyante, kabalo walay imposible nga mahatag gud gyud gehapon naku ang ang learning nga deserve sa akong mga estudyante so ana, take hard, have faith murag ana be strong."

Jisoo

(I entrust everything to God, hoping that He will grant me wisdom all the time. There is nothing impossible to Him. I ask God to help me this day. Even when I am the alone in teaching my multitude of students, I know for sure that it is not impossible for me to make them learn the knowledge that they deserve to get. That is why you have work hard, be strong and keep the faith.)

Employing Non-traditional Teaching Strategies

Notably, it was stressed repeatedly in the interviews that Teacher Jisoo has been fond of utilizing non-traditional teaching strategies in her classroom. This fact is mirrored on her interview responses wherein she openly narrated and shared her personal story to me.

First, she relented that she frequently engages the students to actively participate in various activities such as reporting. This is due to her personal style and preference to see the students doing something like sharing their insights in front of the class.

"... sa akong teaching style kay ... magpaactivity, hilig ko magpareport mao na akoang nabantayan sa akoang sarili. Ganahan ko nga makita akoang mga estudyante nga naa sa atubangan ... mga para sa akoo mao na akong teaching style gud ... sa akoo kay gusto kaayo ko makita gud sila nga nagareport ... naa silay mashare ilahang own insight..."

Jisoo

(My style in teaching is that I usually employ activities. I like to assign my students to do a reporting. That is what I observed on myself. I like to see my students in front of the class. My teaching style really tells me that I like to see my students do a reporting as well as be able to share their own insights.)

In connection to this idea, she also highlighted the importance of using localized materials and examples to contextualize the students' learning as well as to make this more meaningful for them. In this way, the students would be able to apply what they learned in their daily living.

"So kabalo man gyud ta tanan nga para gyud nga mahimong meaningful ... mahimong mas real sa ilaha ang experience ... real sa ilaha ang learning and through that maapply ... nila sa ilang own life nila, own daily living nila. So ang strategy gyud ana kay ... indigenous nga mga materials or even ... akong ginahimo sa strategy naku kay localize gud or contextualize nga learning ... Naa kay mga examples sa emuhang process sa teaching ... ipang example nemu kay dili gyud nang far out nga mga things wala nila nakita, wala nila na-experience..."

Jisoo

(We all know that giving meaningful, authentic, and experiential learning means that they can apply their knowledge in their own daily living. That is why the strategy there is to localize and contextualize the learning and materials to the indigenous people. You have examples in the teaching process which are not that far from what they usually see and experience.)

Personally, Teacher Jisoo also acknowledged the need for her to be the facilitator in the class. As such, she deems it essential for her to employ various facilitation strategies in teaching her class in their area.

"... I need to improve in being a facilitator to learning wherein I provide variety of ways in instructing ... ang variety sa strategy, variety sa pagfacilitate sa pagtudlo sa ilaha..."

Jisoo

(I need to improve on how I facilitate the learning of my students wherein I should employ various ways of instruction, strategies and facilitation in teaching them.)

Admittedly, she noted that there is this one point wherein she became too fixated in using just one preferred teaching style in the class. In support to her previous claim, she opposed such idea and affirmed that there should be variety in terms of her applied teaching strategies.

"...Kay katong man gud ako sauna tungod kay daghan kaayo ... kog subject nga ginatudloan akoo tanan, so meaning ... naaply naku kung unsa ang prefer naku, kung unsa ang naandan ... Usual nga ginahimo mao nalang pud akoang perme ginahimo nga ... wala naku nakahunahuna nga kinahanglan naku usabon napud, lahi napud nga strategy..."

Jisoo

(That is because before, I taught a lot of subjects. I taught all of them. That means I was only able to apply what I usually do. In doing what I usually do, I was unable anymore to notice that I have change this way and change my teaching strategy.)

Moreover, it is also useful to make the students watch videos in the class. This is due to the fact that her learners' attention span and interest increase when she utilized videos in her lessons. Their focus heightened and they enjoyed more often as they engage with this kind of technologies.

"...example didto sa mga lumad nga estudyante gyud naku kay more sila nga mo engage or more sila nga makafocus kung naa silay makita nga video. Mao gyud akoang nabantayan... Pero mao akoang nakita sa ilaha kay ... taas silag attention span kung magpatan-aw ka ug videos so meaning kung ganahan sila ana ... mas great ilang learning kay tungod kay ma-enjoy sila..."

Jisoo

(For example, my indigenous students become more engaged and focus in class when they watch a video. This is what I usually notice. I witness that when I have them watch videos, their attention span increases. They like it and that is great because they are learning while they are having fun.)

Unfortunately, the area has no electricity. It is also difficult to bring cellphones and laptop. Only few of the residents in the area are cellphone owners. These make the introduction of educational videos difficult. According to Teacher Jisoo, learning would have been more impactful if these privileges are widely available in the area, since these highly appeal the interest of the learners.

"...Syempre walay kuryente, walay mga cellphone, wala laptop, wala silay salida, naa lang pero gamay ra nga mga tao didto kana rang maka-afford ana. So, meaning kana new man sa ilaha so mas gusto sila mo engage. So kung naa lang gyud kuryente didtoa so siguro mas effective gyud guro kay dako pud baya gyud ug contribution ang mga instructional videos..."

Jisoo

(Of course, there is no electricity, cellphone, laptop, and videos because only few of the people there can afford these. That means to say that these interest them more because these are still new to them. If only there was electricity in the area, teaching would be more effective because instructional videos can really help.)

Aside from this, facilitating classes in groups pose advantages toward her teaching stint. She viewed facilitation as advantageous since facilitating activities lessens the overall workload of the teacher. In facilitating, she no longer needs to do all the teaching in the class. All she needs to do is to direct and guide the students toward their learning.

"Ang mainly lang gyud kay para gyud nga malessen ang load nemu or ang emuhang burden sa pagtudlo sa tanang subjects, so you tend to go with murag mga activities sa isa ka subject. Sample mag-activity ka sa subject, so palihikon nemu ang emung mga estudyante dili lang kay ikaw ang magtudlo tanan, ikaw magyawyaw tanan so naa lang kay gamay nga instruction ... so katong ... matag grupo tawagon lang ... matag leader sa matag grupo or even before pa magstart ang klase emuhang group sila daan and then ang leader na ang muadto sa emuha. And then mag-instruct ka sa ilaha mga leaders and muadto sila balek sa ilahang mga grupo. And then mag-instruct sila even ikaw pud magfollow-up ug instruction sa ilaha..."

Jisoo

(The main point there is to lessen your loads and burdens in teaching all subjects. You would want to assign activities in one subject. For example, when you assign an activity in a certain subject, you make the students do something. You do not just do most of the talking. In every group, you just call the leader to come to you even before the classes start. You give the leaders instruction, then each leader will return to his/her respective group to relay the instructions to their groupmates. You also have to give follow-up instructions to them.)

In relation to previously discussed notion, contextualization is also a great move to make the learning activities easily relatable to the learners according to Teacher Jisoo. In her own point of view, this produces good results since this helps her students learn more, unlike when she asks them to merely read the uncontextualized textbooks.

"Definitely murag para sa akoo kay makatabang gyud siya kay ang didtoa man gud kay diba sa every subject kung emuhang tan-awun ang mga textbook gyud kay dili gyud kaayo siya contextualize or even naay mga examples nga dili kaayo sila makarelate ana. So, kung emuha siyang i-contextualize butangan nemu emuhang activity ug murag contextualization ... naa na sa ilaha activities so sila dako na silag impact sa ilaha..."

Jisoo

(Definitely, in my opinion, it can really help because when you scan the textbooks, you will see that the examples are not contextualized and relatable to the learners. When you devise an activity, you contextualize it. These activities have great impact to them. It should be noted that you should not move away from them because you have to facilitate the class. You have to roam around the classroom.)

As opined by Teacher Jisoo, the general point in straight teaching is for the teacher to find means to lessen her workload without compromising the quality of the students' learning. In addition, teachers must find ways to create activities which are highly meaningful to the learners.

"...mangeta nalang ug way nga para mas gaan sa akoo and even mas meaningful pud sa ilaha. More on activities, maningkamot ko nga more on activities gyud sauna kay para dili kaayo pud hago sa akoo nga part and meaningful pud sa ila ..."

Jisoo

(I just have to find ways to lessen my workload and make their learning more meaningful at the same time. I give more activities. I would persevere further to give them activities before. This is because it makes your job easier and it also makes their learning more meaningful.)

Innovating Classroom Management Practices

After discussing her teaching practices, Teacher Jisoo went into sharing her few innovative classroom management practices. She regards this as another essential facet of straight teaching, since she mentioned earlier the minor struggle of managing the students' behaviors in the context of a straight teaching class.

In terms of class discipline, she devised the system of assigning groups, each with a group leader, to maintain the orderliness of the entire class. In times when conflict arises within the classroom, it then becomes easier for her to address this by asking the leader to tell her about the whole situation.

"So katong Grade 6 ko, ang ginahimo lang gyud naku is that ... naa silay grupo. So naa na silay grupo nga mga I think 7 sila o 8 sa matag grupo ... in one group ... Naa silay leader matag grupo and then kung sa ilahang matag grupo kay naay mga concerns or even naay mag-away ... dili naku maglisod nga mapoint out or mangutana sa kung unsa ang nahitabo ana nga grupo kay akoo nalang tawagon... ang leader ana..."

Jisoo

(When I was assigned in a Grade 6 class, what I usually do was to form groups among them. Each student group consists of 7 to 8 members. Each group has a leader. When there are concerns or commotions, it would not be difficult anymore to know what happened because the leader is there to explain things.)

She also viewed the essential use of routines in upholding classroom management. This makes managing the class easier since her Grade 6 learners can already follow the instructions. And by using routines in the class, students already knew what to do everyday. This gives them the sense of responsibility, since they are given tasks that they have to accomplish in the class.

"...Daily nga routine nga unsaon nemu pagmanage nga dili naka mahago kay tungod adviser man pud gud ko sa Grade 6 sauna ako pagyud nagtudlo tanang subject so mas malessen ang emuhang kahago kung kabalo na sila sa ilahang buhaton everyday so dapat kinahanglan nga naay daily routine ... kabalo na sila sa ilang buhaton everyday na even before magstart ang class after mahuman ang matag subject unsay buhaton ana. And then murag mas para sa akoo kay mas murag dali ra mamanage ang class kung dili ikaw tanan ... hatagan pud gud ang mga student kay dagko naman pud to sila ana. So mahatagan nemu silag responsibility so para kung magkinaunsa man naa kay matawag ..."

Jisoo

(My daily routine consists on how to avoid hassles in managing the class. That is because I am also the adviser of my Grade 6 class. I am their adviser and at the same time I teach all their subjects. In this regard, I make them familiarize their daily routines to make things easy for me. They already know what to do each day even before the classes start and after each subject concludes. In every subject, they already know what to do. In this way, managing the class becomes easier. That is because it is not only you who does everything. You assign the students their duties because they are already matured. You give them responsibility so that they always know what to do whatever happens.)

Accounts of Triumph and Personal Transformation in Straight Teaching

Aside from the personal defeats which Teacher Jisoo had come across in her teaching journey, it could not be denied that she also had stories of renewal and success that she gained along the way. She shared her personal accounts on how she has discovered that she was successful in her goal which is to teach her learners. On the other hand, she also witnessed how she was transformed by the experience into a more developed teacher and professional.

Mainly, she considered herself as successful when she sees her students apply what they have learned in their community. She acknowledges this when she recognizes that she was able to deliver a meaningful learning experience to her dear students.

“para sa akola kay when ... I say success or when I say triumph gyud it's when I see my students being educated in a way na those learnings ... they can apply in life ... mahimo siya nga meaningful sa ilaha para sa akola kay success na, kay naa gud nga makita nemu emung estudyante nga nakabalo sa emuhang sa sulod sa classroom. And then emuhang nakita sila sa community nga na-apply to nila ing-ana, for me it's a success...”

Jisoo

(For me, I feel successful when I see my students absorb what I teach them. It is when they are able to apply what they have learned in real life. When learning becomes meaningful to them, that is the time that I can say that I am successful. I manage to gain success when I see my students learn in the classroom and apply these learnings in their community.)

As an example, she recounted a memory wherein she has come to know that her indigenous students were able to apply the proper steps of handwashing which she taught in one of her class. This was amazing knowing that this rarely happens in the area where she teaches.

“...Murag ing-ani kay naa toy one time gyud nga simple ra gyud kaayo ni actually ... nga naa gyud diay silay natun-an ... Kay naa toy time ... murag sa amoa lang to nga sa health to namu. Siyempre kung naa ka sa mga bukid kay ang mga tao gyud sa bukid kay ... ang mga lumad didtoa kay rare kaayo nga ... wala gyud sila nakabalo kung unsa ang proper way ug handwashing ana. Kana nga handwashing, wala sila kabalo ... Pero kadto nga time kay naa lang gyud toy isa ka estudyante nga nakita naku murag nangadto me sa community and then nakita naku siya and then nachika chika ana so naistorya. And then murag while ... nagaligo to siya ato and then kato nga time kay kabalo na sila anang mga sabon and all ... geapply katong proper gud nga steps sa handwashing...”

Jisoo

(There was this one time when a simple event happened which made me realized that they learned something. There was this time when I taught something in the Health subject and then they eventually learned the proper way of handwashing. This is considering the fact that indigenous people do not really have the awareness of proper handwashing. That time, I saw one student when we visited the community. I saw her talking with her friends. While they are taking a bath, I noticed that they already know the use of soap as well as the steps on how to do the proper handwashing.)

With regards to the time constraints present in straight teaching, Teacher Jisoo remarked that the experience itself honed and developed her. In doing so, she learned how to manage her time properly.

“... sa akola kay straight teaching, akola tanan so limited akoang time para magprepare. So ang impact gyud sa akola is that I am being honed murag na honed ko ug mayo kung nga kung unsaon siya paghandle kana. Unsaon siya ... especially sa time management...”

Jisoo

(For me. Straight teaching means that you have to do all the tasks and be afforded with limited time to prepare. So, its impact on me is that I was able to hone how I handle my situation. That is true especially in time management.)

In connection, the experience of straight teaching also taught her to be more kind and patient. She reflected that she was able to develop more patience to her students especially on how they progressed in her classroom.

“...mas nahimo kong kind or patient sa kung unsa ang progress sa akoang mga estudyante tungod kay nakita man naku sila every ... ang ilahang progress throughout the day ba ana....

Jisoo

(This made me more kind and patient on how my students would manifest their progress. That is because I get to see their progress for the whole day)

Indeed, her love and passion toward her students have been one of the highlights of Teacher Jisoo's insights in straight teaching. Her heart was filled with happiness seeing her students attain the education that they are working hard for. In spite of her exhausting job as their teacher, she is genuinely happy to be able to dedicate herself to the teaching service.

“... pero at the same time tungod kay sa nahimo naman pud gyud naku nga passion pud gyud ang teaching and then nalove napud naku akoang mga students pud, lami kaayo sila tan-awun nga nakalearn gyud, naeducate ana gyud. Mahimo pud gyud ko nga happy syempre kay nahimo ko nga close sa mga students, nahimo ko attach sa ilaha nga ing-ani kabalo ko sa matag progress ani nga bata, unsay weakness ani nga bata ... So kabalo ko sila pud na komportable pud sila, so happy, nalipay pud ko nga naka-impart kog something sa ilaha and even sila in

return sa akoo. At the same time kadto siya exhausting pero yet happy gyud lang gyud gud gehapon..."

