

PRACTICES, ISSUES AND CONCERNS ON THE DELIVERY OF INSTRUCTION OF 21ST CENTURY MATHEMATICS TEACHERS IN RURAL AREAS

Jenyliza T. Uchang

Science Education Department, Central Mindanao University, University Town, Musuan, Bukidnon, 8710 Philippines

Correspondence Tel.: +639178531872, Email: jenyliza_uchang@cmu.edu.ph

ABSTRACT— *The study sought to come up with the emerging practices, issues and concerns of teachers in Bukidnon in the delivery of their roles. Responses of the fourteen public secondary school teachers in the interviews were coded, clustered, and categorized through constant comparison of incidents and memos. From the analysis of all these data, the following practices of mathematics teachers in Bukidnon emerged: ask God's providence; teach with a heart, apply reflective teaching; resourceful; maintain good communication skills in communicating about the course, assignments, procedures and all others; engage students; use humor; provide clear and precise instructions; give room to individualized learning to progress at their own pace; offer encouragement and provide frequent, timely and positive feedback; involve students in decision making; use peer learning; love the subject/job; establish mathematics goals to focus learning; implement tasks that promote reasoning and problem solving; use and connect mathematical representations; facilitate meaningful mathematical discourse; pose purposeful questions; build procedural fluency from conceptual understanding; support productive struggle in learning mathematics; elicit and use evidence of student thinking; monitor student work and always teach on grade level; give multiple mini-assessments; understand (and accept) various methods of solving a problem; work collaboratively; develop metacognitive strategies; value parental/familial involvement; pursue lifelong learning; monitor student work; accessible to students; allow students to progress through assignments at their own pace; provide help to understand and practice new knowledge; and enable students to ask questions. Moreover, the following issues and concerns of mathematics teachers in Bukidnon emerged such as insufficient resources due to poverty, lack of educational facilities, issues of teachers, too many students in a classroom, poor service delivery, and relevance of the curriculum.*

Keywords: concerns and issues of 21st century math teachers in rural areas, practices of mathematics teachers in a rural area; practices of teachers in Bukidnon, teaching practices, twenty-first century mathematics teachers practice and 21st century teachers' issues and concerns

1 INTRODUCTION

One of the most important social institutions is education. Through education, we acquire more knowledge, correct values, and enhance skills, beliefs, and moral habits. It encourages quality learning all through life among individuals. Education is highly essential for everyone to improve knowledge and method of living just as social and financial status for the duration of one's life. Thus, according to Sadruddin [20] each country requires teachers who will give the best type of training to the students at every level. Teachers can best realize the quality education provided to every student; thus, they are considered the lifeblood of any educational system. According to Hattie [11], the quality of teachers has a more significant impact on the students' learning than the methods of teaching, the role of parents, the school building, or the quality of the curriculum. Thus, to have a quality education, the quality of teachers must be taken into consideration.

In the Philippines, there is a shortage of investigations about 21st-century mathematics teachers and students. Most of the studies conducted are in urban areas where advanced technology, sophisticated equipment, and plenty of educational software are used in the classroom. The majority of the students are well off and financially stable and whose parents can afford to spend for the education of their children. Despite all of these, some of the schools in the rural area are still performing in mathematics, as evident in the Mathematics Teachers Association in the Philippines – Math Challenge. It is, therefore, interesting to study the scenario/case in a rural area. These reasons urge the

researcher to gather data and come up with the list of practices of the 21st-century teacher in a rural area. Moreover, it is everyone's knowledge that mathematics teachers in rural areas have some issues and concerns with regard to their delivery of the lesson. It is, therefore, interesting to study the scenario/case in a rural area. These reasons urge the researcher to gather data through systematic methodological procedures and come up with the list of issues and concerns of the 21st-century mathematics teacher in a rural area, specifically in the Philippines, that is grounded in the data.

2 RESEARCH METHODS

2.1 Qualitative Research Design

This exploration utilized case studies to develop and investigate the data. In this investigation, interviews of the participants concerning the practices, issues and concerns of the 21st-century math instructors in the rural area were conducted.

