

Unfolding Chapter: A Mixed-Method Research of Elementary Teacher's Classroom Management via Online Kumustahan

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Abstract: *The study aimed to investigate the common challenges met by elementary teachers in an online kumustahan set-up and determine the possible solutions offered by the elementary teachers. The researchers will employ a mixed method approach specifically the explanatory sequential design which has two phases in collecting the data. The first phase are questionnaires while in the second phase is the semi-structured interview. Respondents of this study are the selected intermediate elementary teachers. Respondents came from selected Elementary Schools in the Arayat West District of Pampanga Schools Division, DepEd, from various schools in Pampanga. The research study used the purposive sampling technique. Findings show the common challenges were evaluated based on the teachers-participants responses about the difficulties in implementing the online kumustahan, such as difficulties in subjects, students' participation, way of questioning, as well as connectivity under the unavailability of gadgets for both students and teachers. While the participants also offered a possible solution on how to overcome these challenges such as the teachers must have a proper coordination with parents, make an alternative way, local government shall provide online materials in elementary school, and mandatory face to face classes.*

Keywords: Online Kumustahan, Classroom Management, Challenges in Online Kumustahan

CHAPTER 1: THE PROBLEM AND ITS BACKGROUND

Introduction

Online kumustahan has been imposed by the government due to the rising spread of the virus. Thus, both teachers and students ought to adopt immediately in such an educational system. In today's age of teaching, it is the authority of the teacher to expand teaching excellence. In which a teacher has the opportunity to achieve effective practice in managing the classroom. Even though the teacher and student are distant from their respective homes, there are still few teachers who teach once a week via online to ensure that there is an even connection and harmonious relationship between the students and teacher (Pajam et al., 2020).

In order to fulfill the roles and responsibilities of teachers in teaching, the teacher in a classroom might have sufficient skills and knowledge to perform its role. The overall discussion of reappearing issues and problems in education that were faced by teachers is increasing day by day, most of them resulting in negative impacts in the utilization of a teacher's effectiveness in teaching. According to Athuraliya 2021, even beginning teachers find it difficult to find alternatives to the numerous problems in teaching. Especially in present times, where there are significant barriers in both traditional and online teaching such as a lack of personal interaction, students' eagerness to learn on their own, and finding effective instruction strategies and online teaching principles that will help teachers to strive for effective teaching.

The application of online learning systems in the country transforms not only teacher training programs of each school but also teachers in particular, primarily in their professional, pedagogical and personal endeavors as an educator (Baluyos & Clarin, 2021). Dealing with students is one of the most challenging things to do nowadays, and it still has a significant effect with the implication of the teaching principle of a teacher in an online interaction.

The online teaching principle of a teacher will refer to the variety of skills in conducting an effective classroom management, assuring that the online teaching will take place efficiently. Since that time, teachers are playing an excessive role simultaneously. As indicated in the study of Amfiteatru Economic 2020, found that students and teachers are adapting very quickly to the sudden shift in online learning and instruction, even though online learning tools are limited. He also said that the online system has an overall positive impact on the educational process and that the involvement of the evaluation method can be used when face-to-face education comes back. Several educators justify that successful practice of synchronized teacher interaction is realistically determined in student compliance with the teacher's standards, rules and regulations. In addition to that, online teaching interaction of a teacher is essential in class to foster learning goals, strategies and learning assessment to achieve and regulate a vigorous online teaching environment. Therefore, one of the alternative ways of communicating with students is through the use of technology in regards to carrying out an online agenda or online kumustahan program. Learning together in an online learning set up became possible by the means of online kumustahan.

As elaborated in the study of Sagun 2021, Online Kumustahan is a virtual classroom that allows students and teachers to interact with each other as if they were in the same classroom. It functions similarly to a physical classroom that provides instant feedback and facilitates collaboration and decision-making in group activities. Students can use their cameras on their devices to see each other and to cooperate in breakout rooms, which all assist them to feel more connected. Teachers utilize online kumustahan to encourage distance learners to connect, especially those who need guidance and support. This enables them to feel responsible and motivated by teachers. According to UB COPES 2021, Online Kumustahan Program seeks to make the best use of digital communication in providing guidance and support to our students. This is to help students gain resilience in the coming days, especially as they prepare for the upcoming academic year.

As stated to Sagun 2021, the Online Kumustahan's intelligent angle handles the huge trouble of far-off distant teaching, to be specific in students' interaction, and it could be applied in online as well as in blended educational settings. Students are associated with instructors' innovative endeavors, permitting them to interchange electronic communication with each other as though they were sharing words in an up close and personal environment. The making of virtual learning conditions, just like Online Kumustahan, depends on the idea that learning ought to happen in networks set-up and on the students' encounters and relationships with each other in the virtual homeroom.

Along with the time of the pandemic, COVID 19 hit traditional schooling. The educational system has suddenly become online learning, due to this, everyone was possibly forced to study via technology and all had no choice, especially the teachers. Along with that regenerated set-up, the challenges confronted by teachers in their teaching have possibly expanded over and over. Perhaps in current teaching conditions, the teacher's principles once again ought to establish new strategies and styles on how to manage the classroom in online learning and teaching. As a matter of fact, Terada 2019 stated in his research that teachers together with students must "start with building a relationship to have effective classroom management. When students feel a greater sense of belonging, they're more likely to be academically engaged and demonstrate a positive connection. In today's teaching, teachers must include the students' collaboration in class. And according to Teach Philippines 2018, instruction of teachers may extend in; constructing a supportive learning environment among students, teachers would use a definite language and must emphasize learning opportunities for students.

As elaborated in the study of Bordeos 2022, Online kumustahan should be explored and developed as a way of communication to monitor learners' development during the pandemic. Monitoring students' progress can aid in improving the educational experience and creating a comfortable

environment. Teachers are having a tough time measuring the improvement in the learner's productivity level since there is no accessible learning and teaching interaction and engagement among learners and teachers. However, online kumustahan with students demands a stable internet connection and thus more preparation than typical interaction.

The purpose of online kumustahan is just the same as in-person kumustahan like connecting, sharing of information, getting acknowledged, and developing understanding. Every school has established this tool to interact with students digitally. Its purpose was to address those problems and with the help of their instructors, they can help to ease the pupils' fears, to check and track the performance of learners and parents who choose adaptable distance learning as a method of teaching. Building a sense of belonging among online kumustahan will benefit students in their learning process. It can keep them engaged and determined by reassuring them that they are not alone in fighting the pandemic (Bordeos, 2022).