Jisoo

(But at the same time, I become passionate in teaching. I also learned to love my students. It is satisfying to witness that my students are learning and turning into educated individuals. I feel happy that I become close with my students. I become attached to them. I get to know their learning weaknesses and progress. I also know that they too are comfortable with me. This makes me happy because I was able to impart something while I gain something in return. Despite this being exhausting, I am still happy about it.)

Call to Departmentalize Teaching Workforce in Hinterlands

Being able to know the majority of Teacher Jisoo's untold narratives, it is now time to uncover her suggestions which could be useful on improving their teaching conditions in the area. Mainly, she gave her two suggestions addressed particularly to the authorities of the Department of Education (DepEd).

For the first one, she called for the departmentalization of teachers in the far-flung area. She pleads for the assignment of more teachers in their school in order to cover the insufficient number of teachers on-duty.

"... akong recommendation gyud ... DepEd authorities, kung puwede lang gyud kay mahatagan gyud ug teacher especially gyud ang mga naa sa bukid ... mga eskwelahan ana mga far-flung areas kung puwede lang nga mahatagan me ug enough nga teaching force ... kay para pud nga matarong or madepartmentalize. Gusto pud gyud naku nga madepartmentalize ang among intermediate ... sama sa akoang geingnan ganiha lahi ra gyud ... ug puwede DepEd authorities kana mahatagan me ug teachers didto..."

Jisoo

(My recommendation to the Department of Education (DepEd) authorities is that they should assign teachers in the hinterlands where there are schools located in far-flung areas. I am hoping that we should be supported with enough teaching workforce so that we can operate properly and eventually become departmentalized. I really wanted our school to become departmentalized because there really is a difference when it happens. The DepEd authorities may assign more teachers in these areas.)

By having more teachers in the service, she and her fellow assigned teachers would have time to rest for a while, knowing that they have partners in which they can trust their other teaching responsibilities with. This calls us back to her previous narrative which entails her exhaustion due to the fact that she has to do all the teaching of all the subjects in one class.

"...kuntahay kung straight teaching man ko kay murag na nemu siya 'g ... second teacher ... partner na nemu siya in teaching ... makapahulay-hulay pud ka kadale..."

Jisoo

(In an instance, in straight teaching, it looks like that person becomes your partner in teaching. You can take some rest then.)

Undoubtedly, she cried that departmentalization should happen. According to her, it is quite an injustice for the teachers in the hinterlands, since they have few teachers in service unlike in the lowlands. Moreover, learning would have more impact and fun when learners in their area would encounter different teachers. This is due to her claim that teachers use different and diverse strategies in teaching the class.

"...Lisod siya para sa amoa ana and sa para lang sa akoo honestly kay gud siya ug somewhat ... injustice siya sa amo part sa bukid. ... kay kung bukid gyud diay ing-ani gyud diay, ikaw gyud diay tanan ... puwede gud unta nga madepartmentalized me kung naa lang enough nga mga teachers nga muadto sa amoa, ma-assign sa amoa ba kay daghan man gud gyud guru ug maestra nga naghulat nga mahimong maestra, mahimong regular ... narealize lang gyud naku kung mas daghan ang teachers ... kay mas nindot jud gud guro ang learning ... sa mga estudyante ... kung i- compare nemu ... kadtong straight teaching kung sa departmentalize syempre lahi-lahi gyud ang ang maestra. Lahi nga maestra ani ... lahi lahi ug idea, mas daghan time, mas daghan ug variety of strategy ang matag teachers. So mas meaningful, mas nindot, mas alive, mas fun ana compare sa straight teaching nga ikaw ra tanan..."

Jisoo

(It is quite difficult for us. And honestly, I guess we feel the injustice on our side as hinterland teachers. That is because when you are assigned in the hinterlands, you have to do everything on your own. There should be departmentalization in this case wherein there are enough teachers who will travel and be assigned in our area. There are many teachers who are waiting to be hired as regular employees. I realized that it could have been better when there are more teachers. That is because in that case, there would be better learning opportunities for the students. As opposed to straight teaching, departmentalized teaching taps different teachers. When there are

different teachers, then there would be different ideas. Time would be plenty and various strategies will be employed by each teacher. In that case, learning would be more fun and meaningful in contrast to straight teaching wherein you have to do everything on your own.)

Now, we have come to uncover a portion of Teacher Jisoos' story. We learned from her narratives the struggles and victories that she achieved in experiencing straight teaching. Regardless, there is still plenty to be done to improve her teaching conditions in the hinterland area where she is assigned.

Teacher Amie's Narrative

Surprising Events at the Onset of Straight Teaching

Holding the dream of teaching indigenous learners, she has willingly accepted the huge responsibility to teach in an IP school in the hinterlands. As the turn of events takes its course, Teacher Amie's teaching experience has been a box that is full of twists and surprises. Being a newcomer in the field of teaching in a public school, she opened to me her personal stories on how she started in this line of profession which she has chosen. To introduce her, she has been doing straight teaching for one (1) year and six (6) months.

"1 year and 6 months. Tanan na subjects."

Amie

(1 year and 6 months. All of the subjects.)

From being a substitute teacher in kindergarten, she was abruptly assigned to teach in a higher grade level. Not only that, she was also tasked to handle a multigrade class. Her situation presents adjustments on her part. She viewed this as quite a challenge.

"...wala ko nasanay ng ing-ana ... when I become a sub-teacher akong gitudluan is Kinder, pag-abot sa akong item higher grade, lahi man gud ang sa bata katong gamay kaysa sa dako, aside sa higher grade, multigrade pa jud. So akong mga challenges siguro... pag-adjust sa klase..."

Amie

(I was not used to this. When I was assigned as a sub-teacher, I taught kindergarten students. When my plantilla position arrived, I realized the difference between teaching kids and teaching learners of higher ages, not to mention that that my assignment is to teach multigrade classes. My challenge mainly pertains to my adjustment on conducting the classes.)

Difficulties Faced in Straight Teaching

Accompanied by her adjustments in the field are the struggles that she has to face in teaching all subjects within one class. During the interview, she recounted her notable teaching struggles. She expressed the obstacles which tested her ability to survive in such rough teaching condition.

Teacher Amie relented that she mainly felt the hassle and exhaustion in traveling the area where she is assigned to teach. On her way there, she still has to walk a considerable distance to reach her destination. Upon her arrival, she has no time to rest because she needs to immediately take care of her concerns in school.

"...Hasol, hago, kapoy tapos aside sa amoa man gud side sa baktasonon pa, layo kaayo among area, pag-abot sa eskwelahan, klase of course di man puwede pag-abot sa eskwelahan magpondo ra..."

Amie

(It is such a hassle. It is also exhausting. After a long distance to walk by because of the distance of our area location, we also have to do something because we could not just do nothing in our school.)

She also expressed her plights in teaching numerous different subjects within one class. In fact, she revealed that she has to teach 8 to 9 subjects in her single class.

"...lisod siya mutudlo ug tanan nga subjects... like sa Grade 6, how many subjects will they have, they have I think 9, 8 or 9 subjects, sa ing-ana ka daghan, lisod kaayo magtudlo ug lahi lahi..."

Amie

(It is difficult to teach all subjects. Like in Grade 6, I think I have to teach 8 or 9 subjects in total. That is how many it is. It is difficult to teach a variety of subjects.)

These hefty tasks bring exhaustion to her side. This is because she has to work on the challenge of teaching multiple subjects in one class. On top of this, she also has to take care of the paper works after she finishes her classes.

"I feel like kanang lisod jud siya. Mura naka'g part sa teacher lisod jud siya kaayo, lisod jud siya kaayo... exhausted jud siya... overload... Naa pay paper works, after nimo sa klase, naa pay mga paper works."

Amie

(It is very difficult. In our part as teachers, it is absolutely challenging. It is exhausting. You are overloaded with tasks. Aside from having classes, you also have to take care of your paper works.)

In connection to this, she has to use and divide her time wisely, since she needed to allocate longer teaching hours. This is due to the fact that the students could not master the lesson in a short span of time.

"...pag-adjust pud sa oras, because kay naa may mga subjects na needed pud ug kanang taas-taas nga allotted time, and kana na time dili pa gyud na siya makabisado nila sa ing-ana ra nga kamubo na oras."

Amie

(You also have to divide your time. This is because there are subjects which need longer time allotment. On top of this, such time is too short for learners to master the lesson.)

Aside from the hassle of teaching all subjects, we come to know from Teacher Amie's narrative that she was also compelled to teach subjects which she personally do not like. An example of this is the subject, Mathematics, which is not her favored subject.

"Tapos aside from hasol siya sa akola sa pagtudlo, hasol siya kay dili tanan subjects kabisado nako. Like labi na sa Grade 6, nga nay mga higher Mathematics, niya dili kayko hawd sa Math, mapugos ka as a teacher nga matudlo jud nimo na siya tanan na subjects ..."

Amie

(Aside from the hassle that the teaching itself brings, it is also a hassle knowing that there are subjects which I am not good at. For example, in Grade 6, I have to teach higher Mathematics. Admittedly, I am not that good in Math. So as a teacher, I was forced to teach this along with other subjects.)

In terms of her emotional aspect, she also revealed that she was stressed due to her situation. She admitted that her job is quite stressful because she has a lot of subjects to teach. In fact, this stress has escalated to the extent that she even worried about these as she arrived at her home. Fortunately, it did not make her depressed.

"...siguro emotionally stressed, di pud ta mag depressed kay taas ra kaayo ang depression no? stressful emotionally. Physically, and emotional stress siguro. Grabeng stress kay pag-abot nimo sa klase kay daghan kaayo ang subjects and then pag uli sa balay, pag-abot sa balay ang stress kay nadala pa..."

Amie

(Perhaps, I felt emotional stress. I am stressed but not really depressed because depression is beyond that extent, right? It was emotionally stressful. Even physically and emotionally stressful. There is a large extent of stress in classes because there are plenty of subjects I have to teach. Moreover, I even carried that stress even after arriving at home.)

In support, she even could not take rest in weekends. Her stress is so immense that her Saturdays and Sundays are still not enough to wipe away her stress.

"...Niya kung бага кулап па аң Sabado ug Dominggo nga rest, murag wala pa nawala ang stress..."

Amie

(To sum, Saturdays and Sundays are even not enough for rest. Even so, I still feel the stress.)

There were also times when she is not ready in her class. As such, everything in her class was all over the place. Students were distraught on how disorganized the class is. From this incident, she learned immensely the value of being prepared all the time.

"Unforgettable experience, kana bitaw magsalimuang kana gong dili ka ready... Kanang magklase ka and then ang mga bata kay murag mawerla nalang sila ... ang lesson nimo dili han-ay kung бага ing-ana dili ka ready as teacher. As teacher, kailangan man nato ready parminte ..."

Amie

(One of my unforgettable experiences is when I panicked because I was not prepared and ready. That moment when you had your class then the students were just there in utter shock. That time when your lesson was disorganized because I was not ready to teach. Those were the times. As such, we teachers should be always ready.)

Moreover, she recognized that one day is not enough to teach all the subjects. Some subjects take longer time to finish, which in turn eats a portion of the time for other following subjects.

"...niya katong mga subject nga katong murag na behind morning, pag-abot dittoa tapos makaklase ka afternoon so naay mga subjects nga nabehind, so mao napud to magtapal-tapal"

na pud ka para mahurot to nimo tong mga subjects na maklase nimo sa ilaha tanan within that maapas nimo ang mga lesson."

Amie

(You have to resume teaching those morning subjects which were not taught in the morning in the afternoon class. This means that there would be afternoon subjects which will not be catered in a day. To compenstate this, you have to teach the remaining subjects on the next day. You have to give more time to catch up with the right lesson schedule.)

As to the learners, she also perceived the difficulty of satisfying their learning needs. She has to consider a lot of factors in the process. First she has to master the lessons. Then, she also has be familiar with the learners. Each learner is unique since there are learners who loved to perform, while others prefer to be silent. Adjusting to these variables was quite difficult on her part as a teacher.

"Kapoy, hago, lisod mucater pud ug lahi-lahi na learners, lahi lahi pud na learners' styles kay unlike sa isa lang ka teacher in one subject... Kabisado ang lesson, kabisado nimo ang bata ... lisod siya kay lahi-lahi baya ang bata so naay bata nga hilig kaayo ug performance ... niya naay bata nga muhilom-hilom lang siya. So lisod mag adjust."

Amie

(It is exhausting. It is difficult to cater learners with different learning styles. It is quite different when a teacher only teaches one subject. In this setup, you have to master all lessons as well as the learners. This is hard considering the fact that there are diverse learners. There are learners who are fond of class performance, while there are also others who are timid. From there, it is difficult to adjust.)

Personal Stories of Coping

To be able to survive the challenges which have limited her in one way or another, Teacher Amie recounted her personal stories of coping. She openly imparted her journey on how she adjusted on the changes and obstacles that she has to go through. These ideas are reflected on her verbatim statements which were transcribed from my personal interview with her.

To start, she viewed her indigenous learners as one of her prime sources of motivation to continue. In fact, she honestly said that whenever she thinks of the kids in her school, this makes her excited to climb her way to the area of her assignment. She felt fulfilled to teach her indigenous learners.

"... murag na-overcome ra nako naturally kay kana gong makita nimo ang bata... naturally akong stress mawala makit-an nimo ang bata, kanang musubida ka... musugat sa imoha.... Naturally, mawala rajud akong stress pag-abot sa balay, ma-excite napud ko musubida, makit-an ang mga bata. Kung baga, sa una paman gud ... ako najud siyang pangandoy nako sa una nga muteach ug mga Lumad. Maong sa akua, fulfillment pud sa akua nga part nga nagtudlo pud ko sad ug kanang IP learners..."

Amie

(I guess I was able to overcome the challenges and stress the moment when I see the learners. When I arrive in their area, they will warmly welcome me. Suddenly, my stress disappears when I arrive at home as I remember them. This brings me back to my desire before to teach indigenous learners. This is why for me, I felt fulfilled to be part of the faculty who teach the indigenous learners.)

In response to her issues on time constraints, she deemed time management as very timely and essential on her part as a teacher. She has to carefully allocate time to teach all of her assigned subjects. More so, she has to make her lessons brief yet comprehensive for the learners to understand these. After all, she could not proceed to the next lesson without finishing the previous one.

"...siguro time management dapat well mamananaged imong time following the classroom program. Schedule nimo and then dili nimo like for example sa month kanang in-ana na subject tapos allotted time is 45 mins. dapat dili naka musobra pa sa 1 hour ... kay kadtong next subject nimo murag dili na nimo maapas so dapat ang imong lesson pud muconduct pud kag imong lesson or imohang presentation pud sa lesson nga dili pud musobra nga dapat brief and concise nga bahalag mubo basta masabtan sa mga bata. Ana sya para pud ang oras pud maconsume nimo siya nga naa juy learning ang mga bata. Dili man ka puwede muproceed sa another lesson nga dili pud nimo master sa bata ang first nga lesson time management jud."

Amie

(I guess it is on time management. You have to manage your time by following the classroom programme. You have to follow your schedule. For example, when your allotted time per subject is only 45 minutes, then you should no longer exceed beyond 1 hour. This is because if you do so, you could no longer catch up with the lesson. Your presentation of the lesson should be brief. It should be concise but easily understandable for the students. It should be this way so that

learners would learn something from the hours spent in teaching. You should not proceed to the next lesson without the learners mastering the current lesson. It is really on time management.)

On the other hand, it is also handy to be familiar with the learners' capacities. It is important for her to be familiar with her students' strengths and weaknesses. This aids her in teaching more easily.