2.2 Data Collection Procedures

Data were collected through two to three hours of interviews with the teacher-participant, interviews with the student and the principals, and gathering documents such as lesson plans. In addition, follow-up interviews were scheduled. A field log was utilized to explain how the time was spent during the interview, transcription, and analysis phase.

2.3 Research Setting

The research study was conducted at the secondary schools in the third district in the province of Bukidnon. The Province of Bukidnon is a landlocked area in the Philippines situated at the focal point of Mindanao Island, a southern piece of the

Philippines. The name "Bukidnon" signifies "highlander" or "mountain inhabitant." Its capital is the city of Malaybalay. The area borders, clockwise beginning from the north, Misamis Oriental, Agusan del Sur, Davao del Norte, Cotabato, Lanao del Sur, and Lanao del Norte.

The schools were chosen based on the overall ranking from grade seven to grade ten and from 2016 to 2019 on the secondary district level performance in the Metrobank MTAP - Math Challenge.

2.4 Participants of the Study

The participants of this investigation were the secondary mathematics instructors in the government-funded schools of the third District of Bukidnon. All the participants engaged with this qualitative methodology were chosen due to the common qualities they share [4].

In-depth interviews were conducted. The researcher went to the place of the teacher-participant for the interview. Interviews were semi-organized and dependent on the research questions. The researcher composed memos.

2.5 Data Sources

The sole instrument utilized in this study was the semi-structured interview protocol. The semi-structured interview task was used to evoke practices of 21st-century math educators. The formulation of inquiries depends on the priori constructs of the study.

The in-depth nature of an exhausted interview cultivates evoking every participant's translation of their experience. The interviewer looks to comprehend the subject and the teacher-participant has the pertinent encounters to reveal insight into it [9], [18]. In this way, the questioner's inquiries posed to the participant to depict and think about their encounters as educators in regular daily existence. The questioner was there to tune in, see with affectability, and urge the individual to react. Thus, in this discussion, the participant did a large portion of the talking.

2.6 Triangulation of Data Sources

Triangulation of data sources was observed. Aside from the semi-organized interviews with the teachers, data were accumulated through the semi-structured interview with the students and principals. The appropriate responses of the teacher-participant were checked through the document, which is the lesson plans. Moreover, for validation of the findings, the researcher returned to the participants.

2.7 Data Analysis Procedure

In the analysis of data, the software maxQDA was utilized. This software serves to give insights into qualitative data sets without recommending translations. This software device for qualitative data and text analysis considers simple arranging, organizing, and breaking down a lot of text or other data and eases the administration of the subsequent interpretations and assessments.

For the coding cycle, open, axial, and selective coding were utilized to analyze the data.

2.10 Limitation of the Study

The study was conducted last March 2020 until July 2020. Until today, the Philippines and the rest of the countries worldwide are experiencing the pandemic Corona Virus Disease – 19 (COVID-19). The pandemic affects all the people, and it hinders close contact with everyone. At these times, physical distancing and the use of facemask is the new

normal.

The existence of the pandemic resulted in the untimely closure of classes few days before the scheduled closing last March 2020. Since face-to-face classes in the classroom are not possible, the Philippine government opted to have online or modular courses later to lessen the spread of the virus. This is the reason why the researcher was not able to conduct classroom observation. So in lieu of the classroom observations, an interview of the principal and colleagues of the participants was conducted.

3. RESULTS AND DISCUSSIONS

Practices of the 21st-Century Math Teachers in Bukidnon

Teaching practices are the ways teachers perform their professional obligations, develop the students' abilities, promote positive values, and act ethically to have proper communication with students, co-teachers, parents, and all other stakeholders of the school [24]. Knowing the practices of teachers gave us information on what the teachers provide the students for the teachers to put on their pedagogical knowledge and skills in their practice. It is another avenue that the student will understand their role in the school.

Based on the data gathered, the following are the teaching practices of the Mathematics teachers in Bukidnon. Sample excerpt from the interviews were quoted to stress out how these concepts emerge.

1. They were asking for God's providence. Teachers in Bukidnon pray to seek God's Providence before starting their class. Asking God's providence is the way to ask God for help to guide and steer life personally and individually. They believe that they can always trust in the providence of God.

