

Research Article

Teachers' Classroom Challenges: An Issue to Resolve for the Advancement of the Teaching-Learning Processes

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Abstract: This paper intends to investigate on some identified classroom challenges face by the teachers. Respondents were teachers from the public school selected randomly. By using questionnaires to collect the data, the results from the table were interpreted as Very High which means that teacher respondents Strongly Agree that Lack time to plan because of the many roles serve by the teacher, Lot of paperwork, Performance pressures from the school administrators, Balancing diverse needs of the students, Handle too many masters, Get burn out easily because of the many workloads to handle, Lack of proper funding, Limitations of standardized testing, Lack of parental support, changing education needs and limitations of disciplining students were just some of the of the many classroom challenges for which after systematic evaluations, must be address, find solutions to be resolved. Findings from Table 2 express that no matter how old or young and how much experience a teacher is, there are always challenges to face in the classroom and at school. Expectations are high-from students, from parents, from department chairs and administrators [11]. Teaching can be challenging at times, but as long as teachers really care about their students and really want to help them, both with the materials in the class and the struggles outside the class, it can also be very rewarding. Our world is jam-packed of interminable adjustments. But teacher cannot do it alone, one thing is crucial for teachers to overcome all such barriers and that is support from parents and administration. And without the support on both ends, the educators cannot make any change happen for the benefit of the student [6]. It takes a collaborative action to succeed in all goals we are striking.

Keywords: Classroom challenges, challenges, teachers, teaching-learning, solution.

I. Introduction

Teachers play many important roles in the development of literate citizenry. They play vital roles in the lives of the students inside and even outside the four corners of the classroom. Teachers are best known for the role of educating the students that are placed in their care and beyond their teaching duties. Different behaviors of the students, technology integration, and curriculum innovation, were just few of some that we may say that affect teaching-learning processes. To the worst, teachers are considered accountable for the present educational condition. Reasoning out, crying for justice and fair assessment [1] Teachers usually attribute students' poor performance to the students' lack of interest in schoolwork and indiscipline. Part of the blame is also attributed to parents'/guardians' neglect towards students' learning. Teachers are the fountain of knowledge; they ensure activities to enable students to be actively involved in process. But when the poor performance of the student reflect on their report card, parents and school administrator would just ask the teacher what they have done. Teachers indeed, has many classroom challenges to overcome.

Challenges are those [2] something needing great mental or physical effort be done successfully. [3] Experts from the University of Philippines argued that students from Philippines performed poorly in mathematics and science compared to students from other nations in the world. While in [4] PISA (Programme for International Student Assessment) 2018 result, Philippine ranks lowest in reading, second lowest in mathematics and Science. 15-year old students are near the end of junior high school in the Philippines, demonstrating convincingly that Philippine basic education has serious problems in the early years. These can be some indicators that education is bedeviled by some problems and if not identified and removed could hinder education could attain and the upsetting part is that teachers would be blame again of the declining results of the teaching-learning, teacher factor again.

Here are some identified classroom challenges [5]:

1. Lack of time to plan.
2. Lot of paperwork.
3. Performance Pressure from school administrators.
4. Balancing diverse needs.
5. Handle too many Masters.
6. Get burn out easily.
7. Lack of proper funding.
8. Limitations of standardized testing
9. Lack of parental support
10. Changing of educational trends
11. Limitations of disciplining students

Lack of time to plan

Teachers are finding it really challenging to handle multiple roles as they lack enough time for planning. Updating the subject to new demands, correcting materials, content presentations, managing field trips as well as bringing in new creative approaches to meet the present educational trends are a few among them.

Lot of paperwork

Such excessive paper works take a lot of time out of their regular schedules for which seriously impact the quality of work they deliver.

Performance Pressure from School Administrators

A teacher is now accountable for the win percentage of the class, the lines of the student growth indicators and even the disciplinary factors of the class they handle. Being accountable for a number of roles other than quality teaching is sure to put on a lot of performance pressure on teachers.

Balancing Diverse Learning Needs

Teachers are trying differential teaching strategies to satisfy a slow learner and quick learner. So they will be forced to bring in a lot of creativity and diverse strategies which in turn requires additional preparation time.