"...dapat pud kabalo ta sa mga learnings sa mga bata. In that way, kabalo naka unsay weakness ug strength pud sa bata so dili napud lisod sa imoha nga magtudlo bisan pagdaghan-daghan ang subject kung kabalo naka sa techniques..."

Amie

(We should be aware on what the students have learned. In this way, we will be able to know their weaknesses and strengths. It will also be easy for you to teach the subjects slowly because you already know the techniques.)

Another notable idea is her observation on her learners' preferences. She noticed that her indigenous learners are fond of participating in activities. As such, she takes her sweet time in inserting activities. This is due to the learners who loved to have fun-filled and jolly activities.

"...akong napansin sa mga bata is mas ma-excite sila sa mga activities. So akoang gina-insertan jud nako ug mga activities nga ma-involve jud ang preparation within sa akong mga estudyante, kay mao jud na kasagaran basta Lumad, hilig kaayo na sila ug mga medyo jolly."

Amie

(What I observed from the learners is that they get excited when there are activities. I always insert activities so that they get involved in the lesson. That is frequently the case when you are teaching indigenous learners. They are fond of jolly activities.)

As to her personal style of teaching, she is one of the teachers who highly favoured a learner-centered classroom. As such, it is part of her major consideration to think of the learners in every lesson and activity that she gives them.

"Siguro akong teaching styles dapat as teacher naa kay authority tapos of course kumbaga learners-centered dapat imo jud ... huna-hunaon ug dapat ibutang nimo sa imong huna-huna nga imong every lesson, dapat naa ra gyud sa bata, dapat tanang activities nimo. Kutob sa activities dapat learners-centered jud ..."

Amie

(Perhaps, my teaching style integrates a learner-centered approach while I use my authority to manage them. You have to keep your presence of mind in every lesson. You should anchor every lesson and activity to your learners. In every activity, it should be learner-centered. You should also practice classroom management.)

Apart from her shared pedagogy, she also recognized the value of moral discipline and authority over her students. What she meant is that she should exercise her authority so that the students would follow and obey her. There should be rules; otherwise, her learners will just take her for nothing. This is part of her classroom management strategy.

"...Discipline, kailangan nimo, dapat you should have the authority, moral gyud na sa isa ka classroom para naa kay classroom management, dapat naa kay authority as a teacher kay kung ikaw ang teacher murag pasagad rapud ka ... wala kay kanang disiplina og wala kay authority kung baga ang ilang trato sa imo wala lang, so ... wala jud management sa imong classroom so dapat naa kay authority, disiplina sa mga bata and then ... kabalo sila unsay ilang buhaton. Ing-ana, i-disiplina sila, disiplinado. Dapat naa kay mga rules, dapat mag set jud ka ug rules para sa imohang classroom management."

Amie

(You really need to discipline them and exercise your authority as there should be proper classroom management practices in the classroom. If you do not hold authority and just let the students do anything as they please, there would be no discipline and students would just ignore you because you do not have an authority over them. Your classroom would be mismanaged. As such, you should maintain rules as part of your classroom management efforts.)

Triumphs, Realizations, and Takeaways from the Experience

Upon probing the insights of Teacher Amie, she conveyed all of her triumphs, takeaways, and realizations anent to her experience in teaching all subjects within a single class. Unlike the others, she considered the minor things as her major success as a teacher. Moreover, the experience has taught her a lot about being a teacher to the indigenous learners. Also, her realizations made a mark on her professional background which undoubtedly formed and developed her all throughout.

For an instance, when she found that her learners learned Mathematics from her, she regarded it as one of her major achievements. This is in view to her previous sentiment that she herself is not that good and confident in teaching Mathematics.

“...Maybe for 1 year and 6 months nako nga pagtudlo, bisan pag-inspite of the struggle nga na-experience nako of course... seeing our learners, that they really learned ... about your teaching. Dako na kaayo siyang fulfillment sa imoha ... makita nako sila one-time mi nag Math syempre murag dili kaayo sila hilig ug numbers So, fulfillment nako to nakita jud nako sila nga hala, nag Math ko. And then, nagparticipate man sila then nakit-an nako ba na nakatoon sa akong gitudlo. Dako na kaayo na fulfillment, makit-an nimo ang bata nga makabasa, makita nimo ang bata na makabalo. Dako na kaayo nang fulfillment, mao gyud na ang success kung бага sa isa ka teacher.”

Amie

(I guess in my 1 year and 6 months of teaching, I was able to see the learners learn from my teaching despite the various struggles that I experienced. For me, that is a major fulfilment on my part. There was this one time when I witnessed my learners learning Math and participating in my class. This is fulfilling considering the fact that I am not really fond of arithmetic. I see it as a major fulfilment seeing my students learn how to read and everything else. As a teacher, I consider and own these as my success.)

Reflecting upon her experience, she relayed that no matter how heavy the tasks are as a teacher, these are normally part of her job. This is also true for other teachers as well, according to her. Hence, teachers must do their best to play their role which is to teach their learners to the best of their ability.

“... siguro as teacher... bisan paglisod ang atong buluhaton, lisod ang atoang buhatonon... so it's our task to do nga to teach them kutob sa atoang kaya. Siguro... dili man siya sayon, but then, ginabuhat nato as teacher nga matudlo ato ang atong kutob sa makaya nato ...”

Amie

(Perhaps, as teacher, I view this as part of my task to teach within the best of my capabilities. This is despite the hardships embedded on these tasks such as handling multigrade classes. I guess it is normally not that easy. What matters is that we do our job as teachers to teach within our limits.)

When asked on her another insight, she also conveyed that effective teaching requires more time for preparation. When the teacher is afforded with more time, it becomes easier for her to think of the techniques, strategies, and plan on how she conducts her classes, unlike when only little time for preparation is allocated to her.

“...Kay kung ... taas ang preparation nimo mas effective siguro ang teaching, kung taas ang imong preparation daghan kag mga makahuna-huna pakag mga other techniques, unsay mga strategies, unsay buhaton, mga activities whereas kung gamay lang kaayo imong preparation...”

Amie

(I guess when you have lots of time to prepare, your teaching becomes more effective. This is because when you have more allocated time, you will have more opportunities to think of other techniques, strategies, and activities which you can apply. Unlike when you have little time, you only have limited preparation.)

When inquired about her advices to the other teachers who are handling all subjects in a multigrade class, she willingly offered them the message to be highly patient. This is because according to her, patience keeps the teachers calm and collected while teaching a class which has a huge number of students.

“Siguro teachers ako lang mastorya na advise for all the teachers that are handling multigrade classes and subjects, dapat patience, dapat naa jud ang patience maglisod man gud ta, bungkag kaayo ang ulo niya daghan kaayog mga estudyante ...”

Amie

(I guess what I can only share to the teachers who are handling multigrade classes and teaching all subjects is to maintain patience. You must have patience otherwise it would be difficult for you. You might get headaches when you have plenty of students under your care.)

Call to Support the Teachers in the Area

Upon knowing the accounts of Teacher Amie about her experiences in teaching all subjects within one class, she also opened the topic to give ample support to all the teachers assigned in her area of assignment. She made mention of the things which could add to the advantage of the teachers who undergo through all sorts of struggles just to teach in their area which is far from the lowlands.

For the first suggestion, she requested for trainings and seminars which could tremendously help teachers in their teaching journeying. By having these programs, the teachers would have opportunities to discover more ways to teach their learners.

"...We really need to train dapat we should undergo trainings, mga seminars... mao jud na ang pinakadako ug tabang sa mga maestro nga mu-undergo ug trainings, workshops unsaon pagtudlo sa mga bata para pud madungagan pud ang ilahang kahibalo ..."

Amie

(There is really a need for us to undergo trainings and seminars. These are a big help for us in teaching our students as these add more knowledge on our part.)

Moreover, she also recommends to take advantage of the huge number of teacher applicants. She shared that these teachers should be hired to departmentalize the faculty within the area. Each subject in grade level must have different teachers, according to her.

"Recommendation... daghan man tag teachers' applicants. Isa siguro sa the best nga ... sagot o katubagan siguro. Dapat departamentalize sa kadaghan sa maestra, puwede man siguro nga ... lahi-lahi ang teacher per subject sa Grade 5 labi na ang Grade 6..."

Amie

(Since we have plenty of teacher applicants, it is best to recommend that we departmentalize the teaching workforce. I guess there should be multiple teachers teaching one subject especially in Grade 5 and Grade 6.)

According to Teacher Amie, behind this desire for departmentalization is the reality that the current teachers experience heavy loads of stress. They feel so stressed because each teacher has to think of many considerations in relation to the job.

"...whereas sa kadaghan ug huna-hunaon isa ka maestro murag mapsiyological ano emotional na feel stress na sila ..."

Amie

(In view of the fact that teachers have plenty of areas to consider, they do really feel certain extent of psychological and emotional stress.)

In view of this problem, it is wise to have different sets of teachers to resolve this issue. By having more teachers in service, learners can learn more while teachers can also focus in just one subject.

"...lahi-lahi na gyud siya lahi-lahi nga teacher para the more ang bata makatoon mas daghan ug learning ang bata kung ang isa ka teacher naka focus sa isa ka subject..."

Amie

(There should be different teachers so that students would learn more, unlike when there is only one teacher who focus on each subject.)

Teacher Jona's Narrative

Being Introduced to Challenges at the Onset of Duty

For our next narrative, we take a closer look on the imparted accounts of Teacher Jona. As one of the teachers who experienced handling all subjects within a single class, she has also encountered various struggles and obstacles along her way. Knowing this, her story can be a platform for other teachers to learn some lessons. Moreover, this can also enable them to gain inspiration to search for fulfilment in the field of teaching.

During the start of her teaching career, what welcomed her are the challenges which she has to face and surpass. Being a teacher in a lower grade of the elementary department, she had to adjust as she was transferred and assigned to teach in a higher grade level. As such, she has to find ways to survive the start of her experience in straight teaching.

"In transition siguro gikan syempre ako lower grade ko dati unya kalit rag taas, ang ... mental capacity sa mga bata lahi raman so adjustment napod ka. Kay di man puwede nga magpabilin lang pod sila sa lower nila nga mga kahibalo. So, adjustment para sa akong mabutang napod ko sa higher pero diba sa akong giingon gikan sa lower grade handling napod pag-abot sa higher grade unya additional subject pa gyud na kay syempre naa may mga subject sa lower grade nga ... wala sa higher, wala sa lower grade nga naa na sa higher grade. Dili ko appointed ato na mga subject so syempre naanad ka nga naa sa lower grade. Pero teachers are willing to do with the changes man jud, so diha na mosulod ang pagkamaestra, tanang diskarte."

Jona

(What I experienced in transition is that I was suddenly assigned on teaching in a higher grade, as opposed to being a teacher in the lower grade before. As such, I also had to adjust on the increased mental capacity of my learners which is different from my students in the lower grade. I could not just settle on teaching lower grade students. Upon reaching the higher grade, there were additional subjects that were assigned to me. There were subjects in lower grade that are no longer present in the higher grade, and I was used to teaching lower grade learners. Being a teacher, I have to find ways and be willing to adjust with the changes that had happened.)

Indeed, her previous teaching condition was far different from her current situation. She used to be a Grade 3 teacher in a school which also has a non-departmentalized faculty.

"Gikan 1st year nako dira kay ... Grade 3 paman ko gibutang ato pero same lang japon ug situation kay imuha man japon tanan subjects, hangtod nga nabalhin na ug Grade 6 same raman kay ... didtoa one is to one raman dili man mi departamentalize unlike sa uban eskwelahan nga daghan silag maestra mao na nga makadepartmentalize sila. Mao na nga pagsugod ... mao najud na emuhang way of ... all subjects najud ka sa isa ka grade level. "

Jona

(Starting from my first year in service, I was assigned in a Grade 3 class. My situation was still the same as yours not until I was transferred in Grade 6. In that situation, the assignment is summed into one teacher per one class section. Ours is not departmentalized, unlike other schools where they have many teachers since their faculty is departmentalized. This is why you have to teach all subjects in one grade level.)

In her area of assignment, she was also introduced to students who still have to walk and travel a distant path from their homes to their school. As their homeroom teacher, she makes sure that she does something to wipe away their exhaustion after their long journey. In fact, due to this struggle among the students, some have chosen to completely stop studying.

"...e-consider pod siguro nimu ang ubang estudyante mobaktas pa. Kapoy pa kaayu gikan sa ilang balay walay gikaon unya imuha pajung kumbaga lisod lisoron pag-abot sa eskwelahan, mangita jud ka nga murag mapawi ... ang uban dili na gani mangiskwela kay lisod daw..."

Jona

(You have to consider other students who need to walk certain distance to come to school. They are still tired walking from their distant homes. As such, you have to find ways to ease their exhaustion. In fact, others even gave up their studies because it is quite hard for them.)

Unlike in lowlands, teachers in her area of assignment are too few. This makes the faculty departmentalization impossible.

"...Kita ... sa bukid ... limited man ang teachers nga naa karon nga naa na-assign dili man ta ... magpadepartmentalize kay kulang gani mismo ang mga maestra."

Jona

(Here in the hinterlands, the number of assigned teachers are quite limited. Our faculty is not departmentalized as can be seen by the fact that we are short in teachers.)

In the teacher's area of duty, it can be said that it is highly indigenous since the members of the Ata-Manobo tribe are living within the same area. From this, it can be inferred that the area has not yet caught up to the current developments in the society since the area has no network signal and electricity. Hence, teaching here is fundamentally summarized as back-to-basics.

"Makaingon ko nga native because I'm teaching learners on the mountaineer's area and in a specific tribe Ata-Manobo, dili man jud ko makaingon nga advance akong teaching style diria kay in reality walay kuryente, walay signal so back to basic jud..."

Jona

(I can see that we are in the indigenous context since we are teaching in the hinterlands particularly in an area where a specific tribe called Ata Manobo lives. As such, I cannot say that my teaching style is advanced since the reality here is that we have no electricity and network signal. Thus, we have to go back to basics.)

When she compared her previous assignment to her current one, she stressed that Grade 6 is more crucial than Grade 3 knowing that the former is a transition period between the learners' elementary years and highschool days. The grade level serves as their preparation toward their upcoming shift to their future life in high school.

"Grade 3 syempre ang ... level sa learner ... sa mga bata dili pa kaayu ing-ana ka crucial unlike ... kaning sa Grade 6 na syempre nga murag transition period gikan pagka-elementary hangtod nga pagkahigh school ... kay dapat ang estudyante ... well-prepared na para panghigh school..."

Jona

(In Grade 3, the level of learners' formation is not yet that crucial, unlike in Grade 6 wherein it serves as the transition period between their elementary years and their high school years. In this stage, the students should be geared toward their transition to high school.)

Considering this, it adds pressure to Teacher Jona. This is because Grade 6 is the culmination of the learners' elementary years. Therefore, she is given the role to ensure that learners will master the competencies inscribed within the curriculum.

“Makapressure siya sa pagtudlo sa tanang subject. Kay sa Grade 6 learners knowing nga katong giingon nako nga last na siya nga stage sa elementary or peak na nga level sa elementary, unya ang learners ana ... to have the competency nga ginarequired sa atoang curriculum, syempre mapressure jud ka unya...”

Jona

(It gives you pressure when you teach all subjects. This is because Grade 6 is referred as the peak level of the learners' elementary years. Given that fact, there is a need for the learners to master the required competencies within the curriculum. As such, the pressure is really present.)