"We pray for the students and for other teachers. With this, even if our job is difficult, the result is fulfilling" and "I start the class with a prayer".

2. Teach with a heart. To teach with a heart is one of the essential practices of the teacher. It is the essence that makes students feel that the teacher cares for them. When students feel that someone cares for them, they would feel the importance of their existence.

"I teach by always integrating ethics, values and standards of morality in the lesson. Our school does not want to produce intellectual monsters but intelligent people with a heart."

3. *Resourceful.* There are many unattainable resources in the rural area, so teachers find ways to get things done or have a replacement if the equipment or materials they need are not available in the school.

"Since we lack gadgets and instructional materials that will be used by the students, we just use the things around us (localized and improvised materials)"

4. Applies Reflective Teaching. The teachers are doing self-assessment on their teaching. They examine their teaching strategies and pedagogy, express details and strengths for their methods and techniques, and recognize areas for modification or enhancement.

"I required them to put reflection on their notebook because I will know which part of the lesson students have difficulty and needed to develop. It will also give me feedback on what to reteach or to emphasize".

5. Maintain good communication skills in communicating about the course, assignments, procedures, and all others. A practical and fruitful teacher can connect with the students, associate with the learners and sense their needs. Nowadays, the key is to discover a harmony between being effectively open to your students to address their inquiries and giving assistance without covering your profitability and spare time. Open and transparent communication is the way to build up a solid benevolent learning atmosphere inside and outside the class.

"It is important to talk with the students, to get in touch with them because it is a way of teaching that you care for them" and "I give time to talk with the students especially if it is break time because it is important to know each of them better to understand their behavior well. Most of the students have problems at home that they want to share and be given advices. This would be a benefit for both the teacher and the student".

6. Engage students. Teachers offer opportunities for students to be vigorously engaged in their learning journeys. For the teachers, it is very challenging to get students engaged, especially since students nowadays are multitasked and can barely hold lengthy attention. Thus, they can become uninterested and disengaged. With this knowledge, teachers must use stimulating educational games and activities, use technology and multimedia resources and then make the teaching student-focused and attempt to narrate the lesson to the student's setting.

"The instructional practices employed inside the classroom depend upon the group of students that I am handling or their level of intelligence or their exposure to mathematics class when they were in the elementary. Most of the time, students would love that their mathematics teachers would do the lecture, presentation of the concept, followed by practice drills and activities and after that quizzes or written activities are given. There are also group of students who would love that, there will be active participation in the class. Less lecture, more on activities, discovery and problem-solving activities as well as group or pair task to be given and then to be accomplished in a certain period of time."

7. Use humor. Be humorous at suitable times because this can lead to student's engagement and self-confidence.

"My math 9 teachers' class is effective and fun. The teacher is funny and responsible. And "I like my math teacher because he is very determined to do his work as a teacher and can immediately change our mood coz he is funny."

8. Provide clear and precise instructions. The teacher begins a new topic/lesson or project with a clarity of objectives and learning goals, and he offers clear criteria to guide students to be effective.

"I plan my daily activities. I see to it that everything is planned starting from the objective and the engaging activities in order to achieve the objectives. Some objectives need more than one-hour session thus I sometimes use preparatory reading assignment with guide questions prior to the session".

9. Give room to individualized learning so that students' progress at their own pace. Students are not the same in all aspects, and they have different abilities and capabilities.

They learn differently; a few students are moderate learners, and others are fast, some kinesthetic (learn by experience or by doing), others are auditory or visual. Teachers remember these contemplations in mind, and they give their best to watch out for every student in the class. Teachers ought to permit students to advance through an educational plan at their speed and assist them with getting to realize how strong they can be and how weak they are at times, which builds their feeling of certainty just as an eagerness to persist.

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10. Offer encouragement and provide frequent, timely, and positive feedback. It is important to share feedback with students during the learning process. Checking students from time to time, giving varied formative assessments, and discussing students' difficulties for their learning are all essential. Aside from each feedback through printed or spoken, teachers also deliver whole-group feedback on the areas of need.

"I praise them in front of the class as a sign that they have done something good". and "I believe that there are a lot of things to be improved in my class such as providing individualized remarks and feedbacks for the students for their development based on activities given and implemented".