In recent years, there are researchers, education leaders, reformers, who have begun to investigate and analyze the extent of classroom management that should entail awareness in teaching (Great Schools Partnership, 2014). Whichever the system is traditional or online learning there are still challenges that teachers undergo in several instances. During the face-to-face classes, there are existing challenges and problems that the teacher goes through along with inefficient rules and regulations, lack of proper discipline among students, class size, time constraints, mode of the conduct as well as lack of communication.

According to Yussif 2021, teachers may encounter numerous difficulties in classroom management. He classified these problems into teacher- based problems, student- based problems and social- based problems. Undoubtedly, the duties of a teacher are to generate a passive delivery and without violence classroom instruction to deal with successful teaching strategy. Despite these various problems and challenges faced by teachers, most are still not given a solution, for the reason that teachers are not given the opportunity to find out what is the most effective and efficient way to enhance, develop and achieve the expected good classroom management. In research from Seo 2019, classroom challenges are one of the appropriate problems faced by teachers and a good teacher must have the courage to overcome all these challenges bravely.

A teacher's instructions are important enough to prepare before teaching on this modern teaching platform. In an online kumustahan environment, the teacher must be able to assess his own instruction on how it will be implemented properly. In conjunction with this, the teacher is required to personally assess what his or her learning objectives, materials, strategies, and assessments to be used in order to do an online kumustahan set-up. According to Kurt 2020, it is important to align these three components: (1) learning objectives, (2) learning strategies, and (3) learning assessment, when there is

an instruction. He stated that in order to achieve an effective and proper classroom management. It is necessary to include these three components particularly in an online kumustahan, because teachers are known in having a wide variety of styles to ensure that teaching will ends well.

Based on the study of Edsys 2020, Classroom challenges are just one of the obstacles that teachers handle, and a professional educator has the confidence to face them. Teachers encounter a variety of challenges in the classroom, including a lack of cooperation, limited personal time, engaging toward long-term goals, conflicts, students' excuses, and lack of communication, among others. Addressing these frequent challenges will help to enhance not only students' engagement but also teacher level of attainment in the classroom and overall educational quality. A strong, flexible teaching solution can enable the teacher to contribute more to the quality of education and overall student success. Teachers must make considerable efforts to address all of these problems in the classroom and equip themselves with the best strategies for the teaching profession.

Classroom management is a dominant skill that every teacher should have in neither managing nor organizing online kumustahan. The knowledge gained in the classroom has a significant impact on student progress. Teachers can significantly influence students' behavior with the correct approach, supporting children's learning and personal growth. It is essential to get out of one learner's way and help them become successful and well-educated individuals by implementing classroom management strategies (Allison Academy, 2021).

Currently, teachers and students are distant from one another. This makes it challenging to create and implement an effective online classroom plan. The process of online teaching should be planned and created with the support of the successful teaching of the teacher. The goal is to create a suitable classroom environment, establish rules and procedures, and maintain communication between learners. Based on previous studies, Mardiani & Azhar 2021, they found that there are various types of classroom management styles that can be used in online teaching. According to Hussien 2019, the discipline of students may remain one of the concerns in the implementation of online education as well as the formation of student behavior. Based on some research outcome related to classroom conduct and the type of research that has been carried out pertaining to the online teaching principles of a teacher in an online kumustahan, the findings display the possible styles or strategies the teacher may embrace in order to have a high-quality online teaching.

Therefore, to fill this void, the researchers would like to evaluate how the classroom management is carried out in an online kumustahan. Thus, the purpose of this study is to determine the common challenges faced by elementary teachers in the implication of online kumustahan. Yet, the findings of this study would help elementary teachers to enhance their online teaching principles and skills in sufficient

attainment in classroom frequency, time element and mode of the conduct in an online kumustahan. This study will be undertaken to identify what would be the possible solutions to overcome these challenges faced by elementary teachers in an online kumustahan.

Statement of the Problem

The goal of this study is to evaluate the common challenges met by elementary teachers in an online kumustahan set-up and determine the possible solutions offered by the elementary teachers. To obtain all the essential information, data, and result, the research sought to answer the following questions.

1. How may the practices of the online kumustahan be described in terms of;
 - 1.1. Frequency
 - 1.2. Time Element
 - 1.3. Mode of the Conduct
2. How may the classroom management in an online kumustahan be described in terms of;
 - 2.1. Learning Objectives
 - 2.2. Learning Strategies
 - 2.3. Learning Assessment
3. What are the common challenges met by the teachers in an online kumustahan set-up?
4. What are the possible solutions offered by the teachers on the problems identified in an online kumustahan?

Assumptions

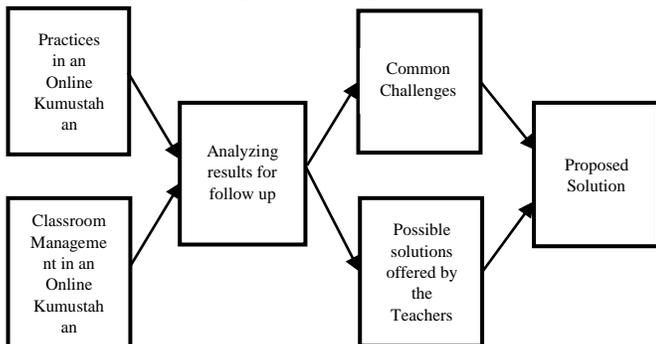
The researcher assumes that elementary teachers have common challenges in classroom management in an online kumustahan, which affect the effectiveness and efficiency of the implementation of online kumustahan. In addition to that, this study will be anchored on the assumptions that the respondents will be honest in answering the questionnaire and shall participate in interviews which upon the data to be gathered by the researchers are valid and reliable into the intended outcome providing a basis of knowledge to the study.

Conceptual Framework

Figure 1 presents a diagram representation of the study. It consists of six (6) boxes. The study's quantitative phase is represented in the first two boxes by (1) online kumustahan practices and (2) classroom management of intermediate teachers in an online kumustahan. The third box represents the sequential explanatory design which will have two phases. The first phase is done through data gathering with the use of survey questionnaires, as a quantitative process. The second phase of the study shows the qualitative analysis, it is done through interviews that must be connected to the results of the first phase. The other two boxes contain the qualitative phase of the study which are the (4) common challenges they

encounter during the online kumustahan and the (5) possible solutions that the intermediate teachers can offer to overcome and improve the utilization of online kumustahan. The sixth box includes the challenges faced by intermediate teachers during online kumustahan and the proposed solution that can be used to counter the challenges that intermediate teachers experience during online kumustahan.