Not to mention, there is also the consideration that the learners in the lowlands and the indigenous learners in the area are quite different. Since the pace of teaching in the area is quite sluggish compared to the pace in the lowlands, this adds more pressure on Teacher Amie on how she can make her learners catch-up with the other students in mastering the curriculum.

“... e-consider pod nimu imung mga learners na IP's mao na so e-select nimu imung mga topic mahimo rapong useful sa ilaha kay e-compare nimu ang IP's ug ... diri sa patag, macompare man jud nimu nga naay kalahian. Diba syempre late man jud ang ilaha didtoa, mapressure ka nga makipagsabayan imuhang estudyante sa mga bata diria sa ubos unya magcomply pod sa kadtong curriculum nga atoang ginakoan guide nato.”

Jona

(You have to consider your indigenous learners. You have to select those topics which are useful to them. Compared to those learners in the lowlands, you can easily see the difference. As such, you get pressured on making the students here keep up with those students in the lowlands. You have to ensure that you were able to follow the curriculum which serves as our guide.)

In a school for the indigenous people (IP), there are also restrictions and prohibitions that are needed to be followed by the outsiders. This is due to the fact that there are things which the Bisaya can freely do which are not allowed in the area.

“...sa IP's school daghan kang butang na e-consider, daghang bawal sa ilaha nga puwede diria sa mga Bisaya, daghang ginabuhat sa Bisaya nga estudyante nga bawal sa ilaha...”

Jona

(Here in a school for indigenous people (IP), there are plenty of things that you have to consider. There are a number of things that we Bisaya, including the students, are prohibited to do in this area.)

Upon looking through the general teaching context of Teacher Jona, she came to a conclusion that the school should primarily consider the IP learners over the pressing concerns of the societal advancements on their community. With this in mind, the ways of teaching in the area should be highly matched and applicable to the learners there.

“...unsaon manang advancement ... kung sa ilang community lahi pod ug set-up. So kita nga teacher sa IP, ang una jud nga e-consider ang atoang estudyante, ang learners syempre ila-ilahon man jud nato. So makita jud nimu nga kato imung pagpanudlo applicable sa ilang lugar..”

Jona

(What is the use of being advanced when in fact we teach in a community that has a highly different context? As teachers situated in an IP school, we have to consider first and foremost our students. We have to know them closely. You have to see to it that your way of teaching is applicable in their area. This is for them to be able to apply what you teach them.)

Teaching Difficulties in Focus

In consonance to the broad difficulties that she shared in the interview, Teacher Jona also recounted her other difficulties situated in her classroom's context. This imparts another support to the reality that straight teaching is indeed a great challenge to surpass with.

To begin, she expressed that she was quite pressured as she started handling all subjects within a single class. She relayed that in her entire year of teaching, there is this pressure on whether the students were able to master the curriculum or not.

“Sa tibuok subject sa isa ka klase nako sa tibuok tuig, ang pressure whether ang akong learner nakalearn as expected by our curriculum...”

Jona

(I taught all subjects within one class for an entire school year. As such, the pressure there lies on the concern whether the learners have learned the expected curriculum or not. Accordingly, I learned how to deal with the learners' needs.)

Apart from the pressure, she mentioned that there is also the exhaustion in teaching the learners. Notwithstanding, she felt exhausted due to her mixed teaching responsibilities and the teacher reports which she has to accomplish.

"I can describe my preparation in handling all the subjects in Grade 6 learners as exhausting, dili man sa ingon puro ratas reklamo pero reality mani. Exhausting usahay... especially kung naay mga reports diraa nga nagtapun-og ... samot ang ka-exhaust..."

Jona

(My preparation in handling all subjects was quite exhausting. I do not really mean to complain, but it is part of the reality. It is really exhausting especially when there are times when the needed reports keep on increasing.)

In having her classes, Teacher Jona has to think of a number of considerations and concerns. She stated that one aspect that she has to consider is the appropriateness of the topic to the learners. Another is the suitability of her selected activities in her area or context.

"...One ang period of preparation whether ang topic haom ba sa imuhang mga estudyante. Unya kung ang mga activities nga imung gigamit suitable ba sa ilang area considering nga ang ilang area daghan kaayug dapat na timan-an unlike diri sa baba..."

Jona

(One is the preparation phase. You have to consider the appropriateness of the topic to your students. You have to discern the suitability of the employed activities considering that there are plenty of restrictions set in the area unlike in the lowlands.)

Shared Personal Coping Strategies

In response to all the teaching and non-teaching related concerns that she had, Teacher Jona refuses to back down. As such, she shared her personal ways of coping in order to overcome the ordeals that she went through in teaching all subjects within one class.

The first way of coping that she shared is her creation of a to-do list in her personalized notebook. In this notebook, she documents and itemizes all the tasks that she had accomplished and those that she still needs to finish. Even when there are times when some things are still left forgotten, the good thing in having a to-do list is that it guides her. It also helps in saving her time.

"Kailangan nimu ug to-do list, naa pod jud koy notebook to-do list, kung dili notebook kay personalize ... nga isulat nimu didto ang para mahan-ay ang tanan, wala kay malimtan ipanglista nimu ang mga trabahuon then after ana ipangcheck ang nahumana kay kung dili ko moing-ana daghan magmalimtan unya syempre ang preparation diria sa baba, ang uban sa bukid nalang kay kung di matiwas. Pero atleast kung naa kay to-do list, guided ka sa imung trabahuon. Makasave paka sa imung time."

Jona

(You need to come up with a to-do list in a notebook. If there is no notebook, then you can personalize it. You have to write them down so that everything is organized. You should not even forget any entry. After listing down everything, you have to place a check mark on those that you have already accomplished. If I do not do this, there is a tendency that I forget a lot of things when I do my preparation here in the downtown. When events like this happen, I finish the rest of my preparations in the area. The good thing about having this is that you are guided in your tasks. You are also able to save your time.)

Another is to assign the students with rules, tasks, and responsibilities. In this way, the learners would abide by the rules. This also helps them to develop their sense of responsibility.

"By giving them task to enable them to be responsible in what is given to them, be mindful on what was being instructed ... hatagan nimu sila ug task nga mahimo silang responsible syempre e-set nimu imung rules, sa imung pagset sa rules dapat mag-abide sila. So hatagan nimu sila ug task na mahimo silang responsible ... sa mga buluhaton nga imung ihatag sa ilaha ug mahimong mindful ug kabalo ba sila sa imung mga giingon, sa imung gipabuhat sa ilaha syempre magset jud kag rules una jud na ang rules sa imung classroom kung di ka gusto ug gubot nga klase. Kung walay rules iyahay ra, iyahay ra tanan amo."

Jona

(By assigning them certain tasks, I enable them to be responsible on what is given to them. They become mindful on the things they are instructed upon. Of course, you have to set rules that they should abide. You do not want your class to be chaotic. If there are no rules, then everyone would act on their own.)

To add, letting the students operate in groups also aid the teachers in her facilitation of the lessons. According to Teacher Jona, students must be guided with rules as they operate in groups. Moreover, as a teacher-facilitator, it is also her duty to guide them in the learning process.

"...Pagfacilitate, let them work in group, then tagaan nimu sila ug responsibilities then mga rules nga ... imung e-implement sa ilaha nga mahimo nilang guide."

Jona

(It is on facilitation. You have to let them operate in groups. Give them responsibilities as well as rules which would serve as their guide.)

Indeed, according to her, learners should be engaged in working with their groupmates. As a teacher, she has to assess the correctness of the students' answers, while guiding them to learn by experience. Based from their outputs at the end of the activity, it would be easily visible whether the students have learned and applied something or not.

"...So dapat engage nimu sila, work with their groupmates then e-assess nimu ang ilang mga answer kung tama ba, ipapresent nimu, iguide lang nimu sila, kumbaga learning by experience ... Kung makita nimu ang output, nga katong nakat-onan nila, giapply nila."

Jona

(You have to engage them to work with their groupmates. You have to assess if their answers and presentations are accurate. You guide them and let them learn by experience. You can see if they have learned something once they apply this on their output.)

Apart from engaging them in group activities, it is also important to take note to engage the indigenous learners on the things which they can easily relate to. Hence, as per Teacher Jona, it would be meaningless if the teacher would only do teacher talks. There should really be hands-on activities to train the learners.

"...engage nimu sila kung unsa ang mga butang na makarelate sila kay unsa mana imung gipangyawyaw diraa ug dili sila karelate wala ra japon na mura kag kiko dira sa atubangan or ikaw rabay sigeg yawyaw, wala ra gihapon na kay dili man nila mahands-on ang ilang activity nga gibuhat..."

Jona

(Engage them on things which they can easily relate to. Your discussions would be rendered useless if your students could not relate to such. It would be useless if what you assigned to them is not a hands-on experience.)

As recounted by Teacher Jona, one of the most important things in teaching the indigenous learners is to make the lessons simplified. As such, in case when the lessons are highly difficult for the learners to understand, the teacher must make the effort to make the lesson easy. One way is to use examples in their surroundings. This is to provide them meaningful experiences as well as something which they can use in their daily living.

"Overcome na mga challenges by letting go or the lesson nga which my pupils finds it difficult to understand and making them as simple as I could so kung ang lesson nga gihatag murag maglisod, murag apiki sa pagsabot sa atong mga bata mangita ka ug way nga ipasimplify pajud na nimu kay para makasabay sila. Or mogamit ka ug mga examples nga naa sa ilang locality within sa ilang sitio, mga butang nga makita ra nila sa ilang palibut para makarelate sila sa imung lesson unya diha na mosulod ang meaningful experiences sa ilaha mismo magamit nila sa ilang pang adlaw-adlaw."

Jona

(I overcome the challenges by simplifying the lessons that are too difficult for the learners to understand. You have to simplify these so that they can keep up. You can use examples which are frequently found in the surroundings and those that are easily relatable for them. This is the time when you imbibe a meaningful experience on the lesson. You use those that they can apply in their day-to-day living.)

Accounted Victories in Straight Teaching

Anent to the trials that Teacher Jona had went through since the beginning of her teaching career in the area, she made tribute on the significant victories which she had attained in her entire journey so far. She generally viewed herself as a successful teacher when she is able to completely fulfill her role.

In consonance, she takes pride of her success whenever she sees her pupils learn the lessons in her classes. This is in spite of the hardships which she evidently sees from her students.

"...maconsider nako nga successful o triumphs that I have in teaching all subjects in my class when you see pupils were able to cope up with the lessons ... bisan pa nagpait maningkamot sila murag fulfilling..."

Jona

(I can consider such as triumphs when I see my pupils cope with the lessons in all the subjects that I taught in their class. Even when I see them struggling in their lessons, I still felt the fulfilment when I see them persevere on their studies.)

More so, what makes teaching gratifying for Teacher Jona is to know that the learners have enjoyed the lessons which she has delivered in her classroom. Apart from this, she also considers herself successful when she sees the learners apply the lessons that she taught in real-life.

“...kung sa akong kung makita nimu imung estudyante nakacope up dili lang kay nakacope up, nag-enjoy pa jud sila sa imung lesson, nagamit pajud sa ilang real-life kana makaingon jud ka nga successful ang imuhang pagpanudlo...”

Jona

(If I can see my students that they were able to cope with and enjoy the lessons, I consider that as a success. Even more so when they are able to apply what they learned in real-life.)

Integral Lessons Gleaned from the Experience

Upon spending years in teaching all subjects in a single class section, she had various realizations which helped her recognize the merit of her experience. She insightfully stated that it is essential for her to be tough in dealing with her personal concerns. She has to be strong financially, mentally, and physically since her assignment is very far away from her place.

“Sa mga teachers out there... they need to be tough enough to deal with their challenge, with their sa ilang financial, samot naghealth, sa mental health unsaon nalang ug didto ka ma-assign sa layong dapit...”

Jona

(To those teachers out there, you have to be tough in facing the challenges. You have to be tough in terms of your mental and physical health as well as in finances. This is because you are assigned in a very distant area.)

Another insight which Teacher Jona has pointed out is about the idea that straight teaching engages mostly the teacher with the same set of students. In straight teaching, she and her students spend most of their time together from morning until afternoon. Also, she learned that in this way, it would be easy for her to identify the background of the pupils as well as pinpoint those who need more attention.

“Ang advantage teaching sa tanang ... subject, magdeal man jud ta sa same nga mga bata, gikan buntag hangtod sa hapon mao na imung advantage, so mas makita nimu o ma-identify nimu ang mga bata na kinahanglan pa ug pusposan na pagtagad ...”

Jona

(The advantage of teaching all subjects is that you have to handle the same set learners from morning until afternoon. With that said, it is easy for you to identify what the students need especially those who need much attention.)

Learning more about straight teaching, Teacher Jona recognized that the task certainly needs longer preparation. In fact, it can even consume one's free time for loved ones in weekends. Nevertheless, this is part of the pledged duties of teachers.

“...Ang disadvantage lang in employing straight teaching requires longer preparation, usahay kay atong weekend makawat man ... apil namana sa atong gipangumpaan pero naa juy mga panahon nga instead na atong i-offer nato atong weekend sa atong family, dili na magamit kay magprepare naman pod ka kay grabe man ang preparation sa tanang subjects ...”

Jona

(The only disadvantage in straight teaching is that it requires longer preparation. You even have to take time off of your weekend to prepare. That is already part of your pledge. There are really instances when you have to spend your time in weekends on preparing for all your subjects, rather than spending this with your family.)

Definitely, Teacher Jona learned that straight teaching presents the dilemma on balancing between the time schedule of the lessons and the learning pace of her learners. As a matter of fact, the two should align in order for the efforts of the teachers to be not wasted.

“Ang akong lang mashare ... it requires not just on time deliverance to the lesson according to the time frame kay syempre e-consider man nimu ang mga bata. But also it requires whether your students are into the lesson ... balansehon kung ang estudyante nakakuha ba, nakacatch up ba o naglatagaw latagaw rang hunahuna kay kung dili nimu na siya murag useless lang jud gihapon...”

Jona

(The only thing that I can share is that everything does not only revolve in one's adherence to teaching schedules. You also have to consider the learners. You have to weigh over whether the students were able to catch up or not. Otherwise, it would be meaningless.)

More importantly, Teacher Jona has shared that the application of technologies is essential for the learning endeavors of the learners. With the solar energy being introduced in the area, bringing technology in hinterlands become possible. Considering this, she noted that the teachers' skills in applying ICT on the childrens' teaching is quite crucial, since learners get easily interested in this kind of technologies.

"Application of technologies. We know nga ang technology it adds interest sa mga bata, sa karon didto sa amoang eskwelahan, solar lang man jud ang source of energy didtoa para makagamit, makacharge sa laptop. So as a teacher, you should be ... ICT-inclined ... dili pod ingon na master ta skilled ... skilled ka in terms of technology. It will really help, application of technology kay nowadays naobserve man gud namu nga basta naay ... technology sa lesson, interesado ang mga bata. So dali ra sila makalearn..."

Jona

(We have to apply the use of modern technologies. We know that technology adds on the interest of the learners. In our school which is installed with solar power technology, I can already recharge and use my laptop. As a teacher. We have to be ICT-inclined. It does mean that we have to be an expert, but all we need is to become skilled in terms of applying the technology. It really helps because as what I observed, learners become more interested when technology is used in lessons. In this way, it would be easier for them to learn.)

Call to Support the Teachers in the Area

Pondering upon her own encounters while teaching in the IP community, Teacher Jona made a few points which can still be improved to optimize their current teaching situation. Hence, there is still a need for support among the teachers who are assigned in the area, including her.