11. Involve students in decision-making. Students feel good and do great when teachers let them think they are trusted and part of the teaching-learning process.

"In planning and implementing the lesson, my students are always involved."

12. Use peer learning. Teachers use peer learning. This cooperative learning method promotes the importance of student-student interaction and enhances results in different learning outcomes.

"I oftentimes give group activities because there are some students who are shy to ask questions from the teacher so they will be comfortable to ask their classmate".

13. Love the subject/ job. Teachers are gifted with compassion, dedication, and commitment. Being a teacher might not be an easy task, especially when students are rough. Still, the teachers' satisfaction when students appreciate them or have learned from them is one of the things that motivates and keeps the teachers going. As Abraham Lincoln once said, "Love the job you do, and you will never have to work a day. "

"Every time when I teach and I can see the faces of my students that they understood the lesson well, that's what makes me more motivated to teach and do well in my job as a teacher".

14. Establish mathematics goals to focus on learning. Effective mathematics teaching builds up clear objectives for the mathematics that students are learning, situates goals within learning movements, and utilizes the purposes to manage instructional choices.
"Teachers set the objectives and goals of a specific lesson to guide the students on the materials that they have to read and the activities that they need to perform in order to achieve the objectives."
15. Implement tasks that promote reasoning and problem-solving. Effective mathematics teaching involves students answering and deliberating charges that enhance mathematical thinking and problem answering and allow many entry points and different answers.
"As an educator, I should set my objectives and plan for possible activities and assessment that can help students discover new ideas and concepts. I should do research about different assessments for me to be flexible in any situation I have to deal within the classroom"
16. Use and connect mathematical representations. Effective mathematics teaching encourages students to build connections among mathematical expressions to understand mathematical ideas and processes better and as tools for problem answering.
"The teacher uses words, pictures, symbols and objects like blocks in order to make mathematical ideas real. The teacher encourages the students to represent their answer beyond giving the solution of the correct answer. An example of this can be seen when a teacher asks his student to add two more dogs (each dog measures 1 foot) to a diagram of 10 dogs to discover how many total feet a dozens of dogs would have."
17. Facilitate meaningful mathematical discourse. Effective mathematics teaching encourages dialogue among students to develop a shared understanding of mathematical ideas by examining and relating student policies and opinions.
"When students come to see me I asked them to explain their answer and how they come up with it so that I will know what misconception led them to the wrong answer or what concept was not clearly understood. It will then be my basis as I plan the next lesson."
18. Pose purposeful questions. Effective mathematics teaching uses focused queries to evaluate and advance students' thinking and sense-making about essential mathematical thoughts and relations.
"Students love questions that can activate their critical thinking because it will make the classroom alive, full of wonder and awe"
19. Build procedural fluency from conceptual understanding. Effective teaching of mathematics shapes articulacy with processes on a foundation of conceptual understanding. Over time, students become practiced in using techniques openly as they answer contextual and mathematical problems.
"Teachers involve in specific teaching tasks, which includes how to accurately exemplify mathematical ideas, provide mathematical explanations for common rules and processes and inspect and comprehend uncommon answers and problems."
20. Elicit and use evidence of student thinking. Effective mathematics teaching uses proof of student thinking to measure mathematical understanding improvement and modify teaching methods that upkeep and encompass learning frequently.
"A teacher gives a challenging problem to his students in the class, a problem which is somewhat different from the examples given and which requires student's thinking, to find out if the concepts involved are well understood and the principles are properly applied."
21. Monitor student work and always teach on the grade level of the student. Teachers try integrating math ideas that are essential to the students. They give examinations, which is a better method of checking the students' improvement. The goal of checking student output is to discover how much improvement the students have made relative to the objectives set.
"I roam around and check that they are really doing the said activity and entertain whatever queries they have. I will not give the answer but I will allow them to guide them to think over in order to get the answer"
22. Give multiple mini-assessments. Teachers give mini-assessments to check for understanding throughout the unit. This gives students a chance for self-reflection and permits the teacher to adjust the lesson based on the student feedback. Mini-assessments allow a quick check for both the student and the teacher to recognize if the material should be revised before moving on.
"Our math teacher assesses us by giving individual seatwork, quiz, homework and oral recitations"
23. Learn (and accept) multiple methods of solving a problem. Teachers permit students to choose different alternatives to solve a similar issue instead of showing just a single strategy. The ultimate objective is for students to become mathematical thinkers and not replicators of the solutions of their educator. While there are more effective approaches to working with most mathematical ideas, students should be permitted to utilize whatever strategy they are comfortable with as long as it is mathematically stable. If students are adaptable mathematical thinkers, they will be fit for applying ideas to any challenge they may confront later.
"In terms of assessment, as a mathematics teacher, we give quizzes as one of the forms of a formative assessment. We also give them assignments and classroom activities, group or individual, so that we will be able to know if they learned from us. Sometimes I also asked them to answer a specific question on the board and let the student explain his or her answer to the class. There is a need for a math teacher like me to do that because as what I have mentioned earlier, sometimes there's a gap of language. So if their classmates will be able to present the process in the way their age level will do it and probably other students will be able to understand and of course there are assignments given for re-enforcement of the things that they learn in the classroom, the students will be forced to practice at home. So that's actually the reinforcement and there are also reading assignments, activities and projects that they will do."