Figure 1. Sequential Diagram of the Study



Significance of the Study

The aim of this study is to evaluate the Challenges met by Elementary Teachers in Classroom Management in an Online Kumustahan. Furthermore, the result of this study could be highly significant and beneficial to the following:

Students. This study will inform the students that there are different factors may have done that will negatively affect the classroom management of a teacher in an online kumustahan. This study will serve as encouragement and motivation for all students to obtain an effective classroom management. On the other hand, this study would benefit the students to put in more effort and take on more responsibilities in classrooms across online kumustahan.

Teachers. The goal of this study is to provide an adequate justification that will help out teachers become more aware in managing and organizing their online teaching practices that was done in an online kumustahan. For this reason, the teacher can positively unite the things they need to consider in dealing in an online kumustahan. Through this research, teachers may determine to recognize various challenges in classroom management that are inconvenient in teaching. Thus, it may help the teacher to figure possible solutions to have a well-managed and organized classroom management in an online kumustahan.

Future Researchers. The outcome of this study may help future researchers to have a background on the related study in the field of their specialization that they will conduct and may use it as a reference in testing the validity of the result.

Scope and Limitation

The researchers want to know and identify the common challenges met by elementary teachers in classroom management in online kumustahan. Definitely, this study is primarily focused on the online teaching principles as well as

the classroom management of the teachers in an online kumustahan. The respondents of the study are the intermediate elementary teachers, also known as Grade 4-6 teachers who usually conduct an “online kumustahan” and which were chosen in a purposive sampling.

The study is up to the purpose of gathering the necessary data to know the common challenges faced by teachers to uphold the possible solutions offered by the teachers on the problems identified. This study will be conducted during the second semester of the school year 2022. This study was limited to the availability of specific data provided by respondents in the both questionnaire and interviews.

Definition of Terms

Classroom Management. Refers to the wide variety of methods or strategies teachers use to keep students focused, mindful and motivated in the classroom. In this way, teachers can proceed in constructing its Learning objectives, assessment and pedagogical needs of pupils in order to have an effective instruction.

Online Kumustahan. Is a reach-out project that aims to expand the interaction between teachers to the students via virtual kumustahan. This also provides mental health support for the students. This serves as reconnection for the student’s modules, activities, quizzes and project updates. Moreover, it is a feedback system to implement the teaching principles and strategies of teachers in online set-up throughout pandemic.

Phases. It is a particular appearance or state in a regularly recurring cycle of changes. Thus, it is a process or stages in planning, organizing, conducting, and the management in classroom instruction.

Teaching Principles. This is the procedure, strategies, methods or the way of teaching especially in accordance with a defined plan. These principles refer to the pedagogy used in classroom instruction and are done in classroom set-up whether it is synchronized and asynchronous, to make the learning and teaching practice meaningful.

CHAPTER 2: METHODOLOGY

This chapter explains the research procedures that the researcher will use to perform the study, including the research design, respondents of the study, sampling technique, research instruments, also, their construction and validity, as well as the appropriate statistical treatment of data and ethical considerations used in the study.

Research Design

The researchers employed a mixed method approach specifically the explanatory sequential design which has two phases in collecting the data. (Dawadi, 2021) a mixed method is an approach wherein the qualitative and quantitative approaches are mixed to produce an integration on a single study. Hence, it involves collecting, analyzing and integrating

both approaches to create a better understanding of a problem or issues.

In this approach, the researchers followed the sequential format to have in-depth understanding about the findings of this study. Explanatory design is conducted to employ and determine both quantitative and qualitative methods in collecting data, analysis and interpretation of data gathered. Therefore, the first phase of this design is the quantitative data wherein the researcher conducted a quantitative type of written questionnaire in the form of surveys. It is to identify the online teaching practices of teachers in an online kumustahan and to further know how intermediate teachers assess their classroom management in terms of learning goals, strategies, and assessment in online teaching.

Along with the quantitative process of data collection, it will be analyzed and carried out. The second phase of corroborate data collection is followed with qualitative data collection where the researchers conducted an interview guide. The interview consists of semi-structured questions and open-ended questions intended to disseminate with the participants. Qualitative data must be linked to the quantitative data that will serve as additional support in filling the gaps of the findings. Explanatory sequential design used to generally emphasize the quantitative collected data. It is followed by elaborated and explained thoroughly qualitative data results.

Respondents of the Study

The respondents of this study are the selected intermediate elementary teachers. Respondents came from selected Elementary Schools in the Arayat West District of Pampanga Schools Division, DepEd. Take into consideration that the respondents as well as the school are usually conducting and implementing an 'online kumustahan' are the one who preferred to participate in the study. At the same time, the respondents from the first phase will be used to shape in choosing the participants in the second phase. The selected respondents shall obtain the set criterion established by the researchers.

Sampling Technique

In determining the sample of this study, the researchers used a sampling method specific to the purposive sampling for

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha based on Standardized Items	No. of Items
0.834	0.839	19

both phases, quantitative and qualitative. According to Crossman 2020, purposive sampling is also known as a subjective sampling, which is the researchers itself will choose members in the study according to their own judgment. This technique allowed the researchers to choose units in the sample subjectively. The researchers used judgment in selecting the sample that is most useful for research.

In this sampling technique, the researchers set a criterion and this set of qualifications met the purposes of the researchers' study. In this way, the researcher built a sample that will be representative of the respondents to the specific needs. As to the first phase, quantitative, the respondents were chosen based on the schools that implemented online kumustahan. Seven (7) elementary schools out of fourteen (14) elementary schools in the Arayat West District of Pampanga Schools Division were selected. All the intermediate elementary teachers who teach at the selected school were the respondents, with a total of seventy-six (76) intermediate teachers. With regards to the second phase, qualitative, the respondents from the first phase will be used to shape in choosing the participants in the second phase. Therefore, twenty-five (25) intermediate teachers were selected to be participants in this study. The participants to this study were selected according to the criteria established by the researchers. (1) the respondents must be intermediate elementary teachers, (2) conducting an online kumustahan. (3) currently teaching in the elementary school in Arayat West District of Pampanga Schools Division, DepEd.

Research Instruments

In this study, the researchers constructed the instrument based on the necessary purpose of the study. The researcher-made instrument ought to be in the form of validation and pilot testing to ensure that it is subjected for reliable testing. Furthermore, the research instrument was administered to a content validation, which included three (3) validators who have been experts in the field of study.