Various actions can be done to provide support to her and her fellow teachers. One is to conduct mass hiring of teachers. This idea is seen in the response below.

"Maghire ug daghang maestra ..."

Jona

(There should be mass hiring of teachers.)

Another is the provision of trainings and seminars to the teachers. She mentioned in the interviews that these trainings should not be like the others, but it should tailored specifically to those teachers who handle all subjects in a single class like them.

"...siguro ug mga training. Trainings that will relevant to our needs, as a straight teacher, straight teaching, diba naa may uban nga multigrade. Unta makahunahuna pod sila sa maestra nga kay bisan tuod isa rana ka section, lahilahi man gud ug subject, lahilahi ug preparation. Unya unlike atong nakadepartmentalize ta, isa ka subject imung focus, ang imung lahilahion nalang ang activities depende sa imung learners ... Unlike aning straight teaching nga lahilahi ug subject, lahilahi ug preparation. So unta naay mga trainings nga maaddress ni nga mga needs then e-consider pod nila ang location po I mean ang area sa lahilahi nga area sa atong community. Naa may uban trainings nga applicable diria sa ubos, how about katong naa sa mga far flung area."

Jona

(I guess there should be trainings as well. There should be trainings relevant to our needs as teachers who employ straight teaching. So also goes for those who employ multigrade classes. I am hoping that they also see the struggles of teachers. Even if it is only one section, the teachers still have to deal with different subjects and preparations as well as struggle in different locations. Unlike when teachers are not departmentalized, each teacher only needs to focus on one subject. There should be trainings to address the needs of teachers who employ straight teaching. There are trainings that are suited for those who are assigned in the lowlands. There should also be trainings for those teachers in far-flung areas.)

At this point, we get to the concluding part of the story of Teacher Jona. Her story reflects the common narrative of those teachers who handled all subjects in one class section. In view of the problems which she has encountered in her teaching, it is undeniable that she remained strong. Another undeniable fact is that there is a need for the continuous support on teachers who are assigned in her area of assignment.

Teacher Primerose's Narrative

Mirrored Struggles in Straight Teaching

This section uncovers the untold story of a teacher concealed in the pseudonym of Primerose. Like the other teachers who shared their experiences in the field of teaching, she too has been facing various obstacles as she handled all of the subjects within a single class. Notably, she opens her narratives to convey this to everyone, including the authorities and the readers.

Upon the onset of embracing her teaching duties, Teacher Primerose held negative impressions and emotions toward straight teaching. At first, she felt anxiety and nervousness upon being informed of her new teaching responsibility. Likewise, she also felt the pressure on ensuring that the learners will be able to learn well from her class.

"... based on my experiences, being a teacher who handles all the subjects areas, so in my part dili jud siya ... easy to handle all the subject areas throughout the day. So naay kakulba ug kaguol since ikaw man ang mogunit ana nga subject areas sa tibuok adlaw ... makafeel ko ug siya pressure at the same time very challenging in my part since ako ang mohandle sa tanang subject areas. So ang ka pressure dili jud siya mawala sa akoo kay tanang subject e-handle nimu throughout the day so kinahanglan since ikaw may mohandle ana, you have to master the topic and of course you need to teach them comprehensively or ... makatuon jud sila ug tarong..."

Primerose

(Based on my experience as a teacher who handles all subjects, it is not really easy because you have to teach all subjects throughout the day. There are challenges, pressure, and anxiety when you are assigned to teach all subjects throughout the day. Normally, there is pressure. You have to master the topics and teach these comprehensively so that the students will be able to learn from you.)

Upon seeing her learners, the challenge that was introduced to her is the students' lack of prior knowledge about the topics. She views this as a great challenge to surpass.

"...challenge jud siya para sa akoo ... the students, they don't have prior knowledge sa mga topics nga ... akoang e-tudlo..."

Primerose

(The students do not have the prior knowledge required on the topics that I teach. I view this as a big challenge.)

In connection, since the learners are still lacking in prior knowledge, she still needs to make her explanation about the topic more specific. In order for her learners to understand the lessons, she still has to contextualize this which was quite difficult for her. As such, there is the perceived need to go back to basics, before proceeding to more complex lessons.

"...So kinahanglan nimu siya e-explain very specific ... mas masabtan sa mga bata... So, I need to contextualize so mao na ang isa ka challenge sa akoo. They don't have prior knowledge so kinahanglan jud ka motudlo ug kanang kumbaga mobalik ka sa from the basic hangtod sa complex ..."

Primerose

(You really have to be specific in explaining the topics in order for the kids to understand them well. There is challenge in terms of the contextualization of topics. Since they do not possess the prior knowledge about the lesson, you have to go back to teaching starting from the basics then proceed gradually with topics that are of great complexity.)

Upon getting immersed into the experience of doing straight teaching, one observation she was able to make is that the arrangement is quite disadvantageous in the sense that the teacher is closely and frequently with her learners throughout the regular class days. This is because the students would eventually get bored of the teacher.

"...disadvantage siya or atong weakness in my part ang mga bata maabot jud ang ilahang pagkabored since ako lang man ilang makita everyday, wala namay laing teacher so maabot ang time mabored sila, kapoy na sila 'g paminaw wala na sila ganahi kay ganina paman buntag si Ma'am gehapon hangtod afternoon si Ma'am gehapon. So malaay na sila, so mao lang akoang nakita siguro nga weaknesses as a straight teaching teacher."

Primerose

(It is a challenge in my part when my students become bored primarily because I am the only one they see everyday. There is no other teacher here. This is why they reach the point where they are overcome with boredom. They get fed up on seeing me because starting from morning until afternoon, they get to only see my face. That is one aspect of the weakness that I found in straight teaching.)

Another point of concern in straight teaching is the teachers being overloaded with subjects to teach. According to Teacher Primerose, she experienced the struggle of bearing a huge number of subject loads. At the same time, she also has to submit the reports on time.

"...since I'm handling all subject areas or straight teaching, first and foremost jud siguro is subject overload. Subject overload at the same time you have the reports to make and to pass on time..."

Primerose

(First and foremost, since I am handling all subject areas in straight teaching, I view subject overload as one of my ordeals. On top of this, you have to subsequently submit your reports on time.)

With these burdens being constantly faced by the teacher in her line of work, she expressed that it certainly affected her emotionally. She is unable to relax because most of the time, she is occupied into thinking of her tasks that still need to be accomplished.

“...Kay dili jud siya malikayan na ... maapektuhan ang imuhang emotional state of mind kay syempre maghunahuna ka instead of relax ka pero di jud malikayan nga makarela ka tungod maghunahuna naman ka, ug pareha ana emotional state of mind nimu unsa man imuhang ginadaladala tungod ana imoha pagtudlo... subject overload jud siya mao akoang maingun apil nasad siya ang mga reports naku...”

Primerose

(It is quite unavoidable. Your emotional state of mind becomes affected because you have plenty of mental burdens to worry about. You cannot relax because of such. You are overloaded with subject loads on top the reports that I have to deal with.)

Among the struggles that she mentioned, the unforgettable one according to her is when the principal or the officials from the DepEd Division Office conducted a surprise visit on her school to observe the classes there. There were times when she was unable to prepare her instructional materials due to the fact that their visit was unannounced.

“...ang akong unforgettable struggle jud throughout my teaching in higher grade level siguro, surprise visit from the DepEd or the division office or mga principal na mokalit lang ug visit sa amoang eskwelahan and then obserbahan ka. And then obserbahan ka nga ready or not yet ready, then wala ka nakaprepay ug mga instructional materials on that day. Diba mao na siya ... ang struggle nako, dili lang guru sa akoo, siguro tanan teacher na makasinati ug kanang surprise visit from the division office sa Davao del Norte ... Usahay dili magpahibalo para mahibal-an ba nga ikaw nga teacher ready ba ka everyday sa emuhang pagtudlo or dili ...”

Primerose

(My unforgettable experience in teaching in higher grade level is when the division office of DepEd or the principal visits our school unannounced and then conducts a series of observation. There was this time when I had a class observation and I did not prepare any instructional material. I guess it is not only me who gets to have a surprise visit from DepEd, but also the other teachers as well. There are instances when they do not announce their visits to really assess whether you are prepared or not in teaching your class.)

Adaptation and Task Organization as Tools for Coping

Witnessing the struggles embedded on straight teaching in a hinterland school, Teacher Primerose recognized how important it is to be organized and adaptive to changes in the environment or in the area where she is teaching. She highlighted that organizing her tasks minimize her struggles in accomplishing the overloaded duties that were assigned to her. Also, adaptation is necessary for her to survive and continue serving in her chosen professional field.

One thing which the teacher has adjusted herself into was the issue on the varying needs of the learners. As part of her task in the hinterlands, she has to adapt to the unique needs of her learners. Everyday, she has to adjust on how she can satisfy her learners' needs.

“... since nahisgot nalang man pud ta ug mga bata didtoa sa sa bukid, kay na assign man ko sa bukid nga area. Kinahanglan jud nemu siya e-adapt, e-accept and of course ano balancing their learning needs. Balancing the learning needs of the students. So kinahanglan nemu siya e-adapt day by day and then maaccept na nemu siya naturally ...”

Primerose

(Since we have already come to mention that I teach kids in hinterland areas, it is noteworthy to say that you really have to adapt and accept your job to satisfy the students' learning needs. You have to balance the learning needs of the students. You have to adapt and accept your everyday situation.)

In addition, she also applied goal-setting in her tasks. In her notebook, she writes down all the tasks that she has to achieve ahead of time. She writes down the tasks in each subject area that she handles in the class.

“So first, I set goals correctly. So ahead of time naa koy notebook nga ginasulat nako didto unsay angay nakong ma-achieve para kani siya nga subject area o all subject area tama or mahatag nako or matudlo nako ug tama sa mga bata ...”

Primerose

(First, I perform goal-setting. I write on my notebook the tasks that I have to achieve in all subject areas ahead of time in order for me to properly teach the learners.)

On top of goal-setting, there is also task prioritization wherein she views some tasks as urgently needed, while others can still be accomplished later. Depending on the importance or urgency of the said task, it should be done immediately or later on.

"...Ikaduha, I prioritize wisely the task. Ginaprioritize nako ang mga butang sa pagtudlo, especially sa task nako depending on how urgent and how important it is..."

Primerose

(Second is I prioritize my tasks wisely. I prioritized the tasks and items that I need to teach depending on how urgent and important they are.)

More so, preparation plays a crucial role in straight teaching, according to her. All the instructional materials and other things should be prepared already in the weekends. This is intended when surprise visits happen in her area of assignment.

"...prepare the things as early as the day like kana siya ang isa pod jud siya sa factor nga magtudlo ka ug mga higher grade level. Ano siya kinahanglan ready ang imuhang instructional materials bisan pa katong giingon nako ganina magsurprise visit, ana nagabuhat mi ug instructional materials para sa mga bata. So, planning ahead of time and then prepare things as early as the day. So pagkagabie palang or Saturday and Sunday, makaprepare naka sa imuhang ... mga instructional materials para pagka-Monday, you are ready enough to teach another lessons sa imuhang learners..."

Primerose

(You have to prepare all things as earlier as possible since it is one of the important things in teaching in a higher grade level. You have to make your instructional materials ready in advance in case when there are surprise visits from the higher-ups. We create our instructional materials for our learners. Hence, you really have to plan ahead of time and prepare all the necessary things in advance. You have to start your preparations as early as Saturday and Sunday nights. This is for you to have your instructional materials already prepared by Monday. With this, you become ready in teaching another set of lessons to your learners.)

Practices Geared Toward a Learner-Centered Classroom

Similar to the other teachers in the study, Teacher Primerose favorably agreed that the classroom should be learner-centered. Hence, the teaching style of the teacher should be grounded primarily on the attributes of the learners in the classroom. In this part of the narrative, she shared to me her pedagogical practices which are learner-centered in nature.

The above-stated contention is evident as Teacher Primerose mentioned that she always considered the preferences of the learners in her classes. This means that she usually empowers the learners by giving them voices and choices on what they like to happen in the classroom. Moreover, her role is mainly to facilitate their process of learning.

"... I mean teaching style I always considered the learners. So learner-centered ang akoang ginagamit in which I am only the facilitator, giving kids voice or ginahatagan nako sila ug voice to expound or to give their experiences. Also, on how to learn and then choice unsaon nila o asa sila, or asa ang ilang preferences nga mas makatuon ug tarong and then facilitating the learning process. So mao na siya akoang teaching style sa mga bata or sa akong pagtudlo in handling all the subjects areas. Learner-centered akoang ginagamit in which giving the opportunity to the learners choice and voice and kato siya facilitating the learning process of my learners."

Primerose

(I always considered the learners in my style of teaching. This means that I used a learner-centered approach wherein my role primarily is to be a facilitator of the teaching and learning process. I usually give my students experiences and voice to select their preferences in the class.)

In connection, she also frequently assigns hands-on activities to the learners. This is anchored to the teacher's observation that the learners learn better when they perform the tasks. This means that the teacher is adherent to the principle of learning by doing.

"... method in teaching is very important since diria ta makakuha ug unsaon nato pagdala sa atoang mga estudyante ... mas dali sila makatuon, makacatch up sa lesson pag Learning by Doing. Manipulative kay of course dira sila makatuon, so sa method nga ing-ana nga pamaagi hands-on sila ug makakuha jud sila ug learning ana..."

Primerose

(I deem the method in teaching as very essential in handling our students. In my case, I noticed that learners learn well in learning by doing. You have to make their learning hands-on so that they really learn well.)

For example, in teaching Technology and Livelihood Education (TLE), it would be better when learners actually perform and experience cooking dishes, rather than just assign them to watch some cooking videos. Since they are already old enough to know the basics of cooking, they can certainly find meaning and apply the practical experiences that they gain from the class.

"...Sa TLE or sa home economics naa mana siyay unsaon ang paglutoluto so kung patan-awon lang nato sila ug video, unsaon pagluto ani or patan-awon lang nato sila sa books, wala jud silay meaningful learning. So, whereas kung tagaan nato sila ug kanang mga materials since Grade 6 naman sila pwede na sila atong mga ginagmay lang na lutoluto para makabalo sila... ug katong sa may garden. So... meaningful learning kay dili naman nila malimtan kung unsa to ilahang natun-an and then maapply pjud na nila pag-uli nila sa ilahang balay..."

Primerose

(In teaching Technology and Livelihood and Education (TLE) or home economics, their learning would not be meaningful if we only have them watch cooking videos. Since the learners are already in Grade 6, they already know something about cooking and gardening. Thereby, we give them meaningful learning so that they would never forget what they learned and that they can apply this as they go back to their homes.)

The same is also true in the gardening activity which is also done in the TLE subject. Through these activities, students already know what they need to do such as watering the plants and other steps in order to take care of their garden plants.

“... Every morning like for instance maggarden siya ... naa man jud na siya sa TLE ... pag-abot niya sa eskwelahan mokuha na na siya ug butang, nga kabalo na siya mo alaga sa iyahang tanom. Magbisbis na siya ug iyahang tanom, so kumbaga dili na gud siya kinahanglan ug sultian...”

Primerose

(For an instance, in gardening which is normally done in TLE subjects, the students would learn how to take care of their garden plants in school. They would just water their plants without the need for me to tell them to do so everytime.)

In terms of classroom management, Teacher Primerose recognized the necessity of upholding disciplinary action when chaos happens. Hence, the classroom should be organized by some set of rules in order for the learners to be aware on what they should and should not do. By doing these management practices in the class, classroom orderliness and harmonious relationships are maintained and fostered.