24. Work Collaboratively. Teachers of the same grade level help each other. Cooperation with different teachers is the best practice to guarantee student achievement. As they cooperate, exercises become more adjusted, and exercises and appraisals become additionally captivating for students. When students are more involved and when they talk about the activities, the more they will learn.

"There are many people who helped me manage my life being a math teacher. One is my mathematics teacher. Not only math teachers, but my colleagues in school, administrators, parents and my family as well have been so helpful to me during my life being a mathematics teacher. My colleagues helped me to adjust to my work in the school, inspired me to do better each day and become a better management space."

25. Develop Metacognitive Strategies. Students are offered the freedom to design, arrange, screen their work, direct their learning, and self-reflect as they do the activity. When we give students time to know about their insight and their reasoning, students' confidence increases. Also, research explains that metacognition can be taught

"I give them opportunities to learn a specific topic as a class, in groups, or on their own by providing them varied activities and assignments as well as feedbacks."

26. Value parental/familial involvement. Bridging a connection between the home and school helps the teachers, the parents, and the students stay informed. It also makes it easier for parents to reinforce and support their children when they know what is happening in the classroom.

"Parents support and the support of the community is important because parents are the main source of motivation of the students and the community is a helping hand in the learning environment of the student"

27. Pursue lifelong learning. Teachers should stay up-to-date on movements and developments in the field to allow the teachers to help students prepare for an ever-changing world. Pursuing personal passions will benefit the learners because teachers can reflect on what it is like to be in the shoes of their students.

"I pursued my master's degree for professional development as well as the seminars that I've attended and these made me grow as a better teacher. I've gained a lot of valuable experiences while teaching and this fueled my passion for learning which is my strength. The thing that I value most about myself and others is the passion for learning and the desire to help my students in their journey"

28. Monitor student work. Giving evaluations, both developmental and summative, is one acceptable method of observing your students' development. The objective of checking students' jobs is to discover how much advancement your students have made corresponding to the underlying goals you set.

"I assist, and roam around the classroom to check whether my students have done their work correctly and whether they have participated"

29. Giving help to comprehend and practice new information. Regularly, teachers' explanation of why they become an instructor is to assist students with gaining and master further details. It's maybe an essential piece of the

work, and it is likewise the most convoluted activity to do at times.

"I provide my students all the learning opportunities and support that they need for them to learn. I usually demonstrate first how to solve some problems and then I will give them opportunities to discover the answer by grouping them or do it individually. I usually serve as a guide to them and provide them the support they need"

30. Has an end goal to remain on time and keep everything under control. With the end goal to remain on time, students' inquiries are not all entertained. The difficulty with this truth is that questions were sometimes discouraged or students are hesitant to ask anymore.