The instruments used in the first phase are questionnaires while in the second phase are the semi-structured interview. These instruments are used in gathering data obtained from the aforementioned qualified respondents. Within the first phase, quantitative, the forming of a questionnaire was consistent with the overall question of the study to adequately answer the problem as well as the findings of this study. (Bhandari, 2021) The questionnaires are standardized and shall provide quick responses from the respondents that consist of two types of questions; checklist question and a five-point scale question. For instance, the formation of the questionnaire is aligned with the objectives of the study. The questionnaire is composed of the following; (1) online teaching practices of teachers in online kumustahan in terms of; Frequency, Time Element, and Mode of the Conduct, (2) followed with the classroom management assessed by the respondents in terms of learning goals, learning strategies, and learning assessment.

Table 1. *Reliability of Statistics*

The questionnaire undergoes through pilot testing to ensure the reliability before being distributed to the research respondents. All items passed through item analysis to ensure their reliability. The Cronbach's Alpha reliability test of the questionnaire yielded a 0.834, with an internal consistency of

Good, indicating that the survey questions are reliable to be used as an instrument for data collection.

At the second phase of the study, qualitative, the researchers constructed a semi-structured interview with the participants via face-to-face interview and will last around 5-20 minutes. Doyle 2020, stated that semi-structured interviews are fairly open conversations which will allow the researcher and respondent to ask and answer questions provided by the researchers. The interview questions are followed by the order sets of questions: (1) questions include about the demographic characteristics of the respondents, (2) the interview consist of questions about the common challenges faced by the respondents in an online kumustahan, (3) interview question entails the coping strategies of the respondents despite the challenges in an online kumustahan and may offer possible solutions identified with the challenges.

Data Gathering Procedure

This study is intended to collect information regarding the challenges met by teachers in an online kumustahan. After the approval of the significant participants of the study, the following steps shall be accomplished. First, the development and validation of the research tools. The research tools are questionnaires to be followed by a semi-structured type of interview; these will be validated by individuals who have an expertise in the field of study.

After the validation, the researchers will make an informed consent to the principal of the school/s before gathering the data of the said respondents. The qualified respondents of this are intermediate teachers from the selected public Elementary Schools in the Arayat West District of Pampanga Schools Division. Next, is the administration of the tools to the sample size. The researchers drafted the questionnaire in a form of checklist question and a likert scale question that consists of closed-ended questions and followed with a semi-structured interview after analyzing the data gathered in the first phase. To proceed with the second phase, semi-structured interview that is open-ended questions. During interviews, open questions were asked, with follow up questions, to clarify and seek more information and explanation from the participants. The aforementioned instruments are validated by individuals who are experts in the field of study. Their comments and suggestions were considered in the final draft of the instrument in questionnaire survey and interview. Upon approval, the questionnaires are used for data collection.

Statistical Treatment of Data

The researchers gathered data in two different ways. The data gathered tallied and treated through the use of different statistical and analytical tools such as frequency distribution and content analysis involved transcription of interview responses.

For the quantitative phase, Frequency distributions are the descriptive statistics that provide data sets that are both useful and concise. A frequency distribution shows the number of

occurrences in a classified manner. Allen 2017, Readers can examine a reported sample more quickly using summarized data rather than reading through individual quantitative statements. Mean was calculated using the Cronbach Alpha to evaluate responses and determine the mean interval with equivalent numerical responses and verbal interpretation, as shown in table 2. Thus, the following five-point Likert Scale is used by the researchers with corresponding values.

Table 2: *The Mean Interval, Numeral Response and Interpretation of Teachers' level of agreement in Classroom Management in an Online Kumustahan*

Mean	Numerical Response	Verbal Response	Verbal Interpretation
4.50 - 5.00	5	Strongly Agree	The respondent is highly prepared, accomplished, and effectively implemented the classroom management in an online kumustahan.
3.50 - 4.49	4	Agree	The respondent is prepared and effectively implemented the classroom management in an online kumustahan.
2.50 - 3.49	3	Neutral	The respondent is moderately prepared and implemented the classroom management in an online kumustahan.
1.50 - 2.49	2	Disagree	The respondent is a bit prepared and slightly implemented the classroom management in an online kumustahan.
1.00 - 1.49	1	Strongly Agree	The respondent is not prepared and did not implement the classroom management in an online kumustahan.

Ethical Consideration

The entire process must take into account the principles of ethics and this will be the key to consideration at every step during the research study. One of the facets to verify that the problem being studied is well-founded also did not obtain any harm in data privacy and protection on the respondents, the

proper ethical consideration shall be observed. Bhasin 2020, stated that Ethical Consideration is a compilation of basic ethical principles that must be followed while doing a study, 'ethics' is an important in conducting research papers. Ethical Consideration must be applied to ensure that the effort in developing the whole study will not be missed by its researchers.

The details on how the data is gathered must be held according to the data protection regulations, privacy and confidentiality of the information obtained from the respondents. Pertaining to the consideration about the study should be given towards the researcher respondents, as well as the assurance of the respondents that they may freely withdraw at any time for any reason. Throughout the study, informed consent must be obtained from respondents either verbally or in writing to make sure that each respondent has an understanding about the ongoing study and procedures within it. Regarding the privacy and confidentiality of information, the right to privacy must be given, and shall be respected. The information gathered will be carefully stored to avoid any risks of harm at all times, however, the data nor information collected will only be used in the study and by the person authority. Once the study is completed, the information gathered from the respondents ought to be disclosed to preserve the privacy and research results.

CHAPTER 3: FINDINGS AND DISCUSSION

In this chapter, the researchers discussed and presented the findings of this study obtained from selected respondents in the first phase, quantitative, and second phase, qualitative. The researchers identified the practices of the elementary teachers in an online kumustahan, and classroom management in an online kumustahan done by the respondents. In addition to this, the findings of this study evaluated the common challenges faced in an online kumustahan as well as the possible solutions presented by intermediate teachers. For easy interpretation, the findings of the quantitative phase are interpreted by the respondents' practices in online kumustahan tables and text to explain the table's values.