“...kinahanglan nimo siya ug disciplinary action jud siya. So akong ginabuhat, bisan pag naa sa chaotic na situation kay di man jud na malikayan, in a classroom setting, nga saba ba naa juy kasaba, naay away, so organization, or being organize, mag-organize ka ug ... mga rules and regulation unsay mga angay ug dili buhaton inside the classroom. So mao na akoang ginabuhat para naay ginatawag na ano harmonious relationship towards my learners ug ... unsaon nila pagdala sa ilang kaugalingon towards their classmates...”

Primerose

(You really need to do disciplinary actions. If things become chaotic, which is inevitable in the classroom setting, you have to organize a set of rules and regulations that everyone must follow in the classroom. That is how I manage the harmonious relationship among the learners.)

As a facilitator, she also discussed that she only let the students act freely in order for them to learn. She introduces various group activities to the learners in order to cater their diverse learning styles as well as to give them their time to shine.

“...as a teacher ... as a facilitator ... ginapasagdaan lang nato ang mga bata how they will learn sa ilahang pamaagi. So ano siya since the same students lang man siya ... I-employ by group discussion and of course variation. Vary class activities to give my students the ability to try another things with different learning styles nga mostrengthen sa ilaha ug pareho bitaw ug learning style or hatagan nato sila ug moment to shine...”

Primerose

“As a teacher and a facilitator, you have to give freedom to the learners on how they learn in class. With the same group of students, you may employ group discussion and other various activities. This is to cater and strengthen the different learning styles of the learners. You give them their own time to shine.)

In support, she gives group activities to the students in random fashion. This is for the students to know more about their classmates. This also prevents the students from getting shy on asking questions to their peers.

“...So kinahanglan nako siya e-employ or gina-employ nako ang kato by group para ano siya kumbaga random groupings para ang mga bata makailhanay... So kadto siya by group para mafeel pud nila nga ilang mga kauban feel to ask question to one another kato lang siya.”

Primerose

“I assign them in random groupings among the students so that they would know more about each other. This would also make them not embarrassed to ask question to their classmates.)

Lessons Portrayed on the Teacher's Experience

When asked about her reflection on her overall experience in straight teaching, Teacher Primerose relayed the plenty of lessons that she has learned. Reflected in her interview responses, she demonstrates the things that she realized as she handled all subjects in a single class section.

One of which is learning the value of patience, preparedness, and optimism. As she contemplated that teaching in this kind of setup is never easy, she remarked that maintaining a positive disposition, open-mindedness, and preparedness greatly helps as she embraces her duties and responsibilities.

"...kinahanglan naa tay patient, prepared ta ug magka-una na siya, bisan paman unsay mahitabo be positive lang gihapon. So mao na akong narealize, nga ang pagpanudlo di jud diay lalim you have to be prepared and be open-minded sa in any situation especially kaning straight teaching kay imuha jud siya tanan..."

Primerose

(We need patience and preparedness so that we would still be optimistic no matter wgar happens. Another realization is that teaching was never easy. You have to be prepared and open-minded in any situation because you only have yourself in doing all sorts of tasks.)

Indeed, she learned through her toiling that acceptance and passion are essential for her. This is because without accepting one's current situation, undertaking her duties would be certainly difficult to embody.

"... my insights is that be patient enough and then be passionate. Kay kung wala kay passion ug wala kay patience sa emung kaugalingon, dili nemu siya madawat, as a teacher, or dili nemu dawaton ang straight teaching kay hunahunaon nemu from eight magstart ang klase up to four o'clock in the afternoon..."

Primerose

(I realized that you have to be patient and passionate. If you are not, then you cannot accept your situation. You will always think of the hassle of going to school at 8 am and ending it at 4 pm.)

So to speak, she summarized that straight teaching is not that easy. Hence, she resolves herself not to give up and continue to be a blessing to the learners.

"...Straight teaching is not easy, never give up, continue what you are doing and then be a blessing to our learners..."

Primerose

(Straight teaching was never easy. This is why you should never give up. You have to continue what you are doing and remain as a blessing to your learners.)

In addition, she shared that she usually listens toward her students' concerns and respond to these accordingly. Whenever the students share their difficulties to her, she attends to these appropriately. As such, she becomes able to foster her relationship toward her students.

"...I should listen to my students' concern and respond to them appropriately. Respond to them appropriately kana bitawng pagnaa silay e-share sa emuha nga naa siyay gekalisdan so kinahanglan nemu siya tagaan ug pagtagad para ma-attain ninyo ang kato naa mayo nga relationship bond sa emuhang estudyante..."

Primerose

(I should listen to my students' concern then respond to it appropriately. If they share their difficulties to you, you have to give them attention. In this way, your relationship with your student fosters.)

According to her, she gets happy when she witnesses her students learn from her teachings. Her willingness to go to school heightens, and she no longer wants to commit absences.

"...pagmakita nimu nga ang bata naay improvement, makita nimu nga ang bata happy sa imung pagpanudlo. Ug makita nimu nga ang bata willing mo eskwela everyday ug dili siya ganahan moabsent... So happy ang mga bata, contented ang mga bata ug dili sila ganahan moabsent kay tungod nakatuon sila sa imuha...."

Primerose

(It happens when you see that the kids have improved and are happy with your teaching. When you witness the learners' willingness to study everyday, you eventually lose the desire to commit absences. I travel to school everyday because I know that my learners feel happy and contented on my teachings.)

Arming Teachers with Ample Learning Resources

When asked about the things that can be improved in her context of teaching, Teacher Primerose openly revealed that books should be provided for the learners and the teachers. According to her, she viewed the additional books and learning resources as a vital support towards the teaching of teachers and the learning of students. By having adequate books, they can easily teach the lessons that are aligned to the most essential learning competencies.

"Maybe I could recommend to DepEd authorities nga since Grade 6 man gud magpait jud mi ug mga books unya ako pajud straight teaching maglisod ko ug pangita asa mani nga lesson"

since ... naa tay ginatawag na most essential competency so kung mao lang jud to atong basehan ug without books. So ang akong recommend siguro provide more resources like books, story books sa akoang mga Grade 6 learners and assistance also for the teachers..."

Primerose

(I guess I can recommend to the authorities behind DepEd to buy books because it is hard to teach and find lessons in straight teaching without these materials. We only have the most essential competencies as our only basis. We do not have books. This is why I would like to recommend to provide more resources like story books and other books for Grade 6 learners. This would also serve as a great aid for the teachers.)

Aside from the provision of learning resources, seminars and workshops are also seen by Teacher Primerose as an essential support that can be provided to the teachers. By allocating these, the teachers may learn strategies on how they can handle the class better.

"...Kinahanglan pa nako ug siguro I recommend also workshop, seminar about strategies..."

Primerose

(I guess I need more workshops and seminars about certain strategies.)

Overall, we have learned that the narratives of Teacher Primerose is greatly similar to the rest of the narratives presented in this study. In her years of service as a teacher, she faced various struggles and victories which gave her lessons and insights about straight teaching. Moreover, she demonstrated her skills in upholding and managing a learner-centered classroom. Also, she coped her way through survival. Before her narrative ended, she stressed the need for the teachers to be supported with learning resources and seminars.

Teacher Constance's Narrative

Initial View on Straight Teaching

For the fifth presented narrative, our attention is directed to the narrative of another teacher whose alias is Constance. During the interviews, she began her storytelling as she highlighted her initial views with regards straight teaching which she has experienced firsthand.

When she was informed that she is assigned to teach in Grade 5 and that she has to handle all the subjects on the particular class section, she felt shocked due to the challenge that the task may present to her. Teaching all subjects is evidently still new to her as can be seen in her interview response.

"... pagkabalo nako na Grade 5 ko, unya ako magtudlo tanan subjects mura ko ug...naluya kadali kay ha?! ako magtudlo ani tanan ana?"

Constance

(Upon being informed that I have to teach all subjects in a Grade 5 class, I was shocked.)

When asked on how she perceived straight teaching in its core essence, she bared all the weaknesses that she observed from the particular teaching arrangement. She recognized that she has to prepare multiple strategies since she is only the one who will handle and teach all of the subjects to the learners.

"...para sa akua ang weaknesses sa straight teaching is that ... kailangan nimu magprepare ug daghan kaayo nga strategies, different strategies kay tungod magtudlo ka ug lahi-lahi na subjects na ikaw mismo magtudlo, ikaw lang isa..."

Constance

(In my opinion, the weakness of straight teaching is that you have to prepare plenty of different teaching strategies. This is because you are teaching different subjects on your own.)

According to her, the good thing about straight teaching is that she is entitled with the freedom to decide on how and when she can teach the subjects. Since she is the only one who is assigned to undertake the task of teaching her learners in a single class, she has the liberty to teach subjects which she intend to teach on this day and on the succeeding days to come.

"...pwede ka makabuot kung unsa imuhang ways kung para sa kana nga day matudlo... intended ana nga day. Kung dili kaya so pwede pud nimu siya ugma na pud ang uban ... kay ikaw lang naman mismo ang magtudlo ana nga subjects para sa imuha mga pupils, wala man lain teachers ..."

Constance

(You have the freedom to follow your way of teaching intended on a specific day. If you could not finish some subjects, then you leave the rest for tomorrow. This is because you are the only teacher who will teach your pupils. There are no other teachers out there.)

Knowing that she is alone in this hefty teaching task she has to accomplish, straight teaching is said to involve plenty, long, and challenging teaching preparation. She has to make multiple lesson plans, since she is dealing with all the subjects in a single class.

“...para sa akong dili siya sayon tungod kay naga-teach ko ug dili lang isa ka subject kundili tanan na subjects jud dapat akoang i-tudlo sa mga bata. So ang akong preparation is taas-taas dapat kay tanan subjects man akong itudlo sa ilaha ... naay times pud nga lisod pud siya i-handle tungod kay labi na maghimu ug lesson plan dili lang man isa lang ka subject akoang himuan kundili tanan jud subjects...”

Constance

(For me, it is not easy because you are teaching all subjects to your learners, not just one subject. I must have a long preparation because I am teaching all of the subjects. There are times that it is difficult to handle because you have to prepare lesson plans in all subjects.)

Job Sacrifices and Troubles Encountered

Coupled with being a teacher in this context are the sacrifices and troubles that the teachers have to hurdle over. This is evident as Teacher Constance bared her challenging experiences as she embodied straight teaching. Let us take a look on her interview responses which reflect her core narratives.

According to her, straight teaching is not that easy. When instances occur wherein the learners still do not understand the topic or subject that is being discussed, she has to allocate extra time until the learners demonstrate their understanding of the lesson being tackled.

“...dili siya easy tungod kay naay times nga uban mga bata dili pa kasabot sa subject or topic nga ako i-tudlo so kailangan ko mag-extend ug time ...”

Constance

(It is not easy because there are times when some kids could still not understand the lesson, and you still have to extend you rendered time.)

Definitely, the experience of straight teaching is not that simple. From the lens of Teacher Constance, she revealed that she had to continuously teach the learners throughout the day. She has to catch up with the lessons and she could not afford to take a break.

“...So dili pud siya dali, kapoy pud siya usahay kay murag straight jud ... naay times nga dili nalang ka magbreak ana kay apsunon pud nimu imung lesson...”

Constance

(It is difficult and exhausting because there are times that you have to skip taking breaks and continue teaching because you are aiming to complete teaching all the lessons.)

In relation, there are times when she failed to teach some subjects within a day. In order to resolve this, she teaches the missed subjects on the following day. Since not all learners can immediately comprehend the topic being discussed due to their diverse capabilities, Teacher Constance takes her time in teaching her learners.

“...ginabuhat pud nako ang akoang makaya nga kadtong subjects nga wala nako natudlo ana nga day, akong siyang matudlo on the next day kumbaga akong siyang ginatunga kung kani siya nga mga subjects kung dili makaya karon ug tudlo so on the next day, i-tudlo nako siya kay dili man tanan learners man makasabot ug dali sa lesson kay lahi-lahi man sila ug capabilities ...”

Constance

(What I do is that I leave the other untouched subjects for the following day. I just divide the time for subjects accordingly. This is because there are learners who could not easily grasp the lesson. They have different capabilities.)

Moreover, another obstacle which she has faced in teaching service is the surprise visit of the monitoring team. She considers this as highly unforgettable. At this point, she saw that her class was all over the place because she does not know anymore what to do.

“...naa koy naexperience nga pinaka-unforgettable para sa akong is kadtong naay nibisita sa classroom nga nasurprise kog pinakalit. Akoang mga pupils naay uban nagkagubot, so para sa akong murag ko ug wala ko kasabot kung unsa akoang himoon...”

Constance

(There is this unforgettable experience when there was a surprise classroom visit by the higher officials. My students that time were all over the place. That time, I was so confused on what I should do.)

In times like this, she stressed that teachers like her should be always ready and prepared. This is because there is no way for them to know when is the next visit of the monitoring team. As she considered the surprise visits as quite unforgettable for her, she learned that she has to be ready the next time around.

“...So dapat as a teacher prepared jud ka kay naa juy times nga naay mubisita sa emung classroom mutan-aw, mo-observe. So dapat all the time dapat ready jud, dili kay magpanic

naka kay wala naka nakabalo kung unsay buhaton. So dapat ready all the time so mao jud to ang pinaka-unforgettable nga nahitabo nga wala man lang ko nakaprepay nga naa diay me bisita pero atleast charge pud to sa experience so next time kung naa may-ingun ana dili lang pud magsalig nga wala bitaw mo bisita karon so dapat everyday jud all the time ready jud ta as a teacher."

Constance

(That is why as a teacher, you have to be always prepared because there are really times when surprise classroom observations happen. You should be prepared and avoid getting panic. It is quite unforgettable for me when they surprisingly visited the classroom. I took it as part of my experiences in teaching. This is when I thought that next time, I should not be complacent that there would be no surprise visits. I have to be prepared everyday because it is part of my duty as a teacher.)

On the other hand, she noted that there are instances when she was forced to teach certain subjects. Since she has to teach all subjects on her own, she highly recognized that she has to handle some subjects which even she is not good at.

"... in straight teaching man gud, dili ka pwede mag dili di ba? Bisan...dili kayo ka hawod ana nga subjects ... magtudlo jud ka dapat ana ..."

Constance

(In straight teaching, you cannot refuse to teach some subjects. Even when you are not an expert on a particular subject, you still have to teach it.)

Being bombarded by these undesirable experiences, there are times when she feels discouraged. In the interview, she expressed her envy towards those high school teachers who do not need to teach all subjects.

"...dali raku maweak... maka-ingun pud ko na maayo pa ... ang uban teachers kay dili tanan subjects ang ginatudlo kumbaga naga tunga tunga sila labi na sa highschool tapos ..."

Constance

(I easily get discouraged. There were even times when I felt envious of other teachers who no longer need to teach all subjects, especially the high school teachers.)

Aside from discouragement, she also expressed that there are times when she easily gets irritated. She immediately loses her temper especially when her pupils become quite chaotic.

"...tapos naa poy times nga dali raku masuko, mahurot akong pasensya... labi na akong mga pupils nagkagubot na... dili naku ka kabalo kung unsaon naku paghandle..."

Constance

(There were also times when I got easily irritated. I easily lose my temper. This is true especially when my students get chaotic and I do not know anymore how to handle them.)

Preparation as a Coping Strategy

In view of the struggles which she confronts in her daily endeavor as a public school teacher, Teacher Constance conveyed her accounts on how she coped and survived. Thematically, she viewed preparation as a very essential coping strategy in the field of teaching. Below is a portion of her narratives which highlight her ways of coping on her situation.