"After the discussion, I ask students if they have some questions or clarifications". And, "The result of the formative assessment and board work would tell me if the students have understood the discussions. Whenever the result is not good, I ask the students to ask me questions so that they will be clarified if they have misconceptions"

Issues and Concerns on the Delivery of Instruction

There are always issues in every setting of the study. Having said this, a discussion on the issues in a rural area is important. These issues were made mention and were experienced by the teacher-participant in Bukidnon. The following were not all available at each rural school similarly. Sample excerpt from the interviews were quoted to stress out how these concepts emerge.

1. Insufficient resources due to poverty. During the Bukidnon Anti-Poverty Summit (BAPS) 2019, Senate Majority Leader Juan Miguel "Migz" Zubiri mentioned that Bukidnon fall on the 19th place on the list of poorest provinces in the whole country according to the latest result of Poverty Incidence Survey of the Philippine Statistics Authority (PSA). Thus, it is a challenge for Bukidnon to untap the potentials of the teachers since they are the persons who influence the youth. Just as the key does, it is education that unlocks the doors to many opportunities in life to all people from different backgrounds. In short, education is the key to success. Hence it is but proper and fitting that schools and training centers be made closer to the people and education be made more accessible to them. Individuals who attain a higher level of education are less likely to be considered poor. This relationship is necessary to understand, particularly when one thinks that the student's achievement at school are somehow affected by their financial status and educational attainment of their parents [21, 3].

2. Lack of educational facilities. The teachers' exposure to ICT are very limited. Only very few knows the mathematics applications that could be used inside the classrooms, as revealed from the interviews. In addition numerous rural schools have practically little or zero access to ICTs for education management of school purposes [11, 7]. The internet connectivity is so weak and is very poor. Indeed, even in situations where minimized and country schools have gotten admittance to ICTs through contributor organizations, this has not settled all the issues as similar schools presently battle with incorporating the ICTs into their educational practices [8, 2, 15, 14]. Given that ICTs that are incorporated into academic practices are

fundamental for 21st - century learning, numerous students are not privileged to get that sort of education. Special educational facilities (for example labs, PC rooms, and so on) are either lacking or dysfunctional in most of the rural schools in Bukidnon [14]. In addition, some do not have enough buildings to accommodate all the students [12]. In this manner, teacher needs strong knowledge on pedagogy so that even if they are not so much technologically inclined or not incorporating technology in their classes, they will be able to use varied methods and strategies to attract the students so that they will not get bored. In addition, teachers need to be adaptive and resilient. They must adapt to their environment, do something on it and be resilient on the changes. Above all, teachers must be passionate. Despite the circumstances, the teacher will always do her part for the good of the students.

These statements are proof on the issue of tools and facilities:

"I cannot use some math applications because not all have cellphones and internet connections"; "Technology might be important but it is not an excuse that its absence hinder us in developing the skills we want our students to possess"; "There are cases when the technology cannot be used due to lack of internet connection"; and "The school does not have enough facilities to cater the needs of the students, besides having problem on internet connection, I could not ask the students to provide their own smartphones because of financial difficulties"

3. Personal Issues of teachers. The difficulties that rural schools face with respect to the qualification of the teachers, their motivation, their training and their morals was noticed by Hlalele [12]. Because of the difficulties of commuting, living or teaching in the rural community great teachers might be reluctant to move to these areas. Because of the poor conditions and the need of better ones, these teachers' a might be reluctant to stay for some time at the school. Because of teacher related issues, students in rural and poor schools are the ones who endure he most (scholastically), as indicated by Maringe *et al.* [14]. The teachers' calling which is to teach the students, must prevail, despite the condition of the place and against all odds. Therefore, teachers must be committed to the teaching profession and must be passionate to their profession. This statement is a proof of the teacher related issue:

"Teachers in this school don't stay so long, unless if they are from this place or in the nearby places. When the teachers who are not from here are assigned here, they usually seek for transfer after some years of teaching in our school"

4. Too many students in a classroom. In rural schools one teacher needs to teach many students all at once, that is, they usually have high learner- teacher ratios. This could be done to the fact that classrooms are limited This means that students are grouped into fewer classes. In this case, the teacher would not guarantee that all students have understood the lessons because he can't give enough attention to each of them [14, 11]. So he must be aware of the pedagogy of teaching and must have the pedagogical skills in order to be an effective classroom teacher in

dealing with various students with different personality. He must value diversity among students and must be adaptive and resilient. These statements are proof of the issue on learner-teacher ratios:

"A teacher usually handles 55-65 student in a class" and "Our room is overpopulated since we have limited number of classrooms".