1. Descriptive Analysis of Respondents' Practices in Online Kumustahan

1.1 Frequency

Table 1: *Frequency and Percentage Distribution of Respondents' Frequency*

Frequency	Frequency	Percent %
As needed	4	5.2%
Daily	5	6.6%
Monthly	13	17.1%
Once a Month	1	1.3%
Once a week	35	46.1%
Quarterly	1	1.3%
Twice a Month	15	19.7%

Twice a Week	2	2.6%
Total	76	100.00%

The table shows that there were 76 respondents; this shows the frequency and percentage of the intermediate teachers on how often they conduct their online kumustahan sessions wherein, As stated to the narrative report of an intermediate teacher from Talavera South Central School 2020, under the Division office of Nueva Ecija, they prefer to conduct online kumustahan every three times a week: every Tuesday, Thursday and Saturday as agreed by the parents. With that, during Saturdays, to have time doing their online reading exercises; this is to promote mastery in reading skills of the Grade VI students and to help those students who are having a hard time in reading. It can be observed on the table that 5.2% or 4 of the respondents answered they are conducted online kumustahan if only needed, 6.6% or 5 of the respondents answered daily, and 17.1% or 13 of the respondents' answered monthly, 1.3% or 1 of the respondents answered once a month, 46.1% or 35 of the respondents answered once a week, 1.3% or 15 of the respondents answered quarterly, 19.7% or 15 of the respondents answered twice a month and 2.6% or 2 out of 76 respondents' answered frequently twice a week. To sum up, the majority of the respondents are conducting online kumustahan once a week.

1.2 Time Element

Table 2: *Frequency and Percentage Distribution of Respondents' Time Element*

Time Element	Frequency	Percentage %
First day of the Week	18	23.60%
Middle of the Week	24	31.50%
End of the Week	26	34.20%
First and Last Week of the Month	1	1.30%
First day of the Week and Middle of the Week	3	3.90%
First Week of the Month	2	2.60%
Monday to Friday	1	1.30%
Daily	1	1.30%
Total	76	100.00%

The frequency and percent distribution of respondents' time element based on which day of the week they conduct online kumustahan is shown in Table 2. It can be observed on the table that 18 out of 76 or 23.60% of the respondents conduct online kumustahan on the first day of the week, 24 out of 76 or 31.50% of the respondents answered that they are conducting in the middle of week, 1 respondent out of 76 or 1.30% conduct in the first and last week of the month. 3 out of 76 or 3.90% said they do it on the first day of the week and in the middle of the week, 2 out of 76 respondents or 2.60% make

it happen in the first week of the month. 1 out of 76 or 1.30% of the respondents conducts it every weekday or Monday to Friday, while 1 out of 76 or 1.30% of the respondents conducts it Daily. Based on the result of the study of Rotas and Cahapay 2020, most of the learners of elementary school cannot join in an online kumustahan daily for the twelve unfolded reasons in their study. These include insufficient instructional materials; power outages; hazy internet connectivity. Overloaded class activities, limited teacher scaffolds, poor peer engagement, home obligations conflict, poor learning environment, financial concerns, physical health, and mental health issues. Consequently, most of the respondents have practice conducting online kumustahan at the end of the week.

1.3 Mode of Conduct

Table 3: Frequency and Percentage Distribution of Respondents' Mode of Conduct

Mode of Conduct	Frequency	Percentage%
Google Meet	50	65.79%
Google Meet & Messenger Room	4	5.26%
Messenger Room	13	17.11%
Zoom & Google Meet	9	11.84%
Total	76	100.00%

Table 3 represents the frequency and percentage distribution of respondents' mode of conduct in terms of the application or website in conducting an online kumustahan. Mardiani & Azhar 2021, stated that it is favorable to use Google Meet because it would be accessible for students and teachers and is convenient to use on mobile devices. As a side benefit, teachers only need to send the link a day before the virtual class, so that there will be time between the teachers and students to start preparing.

As shown on the table above, 50 out of 76 respondents or 65.79% of respondents used Google Meet, 4 out of 76 or 5.26% of the respondents used both Google Meet and Messenger Room, 13 out of 76 or 17.11% of respondents are using Messenger Room, and 9 out of 76 or 11.84% of the respondents are using both Zoom and Google Meet. Hence, the majority of the respondents are using the Google Meet application in conducting an online kumustahan.

2. Respondents' Classroom Management in an Online Kumustahan

2.1 Learning Objectives

Table 4: Descriptive Analysis of Respondents' Learning Objectives

Learning Objectives	Mean	Descriptive Rating
1. I have carefully planned the lesson that should be discussed	4.86	Strongly Agree

a day before joining the online kumustahan session.

2. I am up-to-date with what my students' needs	4.58	Strongly Agree
3. I make sure that the learning objectives prepared will meet the needs of my students in every session.	4.74	Strongly Agree
4. I ensure that my students follow and understand the discussion until the end of the session.	4.75	Strongly Agree
5. I finish the discussion within the allotted time.	4.11	Agree
6. I allow my students to raise their concerns about difficult topics in their module within the time of the session.	4.70	Strongly Agree
7. I prepare and enjoy having an online kumustahan with my students.	4.34	Agree
8. I deliver my lessons with a brief explanation but in a way that is more understandable.	4.70	Strongly Agree
9. I am flexible in dealing with my students' needs (due dates, missing activities, portfolio) during the session.	4.66	Strongly Agree

Mean	4.60	Strongly Agree
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Table 4 features the respondent's learning objectives in classroom management in an online kumustahan. The findings show that the respondents strongly agree and agree with the indicators listed under the learning objectives. As indicated in a study of (Ahmad et al., 2020) teachers must understand how to create lesson plans and use them effectively in the classroom for teaching and learning. Teachers were unearthened to regularly construct teaching materials for classroom instruction.

Moreover, the table above represents that the respondents strongly agree in assessing the students' learning. Respondents' has carefully planned the lesson that should be discussed a day before joining the online kumustahan session (M=4.86), up-to-date with what the students' needs (M=4.58), assure that the learning objectives prepared will meet the needs of the students in every session (M=4.74), and ensure that students follow and understand the discussion until the end of the session (M=4.75), also to finish the discussion within the allotted time (M=4.11), respondents' strongly agree that students are allowed to raise their concerns about difficulties topics in their module within the time of the session (M=4.70), and should prepare and enjoy having an online kumustahan with their students (M=4.34), Correspondingly, respondents are strongly agree to deliver her lessons with a brief explanation but in a way that is more understandable

(M=4.70), and become flexible in dealing with their students' needs (due dates, missing activities, portfolio) during the session (M=4.66). As a whole, with a calculated mean of 4.60, respondents are strongly agreeing with regards to the learning objectives included in classroom management in an online kumustahan.