Handle too many masters

A management that is not supportive, a class of students who lack teamwork and parents who are complaining without understanding can make the job tough for them.

Get burn out easily

Feeling overworked, unsupported, underpaid, lack of personal time, the difficulty of work-life balance and not getting proper rest all can result in burnout. [9] teachers can often feel burnt out! Feeling overworked, underpaid, unsupported, and not having enough time can make a teacher feel stressed out. We work our 8-hour day, stay late to clean up and/or prepare for the next day, bring home papers to grade, grab a bite for dinner, maybe watch an episode or two of *some favorite TV show* then collapse from complete exhaustion—only to wake up and do it all over again. This can wear down even the most energetic teacher. Once this stress and pressure takes its toll, it's only a matter of time before it trickles down into the classroom and affects our students. The following were identified classroom challenges [5]:

Lack of proper funding

No enough resources for the classroom, larger class sizes, and, of course, no raises [9], teachers have seen raising concerns about the lack of funding which can seriously impact the way they want to take the class forward.

Limitations of standardized testing

Teachers would be eager to come up with creative ways of assessing their students and these approaches may be initiated after studying their learning styles. However, if the management insists on standardized testing methods, it will be a tough job for teachers.

Lack of Parental Support

Teachers also complain about lack of parental cooperation and guidance with them. A student can become successful only when parents support his teachers. But in fact, parents start attacking teacher when they hear complain from their kid against teacher. Parents like to defend their child without knowing their child's behavior and problems [6].

Changing Educational Trends

It may be the 21st Century but many schools have yet to make the shift to the new millennium's styles of teaching and learning. However, they may not take the same effort to give proper training to teachers on how to use these new tools. Teachers will have to figure out themselves on how effectively they can utilize the new tools. [8] An overloaded curriculum can leave teachers overwhelmed when trying to develop critical thinking, problem solving skills, curiosity, entrepreneurship and digital analysis.

Limitations of disciplining Students

Not all students in a class may be well mannered or respectful. [6] Disrespectful behavior from students is also a problem teacher usually face. Disrespectful behavior in schools across the globe is widely recognized. Young people see examples of disrespectful attitudes towards teachers on television and in the movies.

Consequently, this paper, from the current cry of the public school teachers have identify some classroom challenges faced by teacher in the everyday practice of the noblest profession. The purpose of this study therefore is not only to identify but also to investigate on these challenge face by the teachers that affect her teachings and recommend some helpful guides.

The study would also serve as wake up cry to address some issues of the condition of the Philippine education. The result can also be used as basis for some resolution in the curriculum innovation and in amending some laws that may affect educational settings.

Statement of the Problem

Specifically, the researcher sought to answer the following questions:

- 1) What are the top classroom challenges faced by teachers in the present education situation based on their mean score interpretation?
- 2) What recommendations can be given to address the issues on classroom challenges?

Hypothesis

The following are the hypotheses of the study tested at α 0.05:

- 1) There is no significant difference between length of service on the classroom challenges faced by the teachers;
- 2) There is no significant difference between teacher's age on the classroom challenges faced by the teachers.
- 3) There is significant difference between teacher's age on the classroom challenges faced by the teachers.

II. Methodology

A questionnaire was given to 30 teachers selected randomly from different levels. The study was carried out at Mataas Na Paaralang Neptali A. Gonzales (MPNAG). Purpose and method of the study was explained to the respondents and department head to get consent. The instrument of this research was adapted from EDSYS blog: "Top classroom challenges faced by the teachers in the present scenario. The questionnaires were designed to evaluate classroom challenges faced by the teachers. The survey questionnaire included eleven items related to classroom challenges faced by the teachers. The results were then evaluated. The data was analysed by descriptive statistics and t-test using SPSS p value less than 0.05 is considered as significant.