5. Poor service delivery. An issue that numerous local schools experience is poor service delivery. Students in many rural areas need to walk long distances each day in order to arrive at their school, Nelson Mandela foundation 2005. Students find it difficult to reach their school because sometimes road structure like bridges and road drainage systems are missing. So teachers must be knowledgeable about their students' lives. To have a deeper understanding on what their students are going through or what they are experiencing from time to time, teachers must be aware of what is happening in the surroundings. They must therefore have the skills in communicating with the students oftentimes to know their background. Poor service delivery in the rural area greatly affects students' performance in school. So instead of giving up and the losing hope the teachers must have strong social and emotional intelligence in order to understand and address the situation.

This statement is a proof on the issue of service delivery:

"I realize that I need to know my students before I will be mad. I encountered students who is always late. When I talk to the student, I found out that he walks more than 6 kilometers daily and passing a river"

6. Relevance of the curriculum. Hlalele [12] states that the 'competing priorities between getting to instruction and home tasks' confront the students in rural schools. Lack of relevance of educational plans could well be a noticeable issue. Students at the rural schools need to learn educational plans that may not really be significant or relevant to their immediate context. The 'expansive brush' strategy approach neglects to recognize the remarkable difficulties that rural schools experience, as Maringe *et al.* [14] stated in their paper.

Boix, Champollion, and Psicologia [22] supported this issue. They contend that 'contrasted with students in the rural areas, they appear to encounter more prominent clash between educational objectives and their family connections, a condition related with lower educational goals and deferral of post-secondary education". Hence, in order to reflect from time to time what the students are experiencing, their performance in school and what to do to address what is going on, the teachers must be equipped with reflective skills and thinking disposition and social and emotional skills.

4. RECOMMENDATIONS

The following are recommended:

Building partnerships. To address this issue and problems encountered by the teachers and to build partnerships, the very inspiring practices of the teachers are essential. The Department of Education is seeking collaboration with the private sector to find solution of certain deficiencies in textbooks, school work areas, classrooms, instructors and sanitation facilities, as indicated by Quismundo [17].

Supporting Professional Development. According to Boykin and Noguera [1] the quality of instruction that students acquire might be the most significant one, among the many factors affecting student accomplishment, since it is easily altered. According to the study, professional development is one of the key elements fueling teacher commitment and satisfaction in their work. A continuing concern for educational leaders to guarantee good teaching should be professional development focusing on high -quality instruction and enhancing teachers' knowledge, values and skills. The teachers' professional development is assisted by the Department of Education by attending seminars, trainings and workshops. To help instructors as they continue looking for continuous training and advancement on the different area of concern, the DepEd authorities, policymakers and school heads are benefited to think of a necessary arrangement.

Empowering innovation. As mentioned by Uchang and Limjap [24], the variation of concepts brought into the K to 12 educational plan should be modified according to the applicability of the topic in their locality and instead of replicating the prototype educational plan, the methods and innovative teaching strategies and materials used by the teachers should be documented. This can be done in the recommended daily exercise log form [6] and filled in as a reference for coming up with a document of indigenizing exercises and strategies. In this way, into the lessons and exercise on activities, the teacher's knowledge, skills and values will be taught and incorporated. Hence to serve as an inspiration on motivation for rural teachers to innovate continually this can be given points on promotion.

Aiming for internationalization. The typical rural setting is not accessible to many technology tools and it lacks the infrastructure for connectivity. When electricity is not present in the locality, it would be hard to think of technology. Even among rural learners, incorporating a global standpoint into education has the great potential of generating internationally competitive learners. Knight [13] thinks about the teachers as the drivers of internationalization.

Lastly, further qualitative research studies may be done using other methods depending on the purpose of the study. Also, further studies may be conducted to test the reliability of the result. Conducting similar research studies may be conducted on the applicability of the theory in the educational system as this would help in the process of selection, provide training, and require the professional development of new and experienced teachers.

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