2.2 Learning Strategies

Table 5: *Descriptive Analysis of Respondents' Learning Strategies*

Learning Strategies	Mean	Descriptive Rating
1. I utilize icebreakers effectively in an online kumustahan.	4.51	Strongly Agree
2. I used active learning methods (presentation / pre-recorded videos, flipped classroom).	4.46	Agree
3. I prepared energizer in every session.	4.30	Agree
4. I have prepared instructional materials to be used for my discussion.	4.57	Strongly Agree
5. I utilize a variety of strategies to have a successful online kumustahan.	4.57	Strongly Agree
6. I used cooperative learning to help my students interact and collaborate with their classmates during online kumustahan.	4.43	Agree
7. I used other interactive games/ applications/ software to make my discussion easier.	4.25	Agree
8. I include interesting facts or trivia about the lesson before starting in teaching.	4.37	Agree
9. I start the online kumustahan session by asking my students, "how's their day or how are they" before we proceed with any discussion.	4.80	Strongly Agree
10. During each session, I make sure that my student's camera is on and will participate.	4.64	Strongly Agree
Mean	4.49	Agree

Table 5 indicates the respondents' learning strategies in classroom management in an online kumustahan. The data shows that the respondents strongly agree in utilizing ice breakers effectively in an online kumustahan (M=4.51).

Respondents are Agree in using active learning methods (presentation, pre-recorded videos, flipped classroom) (M=4.46) and in preparing energizer in every session (M=4.30), as well as in preparing instructional materials to be used for their discussion (M=4.57) as they utilize a variety of strategies to have a successful online kumustahan (M=4.57). Furthermore, respondents also agree in using cooperative learning to help their students interact and collaborate with their classmates during online kumustahan (M=4.43), and in using other interactive games/ applications/ software to make the discussion easier (M=4.25), respondents' must include interesting facts or trivia about the lesson before starting in teaching (M=4.37). Therefore, start the online kumustahan session by asking the students "how's their day or how are they" before they proceed with any discussion (M=4.0) and make sure that their student's camera is on and will participate during their session (M=4.64). (Angiola, 2020) Virtual learning can become lonesome for each student. Low class involvement or online behavioral issues are frequently caused by students' emotional needs not being satisfied. Greeting students increases student involvement and reduces classroom distraction. He suggested three positive greetings strategies that teachers employ and how they might be implemented in their online classes, including using students' names, nonverbal greetings, and pre corrective statements.

Overall, respondents are agreeing that all the indicators under the learning strategies shall be selected and prepared before conducting an online kumustahan with the determined mean of 4.49.

2.3 Learning Assessment

Table 6: *Descriptive Analysis of Respondents' Learning Assessment*

Learning Assessment	Mean	Descriptive Rating
1. I have prepared interactive games and activities to assess my students' learning that can be used in the session.	4.39	Agree
2. I allow my students to share their thoughts, insights, and other concerns during online kumustahan.	4.75	Strongly Agree
3. I used different assessments that are suited for online set-up.	4.59	Strongly Agree
4. I make sure that every meeting is engaging to increase the focus and attention of my students during online kumustahan.	4.67	Strongly Agree
5. In general, I ask my students what they have learned in every session.	4.79	Strongly Agree
Mean	4.64	Strongly Agree

Table 6 displays the respondents' learning assessment in classroom management in an online kumustahan. Assessing students via the internet is a systematic way to learn, and concerning in their own knowledge, especially in relation to what they have learned. It encourages students to engage in the virtual classroom, and teachers must choose the appropriate technique and strategy that is aligned with the students' needs (Kelly, 2021). The findings show that the respondents agree in the first indicator and the rest of the indicators strongly agree under the learning assessment. It is indicated that the respondents agree that in assessing the students' learning, the teacher has to prepare interactive games and activities (M=4.39) that will allow the students to share their thoughts, insights, and other concerns during online kumustahan (M=4.75) and that will use different assessment that are suitable for online setup (M=4.59). Respondents strongly agree that every meeting must be engaging in order to increase students' focus and attention (M=4.67), and that students should be regularly asked concerning what they have learned at every session. Generally, respondents strongly agree with all the indicators under the learning assessment that deals with their classroom management in online kumustahan sessions, with a described mean of 4.64.

Apart from the second phase, quantitative, there were distinguished challenges or difficulties encountered by teachers whenever conducting online kumustahan and the teacher's offered solutions on the identified problems.

1. Common Challenges met in an Online Kumustahan

Most educators and students have found the transition to digital learning to be exceedingly tough and challenging. Most schools and teachers have struggled to make the approach work due to a variety of obstacles, including inconsistent internet connections, a shortage of devices and efficient tools, and the need to adjust to new learning methods. In online education, there are several problems such as work organization and management, technology shortages, connectivity, computer literacy, hard-of-hearing students, and data protection and security. These are just a few of the difficulties that teachers encounter. Schools and educators must keep up with technological advancement to ensure that their students adjust to this new learning method, which may last as long as the pandemic continues (Kebritchi et al., 2017).

1.1 Difficulties in Subject

According to Costley & Lange 2016, teachers play a critical role in learners' learning processes, be it in a traditional face-to-face classroom environment or in a virtual learning environment. Teachers' attitudes towards online learning, knowledge reservoirs, teaching design expertise, teaching activities organization abilities, and engagement with learners will all have a significant impact on learners' satisfaction with online learning. Most of the participants mentioned that the subject they usually include in an online kumustahan session is the Math subject and they prioritize it since the learners are having a hard time with the problem-solving activities in their

modules and it's hard to learn the topics on their own. And some of the teachers include Filipino and English subjects to evaluate and develop the comprehension abilities of their students. Teachers believe that Filipino and English subjects can help students improve their reading skills.

Below are the actual responses of the participants regarding this matter;

"I usually included English and Filipino subjects because most of them can't read because they probably don't give their children time; maybe they are busy or their parents have work. So, I want to develop children's reading comprehension." – P25

"Mostly, because math isn't, we know that math needs more time and attention from our pupils, of course for them to develop their problem-solving skills and to have a mastery in this subject." – P14

"We focus more on where they are having more difficulty. But often Math and English and these subjects just depend on what the students are concerned about." – P16

1.2 Students Participation

According to the participants' responses, one of the difficulties that teachers face in an online kumustahan is the participation of students. This participation can be seen in the willingness of students to learn, to engage and interact with the teacher and fellow students. Hence, most of them could be able to attend the aforementioned day of the virtual meeting. As stated, Song et al. 2019, students' participation online is one of the factors that affect the success of an online session, which means it is one of the significant issues in implementing an online learning program. (Bettinger et al., 2016) Students' participation can be conceptualized in a number of different ways, such as being a part of the class by taking part in activities and having attended every online session.