Likert Scale used in evaluating:

4- Strongly Agree 3- Agree 2-Disagree 1- Strongly disagree

To interpret the respondent evaluation on top classroom challenges faced by the teachers, the scale below was used:

3.25 - 4.00-Very High; 2.50 - 3.24 - High

1.75 - 2.49-Low; 1.00 - 1.74 - Very Low

III. Results and Discussion

Classroom challenges	Mean	Std. Deviation	Interpretation
1. Lack of time to plan	3.90	.316	Very High
2. Lot of paperwork	4.00	.000 ^a	Very High
3.Performance Pressure from School Administrators	3.90	.316	Very High
4. Balancing diverse needs	3.80	.632	Very High
5. Handle too many masters	3.70	.483	.Very High
6. Get burn out easily	4.00	.000 ^a	Very High
7. Lack of proper funding	3.90	.316	.Very High
8. Limitations of standardized testing	4.00	.000 ^a	Very High
9. Lack of Parental Support	3.90	.316	Very High
10. changing educational trends	4.00	.000 ^a	.Very High
11. Limitations of disciplining students	4.00	.000 ^a	Very High

Table 1 shows descriptive statistics for Top classroom practices. The result discloses that they are undeniably some of the major challenges face by teachers as expressed in the computed means of 3.70, 3.90 and 4.00 respectively which were interpreted as **Very High**.

[7] Surveys and data reveal that teachers face a seemingly endless number of challenges in the classroom, from short staffing to financial shortfalls. [10] Being a teacher is HARD. Whether you're just starting or have taught for decades, teachers everywhere in the world are faced with similar challenges. The obstacles they encounter can arise from many directions: with students, parents, administrators, or with the many roles and responsibilities you have to maintain.

Table 2. Relationship of respondents' Length of service to classroom challenges

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Length. of Service	Mean	Std. Deviation	Std. Error Mean	t-value	Sig. value	Interpretation	Decision to Ho
1-10 YRS	4.00	.000	.000	1.488	.175	Significant	Reject
11-20 YRS	3.85	.197	.081				
$\alpha = 0.05$ Level of Significance							

Table 2 shows t-test for Uncorrelated Samples (Independent) presenting affiliation of teacher's length of service to classroom challenges. It can be gathered from the table that the control length of service 1-10 yrs. mean score of 4.00 and the 11-20 yrs. mean score of 3.85 got a computed t-value of 1.488 with the corresponding significant value of 0.175 which is greater than alpha 0.05 is interpreted significant. **Hence, hypothesis is rejected.**

The computed means of 4.00 and 3.85 reveal that teachers now and then face different classroom challenges yet chose to stay in their profession [8] educators' length of tenure is a testament to their commitment and dedication—with many teachers serving for 10 years or more. It is a fact that, [9] teachers don't generally go into their profession for the money, teaching is a passion and we always look for some remedies to resolve and face the challenges.

Table 3. Relationship of respondents' age to classroom challenges

AGE	Mean	Std. Deviation	Std. Error Mean	t-value	Sig. value	Interpretation	Decision to Ho
25-35	4.00	.000	.000	1.000	0.374	Significant	Reject
36-46	3.93	.115	.067				
$\alpha = 0.05$ Level of Significance							

Table 3 presents association of teacher's age to classroom challenges. It can be gathered from the table that the control, age 25-35 yrs. mean score of 4.00 and the 36-46 yrs. mean score of 3.93 got a computed t-value of 1.0 with the corresponding significant value of 0.374 which is greater than alpha 0.05 is interpreted significant. **Hence, hypothesis is rejected.** Results from Table 2 discloses that regardless of age, teachers face different challenges while teaching. No matter how much experience you have, there are always challenges to face in the classroom and school. Expectations are high—from students, from parents, from department chairs and administrators [11]. Teaching can be challenging at times, but as long as you really care about your students and really want to help them, both with the materials in your class and their struggles outside your class, it can also be very rewarding. Our world is jam-packed of interminable adjustments.