Her first coping points to the idea of dividing the subjects that she handled within the day. Knowing that her learners are not uniform in terms of their aptitude for learning, she intends only to teach a specific number of subjects to them within the day. In this way, her learners will not also feel stressed in the process.

"...ako ginahimu pud, mao to dili tanan subject ako ginatudlo ... Kay dili man parehas pangutok akon mga estudyante, so naay uban na dali lang na nila macatch up ang lesson, naa pud uban na dili. So ako ginahimu, ginatunga nako ang subjects, kani lang sa ako itudlo sa ilaha ... dili pud hago ang ilahang pangutok ..."

Constance

(What I do is that I do not teach all the subjects in one time. This is because I am aware that my students are not alike in terms of their capacity to think. There are others who can easily learn the lessons, while there are some who cannot. This is why I divide the subjects. I intend to teach a certain number of subjects within one day. This is also for the students to not get stressed.)

This only means that she has to prepare for all the subjects that she has to teach in her single class. Beforehand, she conditions her mind to master all the lessons as well as ensures that she has already finished making her lesson plans. She starts from one subject then proceeds to the next one.

"... Ang akong ginahimu in teaching all the subjects is that kailangan jud ko magprepare kay tanan subjects man akong ginatudlo... Dapat matun-an nako ni siya ma-studyhan then kung ok

na naa nakoy lesson plan ... activity then proceed na pud sa other nga subjects. Then pag-okay napud proceed napud sa another subjects."

Constance

(What I did in teaching all subjects is that I have to prepare everything. I have to master this. I have to set the lesson plan and activities in one subject then proceed to the next one.)

Aside from such idea, she also told me that she searches for other activities over the internet. She sees to it that her class should not be just limited to pure discussion. This is why she searches ideas over Youtube and other online platforms.

"... mangita pud ko ug other activity sa internet nga puwede nako siya ma-apply pud sa mga bata nga dili lang purely discussion lang ang mahitabo... gina tan-aw sa mga Youtube or mga other features..."

Constance

(I also search for other activities on the internet that I can employ in the classroom. I do not only settle for a mere discussion. I watch Youtube or other videos for reference.)

Apart from discussing the pedagogical aspect of her teaching, she was also cognizant of the fact that classroom management is equally vital for her usual consideration. To manage her class, she guarantees that she has already planned everything starting from the beginning until the end of her classes.

"...classroom management is vital. So kailangan jud na siya studyhan... before jud magsugod ang klase is that ... nakaplano na ang tanan or naka build-up naka tanan ug unsaon nimu paghandle ang scenario para sa mga bata pagbefore, during, and after the class..."

Constance

(I recognize that classroom management is vital. I have to master this as well. This is why before the classes start, everything should be planned well already. You should be prepared on how to handle classroom scenarios before, during, and after the classes.)

Remarkable Teaching Practices in Focus

Going back to the pedagogical side of the experience of the selected participant, Teacher Constance has openly shared some of her teaching practices. She remarked that her teaching practices are mostly non-conventional wherein she mostly facilitates the classes. Her activities are highly hands-on. Likewise, she takes advantage of group activities to foster learning among her pupils.

For those learners who are still dependent and whose needs are diverse, she employs differentiated activities. This is to create balance in terms of the learning processes of her students. She gives a set of different activities for brilliant students so that they will not get bored in the class. Other students were also provided with another set of unique tasks in the classroom.

"...So kadtong mga dependent jud nga mga pupils, so akong ginahimu is that magcreate ko ug varied or different activities para sa mga nagkalahi lahi nga pupils nako... So lahi tong activities nga para sa mga sa mga bright students tungod kay kung hatagan sad nimu sila ug dali lang pud nila mabuhat kumbaga boring na para sa ilaha murag dili na challenging para sa ilaha, tapos kung hatagan pud nimu ug lisod na mga buluhaton ang mga dapat balance gihapon ang imuhang paghatag ug activities para sa mga pupils nga naay lahi lahi nga pagtulun-an ..."

Constance

(To those pupils who are still highly dependent, I create various and different activities because all of my students are different. There are specific activities for brilliant students. This is for them to not get bored in the class because they might perceive the activities as less challenging. Regardless, you must still give balanced activities to different kinds of students in different subject areas.)

Since her learners are indigenous students, it is also noteworthy to consider that there are certain activities which are not applicable or suited to them. As such, she devise activities in order for her learners to understand more easily the lesson. She also does this to boost her learners' interest toward the class.

"...naa poy uban na mga activities nga dili haom sa ilaha. So kailangan nako mag innovate ug other ways or other strategies nga mas makasabot sila ...kadali maka catch-up kay gamay lang man ilahang ... span ... so kailangan jud nako mag invent...other ways nga maboost ilang interest..."

Constance

(There are activities that are also not suited to the learners. In this case, I have to innovate and find other ways or strategies in order for the students to easily understand and catch up with the lessons. This is because some students have short attention span. That is why you have to find other activities to boost their interest.)

Apart from the mentioned practices, she also takes advantage of the benefits of using group activities. As such, she lets the students operate in groups wherein they can brainstorm their ideas about the lesson being tackled. After which, a representative from each group will share their collected ideas to the class.

"...as a group diba, ginagroup naku ang mga students then ginatagaan naku silag time nga makabrainstorm sila, makahatag sila sa ilahang mga ideas then after ana magchoose ko ug representative para maghatag sa ilahang mga nabrainstorm nga mga ideas then i-ingun nila ni and then pagkaclass para madungog pud sa uban nila nga mga classmates kung unsa ilang ideas nga nahatag or nabrainstorm ingon ana..."

Constance

(In groups, the students would be allocated with time to brainstorm ideas. They choose one representative in each group to share to the class the ideas that they have come up along the brainstorming session.)

Indeed, innovations in terms of the strategies and activities should be welcomed in the classroom, according to her. As part of her teaching strategy, she introduces the activity "think, pair, and share" to the learners wherein they are divided by pairs to share and process their ideas. Afterwards, the pairs will relay their ideas in front of the class.

"...So in teaching jud dapat ang teachers jud is very innovative... dili lang isa ka strategy ang atuang pagahimuon or pagabuhaton. So daghan jud ug mga preparations nga I prepare, mga strategies para ang mga bata pud malingaw. So one of my strategies that...ila ginatawag nga Think, Pair, Share ... So kana sila na strategy, ginagroup nako na sila ... by two... tapos for example naa ko ihatag na problem para sa ilaha so ang ilahang pagahimuon is magtinabangay sila sa iyahang pair, maghatag sila ug mga ideas then afterwards, kung maka consolidate na sila sa mga ideas nila, kinahanglan sila magshare sa front sa ilaha mga classmates. Kadto pud ilahang mga classmates makakuha sad ug ideas gikan sa ilaha..."

Constance

(The teachers should be very innovative. Hence, we should not only settle with one strategy. I have to prepare more strategies for the students to have fun in learning. One of my strategies is what we called Think, Pair, and Share. In this strategy, I assign the students by pair. I present them a specific problem. Based on such problem, they help each other to provide ideas on how to solve this problem. Afterward, they consolidate their ideas. Then, they share their ideas in front of the class. In this way, their other classmates would also get some ideas from them.)

According to Teacher Constance, the good thing about the above-stated activity is that learners would have more fun while they are learning. They would not just passively receive the information, since they would actively interact more with their peers while they learn. For the same purpose, she also introduces games to make her class more interactive and fun.

"...naa poy ginatawag na...fun in learning, kumbaga dili lang more on passive ang mga pupils, nga ikaw lang perme maghatag ug mga informations sila tigdawat so ing-ana walay interactive na mahimo ... I mean interaction. So ang akoang ginahimu, ginahimuan nako ug fun games ang subjects para sila pud maka interact so ginahimu nako is through games. So while learning naga-enjoy sad sila so dili lang enjoy kundili fun while learning sad sila ug naa sad sila nahimu nga interaction..."

Constance

(Learning should also be fun. It should not be passive wherein all you do in the class is to pass on information and then the students will receive it. It should be interactive. This is why I include fun games in teaching all subjects. This is also to make a way for them to interact while they are playing games. In this way, they are not only learning, but they are also enjoying and interacting with their classmates.)

Another notable response she left in the interview is about her thematic teaching style. Using this style, she is able to make use of the diverse learning capabilities and multiple intelligences of her learners. Through this, she makes the students more interested on the lesson being presented in the class.

"...sa akoo is kana bitawng ginatawag nga thematic teaching style... Kumbaga I use that teaching style because I have different learners, nagkalain lain nga learners nga akong ginahandlelan. So, I make sure nga magamit naku na para tanan naku learners bisan nagkalahi lahi sila ug learning capabilities maboost pud ilang interest sa lesson or sa klase... syempre kay lahi-lahi man atoang mga estudyante labi na kay lahi-lahi ug multiple intelligences."

Constance

(There is also what we called thematic teaching. I use this particular teaching style because I handle different kinds of learners. I make sure that I use this kind of teaching to cater to the different learning capacities of the students. This would also boost their interest toward the lessons. This is because we all know that our students have multiple intelligences.)

For the last teaching practice that she shared, she gave emphasis on what she does which is to focus more time on the lessons that are difficult to her learners. Conversely, she also does not dwell much on the lessons which are easily grasped by the class.

“...para dili pud siya makasayang ang time akong ginahimo is ... nagfocus ko didto sa lessons nga lisod para sa ilaha. So for example kung kani siya nga lessons is dali lang nila macatch-up so dili na naku siya more on i-elaborate pa or magstay pame ana... for example, Math diba more on solving man jud na siya... So maghatag jud ko ana ug taas-taas nga time bahala na ug makuhaan naku tong time sa uban subject as long as kana siya nga mga subject pud is dili siya ma-left behind...”

Constance

(To be more time-efficient, I focus mostly on the lessons which are difficult for the learners. When there are easy lessons in which students would easily learn and master, I do not dwell much on these. For example, in Math classes, I dedicate more time since this involves more problem solving. It does not matter if it consumes the time for other subjects as long as no students would be left behind.)

Lessons Gained from Teaching

By having experience in straight teaching, she held with her the lessons she gained and attained through the course of time. She recounted her success in the field, and she also contemplated on the realizations and insights she encountered along the way.

For an instance, Teacher Constance managed to figure out what is success for her as a teacher. She said that success only happens when the learners are able to learn and manifest good results. It is when she is able to instill the information to the learners through her sheer efforts.

“... akoang stories of success naku nga makaingun jud ko nga nga successful jud siya para sa akoo, sa klase naku is makita na naku akoang mga pupils or learners na nakalearn sa lesson, nga naa jud siyay good result nga sa emung pagpaningkamot nga mainstill nila ang butang, ang mga information para sa ilaha...”

Constance

(My own story of success is when I see my learners learning the lessons. It is when good results show from my dedicated efforts in instilling information on their minds.)

Another insights which she shared is the obvious fact that teaching all subjects was never that easy. Given this, she gives the advice to teachers to not give in to challenges and find ways that they can use to educate their learners.

“...mashare lang naku is that dili dali maluya kung ... magtudlo ka sa tanan subjects of course maingon pud naku nga dili dapat maggive up kay tungod kay daghan kaayog ways nga puwede nato magamit para sa mga bata...”

Constance

(What I can share is that they should not give up and get easily discouraged in teaching all subjects to our learners. In fact, there are plenty of ways that we can use on teaching the learners.)

More so, she emphasized that teachers are not only teaching one pupil in their class. Hence, she deems it important that teachers should innovate in order for everyone to catch up to the lessons. Teachers should not only look for the brilliant pupils. Instead, she should look after the welfare of everyone.

“...kabalo ka na dili kaya sa isa ka bata nga ... mag-apas sa lesson, so why not innovate other ways nga tanan sila makasunod sa leksyon dili lang tong mga bright or mga smart nga pupil...”

Constance

(When you know that the learner is having a difficulty in catching up to the lesson, then you have to innovate your ways of teaching. You should not only look after the brilliant pupils. You need to prioritize the others to catch up to the lesson.)

Call to Support Teachers in the Area

In the last part of Teacher Constance's narrative, she expresses her call for the authorities to support the teachers who are serving in the areas similar to her assigned location. She verbalized that they should be supported in two ways: providing them seminars and hiring more teachers to diffuse the overwhelming subject loads.

First, she regarded that providing teachers a number of seminars would be helpful on their part. By being provided with seminars or webinars in this time of pandemic, they would be able to discover more techniques and strategies on how they can teach their learners in the context of straight teaching.

“...kailangan jud naku makaseminar pud or especially sa mga seminars nga makatabang pud sa paghandle sa mga pupils naku labi nagtudlo kog tanan subjects. Mao nang kailangan pajud naku ug mo go beyond ... mo discover ug lahi pud nga strategy nga katong strategy nga akoo nang nadiscover or mga techniques nga nadiscover na naku mas maimprove pa naku siya, mas naa pay dagdag nga strategies nga akoang madiscover pud nga mahatag naku sa mga sa mga

learners naku. So para jud sa akoo no maka-attend pud ko ug mga seminars, mga webinars karon especially nga naa ta sa pandemic. So mga seminars nga kana siya makatabang pud na siya para mag-add ug another techniques sa pagtudlo sa mga bata."

Constance

(I really need to attend seminars to be aided on how to handle my pupils and teach all their subjects. As such, I need to go beyond and discover certain techniques and strategies to improve and discover more on what I can give to my learners. I need webinars in this time of pandemic so that I can be aided on learning techniques on how I teach my learners.)

Second, she also recommends the addition of teachers in the Department of Education (DepEd). According to her, this would help them ease their exhaustion in service, as they get more teachers who can handle the other subjects that they are teaching. Through this, no more teacher will be compelled to teach and handle all subjects within the class.

"... akoang marecommend sa atoang DepEd authorities... kung puwede lang... madagdagan ug teachers. Magdagdag pa sila ug teachers, maghire pa sila ug teachers kay para pud ang lessons or kumbaga ang subjects, I mean mahati pud sa uban teachers dili lang kay isa lang ka teacher magtudlo sa tanang subjects... Dili loaded kadtong nagdala ug tanang subjects so makuhaan ang amoang ... kahago..."

Constance

(What I wanted to recommend to DepEd authorities is to add and hire more teachers. This is to divide the lessons and subjects to other teachers, unlike when there is only one teacher who teaches all subjects. In this way, we will not be loaded with all subjects. Our exhaustion will be thereby lessened in the process.)

Looking back, we have managed to grasp a glimpse on how Teacher Constance immersed herself on the experience of teaching all subjects within an IP class. Like the other teachers, she was introduced to certain challenges which taught her lessons. She also coped her way through survival by employing innovative teaching strategies and preparing her tasks from time to time. She also expressed her call to support all teachers in the area by providing them more seminars as well as hiring more teachers who will serve as their reinforcements in the field.

Overall, we can see that the narratives of Teacher Jisoo, Teacher Amie, Teacher Jona, Teacher Primerose, and Teacher Constance were highly similar. When viewed together, they shared similar experiences and insights in straight teaching. This is evident as their compared narratives bore the following themes: (1) common challenges in straight teaching; (2) ways of coping in straight teaching; (3) application of non-traditional teaching practices; (4) application of classroom management practices; (5) lessons and insights gained from straight teaching; and (6) the need to provide support to the teachers who handle all subjects in a single class.