Below this, are the participants' responses regarding this difficulty;

"Students participate or joining in online kumustahan is 10 out of 29 students in class means less than half." – P5

"Platform. Because the students' camera is usually turned off, then I don't know if they are listening, or doing something else and because they are not attentive listeners." – P1

"Yes, it's hard to manage because when the others are left, you can't take care of them right away because my focus is on the ones who are still joined. So maybe I'm more in favor of face-to-face classes, because students don't have a reason to leave the class." – P14

1.3 Way of Questioning

According to the participants' responses, one of the common challenges that teachers face in an online kumustahan is the way of questioning the students. When the teachers ask a difficult question some of them did not want to answer the

questions. Participants believe that online teaching practice that they always apply is the effective use of questioning, where the students would be asked about their past lessons as a review, also their queries about their projects and modules, and their understanding of their discussions. As stated, Lombardi P. 2019, Questioning is an important skill for teachers that everyone may master. It is also possible to discover methods for assisting students in developing their own abilities to raise and construct questions. Students should be taught how to raise inquiries and how to ask the proper questions.

Below are the actual responses of the participants regarding this matter;

“Sometimes I can’t see if they are really listening or understanding the discussion because only a few of them are answering, others are quiet. I don’t know what’s going on with each of my students because their cameras are off.” – P6

“One of the difficulties is that when asking the students, a difficult question some of them do not participate in answering. In here you should also look at or be aware of HOTS - higher order thinking skills or your way of questioning so that you can get the attention of the student and their answers.” – P5

“I address the difficulties in managing the class in terms of student participation. Sometimes many students joined, then afterwards a little by little the students started to lessen. Yes, it’s hard to manage because when the others are left, you can’t take care of them right away because my focus is on the ones who are still joined. So maybe I’m more in favor of face-to-face classes, because students don’t have a reason to leave the class.” – P14

1.4 Connectivity

According to Baticulon et al. 2021, the inadequacy of digital resources has a big impact on the anxiety of today's learners. As stated by the interviewees' responses, the most common challenges they encountered in conducting online kumustahan were indeed a Poor Internet Connection, Financial Problems, and the Students' Learning Environment. They indicate that numerous students are having some trouble attending classes due to the unstable connection. Not all students have full parental support or the financial means to purchase the necessary equipment to attend classes. Some of them don't have any gadgets and can't afford to buy new ones for every meeting, which is why only half of the students attend their online kumustahan.

Participants' answers in this matter are as follows;

“The biggest challenge here in online kumustahan is the internet connection and time because sometimes there are times that the kids are sleepy. Especially when online kumustahan is from 1pm-3pm. In the 2 hours allotted time everything is included, the kumustahan and discussion. The thing is, the time is too long and most of the students are sleepy.” – P1

“The first thing is the internet connection. Children don’t have gadgets, financial support for the internet data, punctuality, and sometimes support from their parents.” – P3

“Mostly with internet connection, some students are unable to join in their classes. Some of them are losing internet connection because their signals are unstable.” – P11

2. Possible Solutions Offered by the Teachers

Face-to-face learning outperforms online learning because, as Angara et al. 2022 discovered, “in-person communications make our brains happier”. In a classroom setting, teachers can better control their themes because they are no longer compressed to suit the modules. When compared to reading a lot of modules, having to go to class with a real teacher keeps students more engaged. In a classroom context, students can learn more and grow by engaging with and learning from one another. Most of the participants offered that mandatory implementation of face-to-face classes in elementary school are one of the best solutions to the challenges or difficulties of having an online kumustahan.

2.1 Proper Coordination with Parents

According to Pratton & Hales 2015, meetings virtually are both unattainable challenges that arise for students, teachers, and, especially to parents or guardians. Concerning to this, some of the participants believe that the teacher shall utilize this solution when there are only a few who joined in on that day of kumustahan. The teachers should reach out to the parents about the child's concerns, and why they didn't join, and it can be the best way for both students and teachers to have communication with the help of teachers.

Thenceforth, the following are the participants' actual responses;

“Proper coordination and information dissemination among learners and parents or guardians, and also online ethics or etiquette in conducting online classes and kumustahan must be well informed for both parents and learners.” – P8

“As their teacher, reach out to the parents of each student so that they also know the instructions clearly regarding the activities and assessments given to the students. Of course, the rules we have prepared must always be reminded of them so that the class flows smoothly and there are no distractions and problems.” – P19

“I always ask their parents for feedback and then we discuss the problems they have with regards to the requirements that they need to comply with, especially when joining the online kumustahan sessions and then making suggestions on what is good to do with those problems.” – P20

“Constant meeting with parents for them to be aware of the reasons for the problems. Of Course, as a teacher, we should be open to do some adjustments and considerations for our students. Maybe they should be informed a day or two days

before the meeting to give time for their preparations in joining the meeting.” - P2

2.2 Alternative Way of Teachers

According to Guiamalon et al. 2021, Modular learning is generally employed among all public schools in the Philippines to provide full consideration to students in remote areas where internet connections are lacking for distance learning. Most Filipino students have better access to self-learning modules since it is the most preferred learning technique among parents for their children. As stated by our participants' responses, it is also a solution to depend on the modules for those students who did not join in the kumustahan session. This means that the PowerPoint/ visual aids used by the teachers can be sent to group chats on the day of their online session and for those who have never joined the said online kumustahan, they can keep in touch when they are updated on the activities in modules as well as the lessons.

Furthermore, some of the participants suggested to always set a schedule that may be effective in conducting an online kumustahan and avoid having a misunderstanding about the day, time, and application to be used in the said meeting/session. With this solution, the students have an extension to prepare to have a load, borrow gadgets, or seek guidance from their parents in joining in an online kumustahan after their parents' work.