Table 4. Relationship of respondents' Gender to classroom challenges

Gender	Mean	Std. Deviation	Std. Error Mean	t-value	Sig. value	Interpretation	Decision to Ho
Male	4.00	.000	.000	.842	.424	Significant	Accept
Female	3.89	.181	.064				
$\alpha = 0.05$ Level of Significance							

Table 4 shows t-test for equality of means presenting relationship of gender to classroom challenges. It can be gathered from the table that the control male mean score of 4.00 and the female mean score of 3.89 got a computed t-value of 0.842 with the corresponding probability value of 0.424 which is greater than alpha 0.05 is interpreted significant. Hence, the null hypothesis is accepted. The computed mean unveils that male teacher, despite their masculine physique, did not exempt them from the high battle of classroom challenges. There is a growing chorus of policymakers and practitioners looking to recruit more male teachers into the profession on the belief that doing so will provide critical support for a high-risk population of students. Though we are unaware of any empirical evidence that male teachers of color have any different impact on students (beyond that already documented by virtue of racial matching), there is some suggestive evidence that they could likely help [12]. However, we hasten to note that the evidence on whether these strategies would improve student outcomes is fairly thin.

IV. Analysis

Results from the tables show evidences of the challenges that teachers face inside the classroom. These are supported by different studies revealing some declining effect in educational condition. There are many academic and behavioral problems regarding students that teacher face in the classroom and has a direct impact on the teaching–learning process such as: forgetting school tools, frequent absence, lack of attention, hyperactivity, inappropriate talk in the classroom vandalism, disobedience Reality is that teacher themselves are looking for ways to cope with them. This paper intends to investigate on those classroom challenges face by teacher and find solutions. Sometimes, particular students may cause teachers' problems in class, without warranting major negotiation or intervention. If the educational system would be really after the betterment of the teaching-learning process, authorized persons should find ways to address the issues and will consider them in the innovation of the curriculum, budget planning, re-orientation of the teachers and school managers. There are few common situations, and ways to work them out.

V. Discussion

The problems in the classroom, and schools in general, are considered one of the most serious factors facing the component of the educational process, such as parents, teachers, educational administrators, and supervisors, also vandalism, theft, destruction of property, failure in the school, poor study accomplishment, lack of educational facilities such as equipment and technology, the physical environment, and the violence against teachers and students. All these issues could threaten the whole educational process [12].

Here are some that might help teachers overcome those challenges:

- 1) Identify diverse needs of students. Always remember every student is different. Developed differentiated teaching plan to address students' differences.
- 2) Not only do teachers ensure that each student in class is learning and engaged, we also have to make sure that we are in line with the goals of the school [11].

- 3) Many of the students don't understand the value of education because they have never seen the benefits education can offer them. Talk to them about their futures and their goals. Guide them through their education route if they want to become a doctor or a lawyer or a teacher. It would be possible to invite guest speakers come into the class so that students can see what kind of careers are available and what type of education they need to be successful in those careers [11]. Involve parent participation in the said meeting.
- 4) Be supportive, encouraging, and respectful of student ideas in class, we can correct wrong answers or point out weaknesses without discouraging our students. Always show students the courtesy of listening to and responding to their answers when they offer an idea [13].
- 5) We must also be careful about teasing or sarcastic humor, since these are all too often easily misinterpreted and can generate defensive or hostile responses [13].
- 6) Make class work a non-issue. This is HARD, but take the class work out of the equation for a short time and work on the relationship ... work the "work" back in later [14].
- 7) No matter the behavior, don't give up on trying to reach that student...the negativity may be a defense for something deeper. *Keep up the good fight!* [14]
- 8) Teachers need to encourage parents to become involved in their children's education. Building rapport with parents will encourage them to teach their children to respect their teachers and value their education. Teachers are sometimes afraid to discipline a student because of risk of lawsuit if they fail to handle situation correctly. Teachers require support of parents, administration and school board in this regard [6].
- 9) Authorities should realize that all teachers must be supported, empowered, prepared and constantly learning and exchanging ideas to provide the best learning environments for our students [8].
- 10) Curriculum developer should also take into some considerations the challenges face by teacher in the innovation of the curriculum.

Among all the challenges mentioned, one thing is crucial for teachers to overcome all such barriers and that is support from parents and administration. And without the support on both ends, the educators cannot make any change happen for the benefit of the student [6]. It takes a collaborative action to succeed in all goals we are striking.

Conflicts of interest

The authors declare no conflicts of interest.

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