DISCUSSIONS

This chapter dealt with the discussions in describing the narratives and experiences of teachers who employed straight teaching. Also, the different insights as well as the lessons shared by the key participants were mentioned in this chapter. It should be noted that the narratives given by Teacher Jisoo, Teacher Amie, Teacher Constance, Teacher Primerose, and Teacher Constance were closely similar to one another. More so, this chapter contained the sections for implication for teaching practices, recommendations for further research, and concluding remarks to culminate the completion of this research endeavor.

Accounts on the Experiences of Teachers Who Handled All Subjects in a Class

Teacher Jisoo's Narrative

The first narrative was given by Teacher Jisoo during my interview with her. At that time, she openly described her various experiences in straight teaching. Her narratives started with the common challenges and frustrations which she encountered in her teaching service such as the overwhelming number of subjects that she taught, learning all subjects on a weekly basis, struggles in time management and many more.

Pieces of literature overlapped with the mentioned finding. As stated by Joyce (2014), straight teaching entails a series of challenges to the teachers. It is normal considering the fact that the task itself constitutes to a great number of demanding duties that need to be embodied and fulfilled by the teachers. Hence, frustrations are inevitable when teachers are immersed in a straight teaching context.

In support, in another literature, it was opined that departmentalized faculties bring benefits to the teachers. This is because departmentalization allocates teachers with reduced workload, higher morale and more time to prepare quality lessons in their classes (Strohl et al., 2014; Brobst et al., 2017). Evidently, these things are not found in non-departmentalized faculties such as those teachers assigned to do straight teaching.

Teacher Amie's Narrative

The second narrative talked about the experiences of Teacher Amie in straight teaching. Like the rest of the teachers invited in this inquiry, she also described her difficult experiences from her point of view. She bared that she was surprised at the time that her teaching task was delegated to her. She never expected that she had to come across with various geographical, logistical, and teaching-related ordeals to survive.

First, she shared that she encountered being bombarded with various non-teaching responsibilities in straight teaching. Affirmatively, this reality has been documented in literature wherein a news article revealed that a union of public school teachers in the country have clamoured on how the Department of Education (DepEd) has been nonstop in giving them non-teaching tasks, on top of their teaching duties in schools. Examples of these include the Results-Based Performance Management System (RPMS), Daily Lesson Logs (DLLs), and other reports (Tomacruz, 2018).

Second, she also mentioned that due to these tasks which she has to accomplish, she experienced immense amount of stress in her job. To support this, the study of Cox (2016) bared that teachers who teach all subjects within a class face a lot of stress. In fact, this becomes the antecedent for many teachers to leave their chosen profession. Definitely, teachers have to be cared for, since they are the powerhouse of our education system.

Teacher Jona's Narrative

For the third narrative, we have viewed Teacher Jona's story which also delivered many revelations about straight teaching as well as points that need to be pondered upon by the concerned authorities. She has encountered challenges in teaching as well as difficulties in rendering her service in the area where she is assigned. Teacher Jona highlighted some of the common difficulties which she confronted in teaching in an IP school, wherein she handled all the subjects in a single class.

She noted that she worked in an area which is deprived of electricity. This posed a major problem on her teaching efforts, knowing that technology became a driving force to propel education toward the learners' minds nowadays. In connection, Jackoski (2013) discussed the similar event in Sudan wherein 90 million of learners are suffering in energy poverty. This means that classes in the particular country have to be delivered without televisions, computers, internet, and other technologies which need electricity to function and operate. Correlatively, this has impacted their academic performance to a critical degree.

In view of this dilemma, Teacher Jona also shared that she learned to use localized materials to compensate for the lack of technologies and resources for teaching. In relation, Paas (2016) detailed that the innovation of materials localization is also seen in Cordillera Region wherein learning resources are also scarce. The good thing in this strategy is that it does not only provide alternative resources for learners, but it also helps them relate well and find meaning on the lessons presented to them in the class.

Teacher Primerose's Narrative

The fourth narrative was centered on the story shared to me personally by Teacher Primerose. Similar to the other teachers, she also expressed her frustrations over the ordeals that she has to face in straight teaching. Aside from the other difficulties conveyed by the other teachers invited to participate in this study, she mentioned that it is noticeable in straight teaching that the learners easily get bored and lose motivation during the class.

With respect to the available literature, a similar finding was also gleaned. According to Adusei and Sarfo (2015), the same observation was found in a classroom with only one teacher who teaches all the subjects. Students lose the enthusiasm in the class as they feel bored to see the same teacher throughout the day. There is monotony in the class which leads to their decreased levels of motivation.

Given this, there is a need for Teacher Primrose to step up her game. As such, she viewed that it is important to give learners different yet interesting activities in the class. In connection, Allred (2018) cited that giving interesting, engaging, and relevant activities in the class arouse the interest of the learners. When this happens in the class, students get motivated to participate in the lessons.

Teacher Contance's Narrative

For the fifth narrative, we witnessed Teacher Constance's story as she immersed herself in straight teaching. Similar to the rest of the teachers, she shared with them the common plights that she has to face in her teaching service. She bared that among these experiences, what struck her was the fact that she was forced to teach subjects which she is not that confident to teach to the class.

In view of the available literature, it was explained that this is very normal in the context of straight teaching. In fact, Adusei and Sarfo (2015) supported that teachers assigned to do straight teaching is pressured to develop mastery of all the subjects that have to be taught to the learners. The crisis arises as the teachers have to be proficient in all subjects, including those subjects which they do not personally favor with.

Certainly, teachers have to develop the skill to master all subjects. This serves as their prerequisite to operate optimally in a teaching situation. More so, it does not only end there as they also have to teach these subjects with skill and proficiency. After all, learning a subject is a different story from teaching a subject (Minnot, 2016).

Shared Lessons and Insights Regarding the Experiences in Straight Teaching

Teacher Jisoo's Narrative

Teacher Jisoo apparently admitted that doing straight teaching is quite challenging and exhausting on her part as a teacher. Admittedly, the experiences she had also taught her many things. Upon pondering on her experiences through all these years in service, she shared her realization that all of the difficulties made her develop her passion towards teaching and nurturing her pupils.

A literature related to teaching passion connects well with the above-stated insight. According to Mart and Deniz (2013), passion stimulates the enthusiasm of teachers to continue despite the challenges that she has to face in service. The passion of teachers creates ripples of effect in the classroom which certainly affects both the learners and the teachers. In one way, the learners become more interested to invest their efforts in the class. On the other way, the teacher becomes invigorated to teach and to inspire learners.

In support, Serin (2017) reinforced that passion makes a way for effective teaching in the classroom. Hence, it is considered as highly indispensable in the classroom. This is due to the fact that it builds desire and enthusiasm on the part of the teachers. Moreover, passion opens up opportunities for the teachers to discover the full potentials of the students.

Teacher Amie's Narrative

Not far from the narratives of the other teachers, Teacher Amie also expressed her frustrations about the ordeals that she has to undergo in straight teaching. She witnessed both struggles in teaching the learners as well as in surviving the area where she

is assigned to teach. Nonetheless, her plights made her realize something. Out of all these experiences, she had an insight that the difficulties she faced is part of her sworn duty which is to teach the learners.

Normally, part of the teachers' job is to ease the pressure on their job while they deliver well in the class. Aside from their obvious role of teaching, they are also tasked to make the learning in the class fun and active. Their responsibility is to make a classroom the welcomes diversity, liberty in learning, as well as an environment where learners feel safe to study (GamaLearn, 2017).

Hence, in a summary, teaching is regarded as a noble profession. It is not just a job that is to be underestimated because of the difficulty of its workloads and the salary that it entails. Part of the teachers' duty is also to ensure the formation of the learners. This only means that their self-fulfillment lies on how well their students will fare in class as well as in life (Rayan, 2019).

Teacher Jona's Narrative

Apart from the other teachers, Teacher Jona has also imparted her insights about her experience in straight teaching. Mostly, she shared the similar realizations with the other teachers in the study. The most prominent insight she gave was the need for the teachers whose case is similar to her to be provided with trainings and seminars on straight teaching, not just those trainings that are not tailored to their needs.

Parallel to the cited literature, Markworth et al. (2016) supported the contention that expert training should be given to teachers who are in duty. Further, they added that the trainings should be focused on profound knowledge about the content and pedagogy. This is for the teachers to be prepared on how they teach the learners in the field.

Similarly, Barber (2015) opined that teachers should be generally trained for them to be equipped with the skills to teach learners. This is true because learners are highly diverse in terms of their preferences, needs, and abilities. As such, training on differentiated instruction should be considered to contribute to the formation of trained teachers.

Teacher Primerose's Narrative

Realizations have also poured on Teacher Primerose's mind. This is the result of her years of experience being assigned to do straight teaching. Among all the insights which she openly shared to me, the most notable one is the need to support teachers whose circumstances is similar to her. According to her, one way of to support the teachers is to provide them with sufficient learning resources.

In connection, it is said that teaching has far transcended the traditional use of chalkboard, textbook, and teacher talk to deliver lessons to the class. Today, teaching has changed alongside the introduction of modern technologies which makes teaching more engaging for the learners and convenient for the teachers (Bušljeta, 2013).

In this regard, learning resources serve as the teachers' extended instruments for the teachers to teach and to continue their professional development. They can use these resources to deliver learning to the learners with ease. Using books and journals relevant to their teaching assignments, their job as teachers improve in a significant extent (Ross, 2017). The bottomline is to support the teachers to grant them access to these useful materials to enable them to function more optimally in the field.

Teacher Constance's Narrative

Teacher Constance has also held her views about straight teaching to a certain extent. Similar to the other teachers, she gave strong emphasis on the need to departmentalize the faculty of teachers in her area. According to her, this can be done by hiring more teachers. In this way, teachers who do straight teaching would no longer experience the exhaustion and burden of teaching all subjects. She directed this request specifically to the officials of the Department of Education (DepEd).

The plea of Teacher Constance is understandable, given the fact that literature has posed possible benefits which departmentalization can bring to the faculty members. It is said that departmentalization allocates teachers with reduced workload, higher morale and more time to prepare quality lessons in their classes (Strohl et al., 2014; Brobst et al., 2017). Given this fact, this confirms the claim of Teacher Constance that their workloads would significantly decrease, only if departmentalization happens to their school.

Moreover, having more teachers also include more advantages than one seems to see in the context of Teacher Constance. According to Chen (2020), having more teachers would be helpful for the teachers in the area and the students. This helps the teachers since their workloads are lessened and lightened to a large extent. Moreover, it helps to have more teachers in duty because learners would learn more things from more than one teacher.

Implications for Teaching Practices

My interviews with the participants helped me a lot in understanding the varying experiences and views regarding the phenomenon of straight teaching. Hence, it is now time to use this understanding to provide wisdom and enlightenment on how the teaching conditions of the invited teachers can be improved. In this section, discussions are divided among the persons or entities which may find this study beneficial in the future.

First, to the teachers, the study has produced rich implications which may help them cope and survive in the teaching field. The study has found that preparation, organization, and time management have become useful among the teachers as they brave the challenges that they face along the way. As such, other teachers may consider emulating these ways of coping in order for them to continually stay, survive, and find happiness in the teaching profession.

Moreover, it was found that teachers manifested various teaching strategies that they utilized to teach their learners. They all agreed that employing differentiated activities, group works, and fun-filled tasks helped them gain more useful results in their teaching efforts. In the same manner, other teachers whose context is similar to the teachers featured in the study may also learn from their examples and teaching techniques.

Other than that, it was gleaned that certain resources such as electricity, technology, and internet connection are not present in the area where the teachers are assigned to teach. Knowing this, it is highly encouraged that other teachers with similar cases may become resourceful in finding other alternatives to provide for the learners' need of resources. In this study's case, teachers mentioned that they localize the materials since their students are mostly aboriginal by origin.

Further, it was also uncovered that teachers had a hard time balancing between the supposed schedule for teaching the lessons and the learning pace that their learners can only attain. In this regard, teachers may devise other ways for them to strike

balance between the two. Teachers may simplify the lessons in order for the students to easily catch up with the lessons. Another is to dedicate more time on the more difficult content, while allocating lesser time for the easier ones. This is to help the learners catch up quickly to the lessons.

It was also mentioned in the study that straight teaching entails a volume of frustrations and exhaustions among the teachers' path. In this regard, other teachers may reflect on how the teachers in the study coped their way through these negative emotions that they faced. Teachers may take occasional rests and consider their learners as their source of energy and motivation to continue. Indeed, this line of work requires love and passion towards one's duty. Hence, teachers are encouraged to be more patient and to always remind themselves why they started wanting to teach.

In terms of classroom management, it was also found that the teachers have favored a learner-centered classroom wherein the students are entitled to voice out their opinions in the class. To add, the teacher also maintains discipline and exercises her authority, so that the students' behaviour would be easily manageable. In the same manner, other teachers are also advised to practice the modern strategies in managing the classroom. In this way, a classroom that is conducive for learning is enjoyed by all learners in schools.

Likewise, the study has also brought to the fore the idea of seeking support from one's colleagues in schools. As what the teachers have said, they are never alone in their journey. They have their peers whom they can confide their sentiments and victories confidently. Given this, the study implies that other teachers can also look for support from their companions in the workplace. Hence, stress should not be bottled up, but it should be shared to others so that it would not consume them from within.

Another notable idea is the importance of Divine Providence in this line of duty. Being aware that straight teaching is never an easy task to embrace with, it is definitely important to have a strong spiritual constitution in order to face the challenges with trust and confidence to Him. Hence, other teachers are also welcomed to seek favor and strength to God, as spiritual strength is also another asset which they can depend upon in times of crises and trials in the field.

Second, to the school heads and principals, the study also implies that extended consideration should be given to the teachers assigned in the hinterlands. This is due to the fact that it was found in the study that surprise visits by the school officials have largely left an indelible scar on the teachers' memory. With this in consideration, the school officials may support the hinterland teachers, and offer the assistance which they could give to them.

Third, to the higher officials of the Department of Education (DepEd), they may also find significant meaning to this research endeavor. The findings of the study pointed that teachers are highly lacking in terms resources, manpower support, and trainings tailored to straight teaching. In this regard, the officials may heed to these pleas and enact certain actions which could improve the teaching conditions of the assigned teachers.

Larger budget may be allocated to procure additional learning resources for the teachers. The officials may also consider investing on alternative sources of energy in order to enable the teachers to use ICT resources to teach in the hinterlands. Moreover, mass hiring of teacher applicants may also be done to add more manpower support to the current teachers. Departmentalizing teachers may certainly help in improving the teaching conditions of everyone who is currently in the service.

Trainings are also desired specifically for straight teachers. By having trainings for them, they will also be empowered in their line of profession. From these trainings, they may discover teaching strategies which they can use in their teaching endeavors.

As it was found that the teachers are bombarded with activities, the DepEd officials are also encouraged to find ways to reduce the workloads of teachers. Redundant workloads may be eliminated while the most important ones may be retained in the process.

Fourth, to the learners, the study also implies that they are encouraged to continue their studies. As it was mentioned by the teachers that they too are suffering by just attending to classes on a daily basis, this study would serve as a manifestation to encourage all students in far-flung areas to continue no matter what. Through this study, they may know that their teachers are always there to do everything for them to finish and attain education.

Fifth, the study also delivers certain implications to the existing theories in the body of knowledge. The study implies that the Theory of Functionalism applies well in straight teaching, knowing that teachers have learned to adapt to their current difficult situation. In the same manner, Role Theory has been reaffirmed in this study, as teachers who do straight teaching have to take on multiple roles which is to become teachers of different subjects in one class. Finally, this also confirms the claim of Stress Theory wherein individuals are said to perceive the benefit or disadvantage of stress depending upon their self-assessment of their limitations and capabilities.

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