Below are the actual responses of the participants regarding this matter;

“The solution that can be done is just a module. Like I said, without the internet they can't join and can't provide for the needs of the students, so we focused on modules. What I do at that time is to give pointers or guidelines so that they can easily understand what to do in that specific week. I also send videos of the lesson to make it easier to follow the lesson or discussion for those who are unable to join in online kumustahan.” - P1

“Through differentiated activities. The instructions must always be clear. The lessons should be appropriate to the child's level and remedial teaching for those who left behind.” - P3

“What I can probably do is to give activities to the students, and a possible solution is to also withdraw from the modules those who have not joined the online kumustahan. Then, the activity that is done during the online kumustahan, I send it through messenger with a picture or screenshot.” - P6

“Hmmm, for me to set a schedule that all students are able to join so that before the set online kumustahan they can be prepared to have loads or they can even borrow a gadget that they will use.” - P17

2.3 Online Materials Provided by the Government

An interviewee said that “The government must improve the internet connection by at least 100 mbps and donate more cellphones and tablets to be used in online kumustahan”.

According to Childhope Org. 2021, hard-to-reach primary schools can use radio and television broadcasts, which are prevalent in low-income nations. Online learning tools, on the other hand, were extensively available in high-income countries. More than a third of low- and lower-middle-income countries, on the other hand, failed to reach even half of their primary school. Some primary schools are still waiting for the movement of the Government to reach out to them and comply with the online materials they need.

To support this claim, below is the participants' responses regarding this matter;

“I address this on DepEd and Local Government to provide laptops to teachers, fast internet connection and provide training for teachers in conducting online with the use of powerpoint.” - P13

2.4 Mandatory Face to Face Classes

As stated, Angara et al. 2022, face to face learning is more engaging because of the interactions that make the students comfortable in their environment. According to the interviewee's responses, this is one of the possible solutions comfortable in their environment. According to the interviewee's responses, this is one of the possible solutions they have made or tried to avoid identifying these challenges or difficulties repeatedly when having an online kumustahan with their students. One of the best solutions that most participants offered is the mandatory implementation of face-to-face classes in elementary school. Since it is easier to communicate through physical interaction with students and also to avoid the reasoning of students for not being able to attend or join the online kumustahan, these are the factors that some students reasoned out, such as internet connection, load, no gadgets, and time.

Below are the participants responses regarding this solution offered;

“For me, face to face classes or if it's not possible, it should be in a way of scheduling in going to school. So that there's an interaction or communication to the parents as well as to the students. Lastly, I think class remediation can also be a solution.” - P4

“I think the possible solution that I may offer will be the reimplementation of face-to-face classes. As I said a while ago, I'm more in favor of face-to-face classes, because students will no longer make reasons about their internet connection, the time, and so on and so forth...” - P14

Mixed Analysis

On the basis of explanatory sequential research design, an overview was carried out to discover the elementary teacher's practices and classroom management via online kumustahan. Based on the findings from the first phase, quantitative, the results show that most of the teachers are usually conducting online kumustahan once a week and at the same time at the end of the week. Most of the teachers prefer to utilize Google Meet

as their mode of conduct every time they have an online kumustahan. And according to the level of agreement or accomplishment of teachers in classroom management in terms of learning objectives, learning strategies, and learning assessment has been achieved, and it has been effectively implemented and utilized in online kumustahan.

In accordance with the data gathered from the survey result, this study has a deeper understanding of the challenges or difficulties evaluated among the participants. There were four common challenges identified that need to be considered in conducting online kumustahan such as (1) difficulties in subjects, (2) student participation, (3) way of questioning, as well as (4) connectivity. Furthermore, with the identified challenges and problems the participants also offered a possible solution on how to overcome these challenges identified. Also, teachers believe that these solutions can be ways to avoid the repeated issues: (1) teachers must have proper coordination with parents, (2) make an alternative way, (3) local government shall provide online materials in elementary school, and (4) mandatory face to face classes. Teachers presented this solution/s for a continuous improvement in the field of education using this new platform of teaching and learning.

CHAPTER 4: CONCLUSION AND RECOMMENDATIONS

Conclusion

Base on the objectives of the study, the following conclusions are thrown:

1. As to the practices of online kumustahan, the majority of the intermediate teachers are conducting online kumustahan once a week. Consequently, most of them are conducting online kumustahan at the end of the week. However, in terms of the mode of conduct, the majority of the teachers are using the Google Meet application in conducting an online kumustahan.

2. As to the classroom management of the teachers being described in terms of learning objective, in the weighted mean of 4.60 the teachers means that they strongly agree in the learning objectives listed in classroom management in an online kumustahan. Most of the intermediate teachers agreed with the weighted mean of 4.49 in the learning strategies that they should be prepared before conducting an online kumustahan. For the learning assessment of teachers with the weighted mean of 4.64, the teachers strongly agree that they must use different assessments that are suitable for online setup. In relation to this, most teachers practice and implement the memorandum as regards conducting the online kumustahan in elementary schools.

3. As to the common challenges met in online kumustahan are the following; difficulties in subject, students' participation, way of questioning. Surprisingly, most of the teachers reiterated that their common problems met in online kumustahan is their connectivity

4. It is interesting to know that among the challenges, teachers evaluated the possible solutions in the identified challenges or problems in online kumustahan. First, teachers shall have proper coordination with parents, second, teachers need to have alternative ways in dealing with students online, third, online materials shall be provided by the government, lastly, mandatory face-to-face will be implemented to cope with the identified challenges.

Recommendations

Based on the foregoing findings, the following are strongly recommended:

1. It is reiterated based on the researcher's findings, that instead of conducting it once a week it will be conducted and implemented daily as needed;

2. In accordance with the result, the majority of the intermediate teachers perform online kumustahan once a week, it is suggested that it should be done weekly as the need arises. It is therefore recommended that the Department of Education or the principal should request the PTA to provide allowance for the internet connectivity;

3. Based on the findings, the intermediate teachers of Arayat West majority used Google Meet in conducting online kumustahan. The researchers suggested the continuing use of Google meet in conducting online kumustahan instead of doing one on one discussion with the students. For the reason that it was the easiest and appropriate platform to use in teaching in an online setup. They can also make their discussion in an online kumustahan as interactive as they can with the assistance of Google meet.

4. For the future researchers, further study should be conducted in the East part of Arayat.

5. The Department of Education or the Government should provide or improve internet connectivity in each and every school such that students can easily participate in virtual meetings anytime it occurs, as well as providing gadgets such as mobile phones, tablet devices, and laptops with both teachers and students that can be used in education - learning whenever there is online kumustahan that utilized as an alternative way of communicating with students.

6. To the future researchers who are planning to continue this study. It might serve as a beginning point for acquiring information and data for their online kumustahan research. The researchers recommend an in-depth investigation about the positive impacts of online kumustahan. To provide more understanding about the influence of online kumustahan for the elementary teachers. The developed instrument can be utilized and improved with the approval of the researchers

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