RETURNING TO FACE-TO-FACE CLASSES: TEACHERS' POST-PANDEMIC CHALLENGES AND COPING MECHANISMS

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Abstract. This phenomenological study aimed to investigate the lived experiences of secondary school teachers during the early transition to the full implementation of face-to-face classes. This research also explored how teachers cope with the current educational challenges as they would hold back to full in-person classes. This study would be vital to the teachers and students who encounter difficulties in dealing with the post-pandemic effect on their lives from the school to their respective homes since the pandemic significantly affects education, such as the potential disruption of all the components in the learning process. Based on the results of the thematic analysis of the responses from the participants of the study, the following findings and their corresponding themes were revealed: the experiences of secondary school teachers in a post-pandemic class. Teachers' strategies in dealing with diversity were acknowledging and encouraging every student and diversifying the lesson plan. The insights drawn from the findings of the study were: the coping mechanisms considered by secondary school teachers during the transition period were observing the following themes, encouraging every student and educator support, prioritising live teacher and peer interaction and supporting social, emotional, and mental health while themes were observed during the discussion for the educational insight was able to adapt/management of the reshaping education and professional readiness. It was critical to this study to support the teachers and students in effectively delivering instruction.

KEY WORDS

1. face-to-face classes   2. post-pandemic challenges   3. coping mechanisms
4. secondary teachers

1. Introduction

Face-to-face learning is more effective than other forms of teaching because the teachers can take a more active role in the classroom. Teachers can provide guidance, understand the needs of the students, and correct them when they go off track. With the onset of the new academic year, in-person education has caused teachers to experience several adjustments to cope with actual teaching. This needs a new mindset to take on the responsibilities while facing students in actual classroom situations. The COVID-19 pandemic has left an indelible mark on education worldwide, as evidenced by the study by Sulaiman, Uden, and Eldy (2022). This global crisis has prompted a unified response from the education community, leading

to the widespread adoption of hybrid learning models. These models, a combination of in-person and remote learning, have been used for years in education. As schools and universities worldwide were compelled to close their physical campuses to curb the spread of the virus, many institutions turned to hybrid learning, a testament to our shared responsibility to ensure the continuity of education. While hybrid learning is well established in some developed and developing countries, its implementation in underdeveloped countries requires significant support. This underscores the urgent need for global efforts to ensure educational equity, with a particular focus on providing resources and assistance to those who need it the most. The responsibility to bridge this gap falls on all of us: educators, policymakers, and researchers in the field of education. During the pandemic, hybrid learning emerged as a crucial ad hoc mechanism, allowing students to continue their studies while minimizing the risk of infection. Reducing the number of people in classrooms and enabling remote learning provided a viable solution. However, its rapid adoption also highlighted the challenges institutions faced in developing and implementing these models. This dual perspective underscores the situation's complexity and the need for further research and support. After two years of lockdowns and stringent safety measures to curb the spread of the COVID-19 virus, the DepEd has officially re-opened schools for face-to-face classes. This transition marks a significant shift in the education sector, advocating for the return of primary education to face-to-face courses. As per DepEd Order No. 34, Series of 2022, all public and private schools in the country must transition to five-day face-to-face classes by November 2, 2022. This decision follows the tireless efforts of teachers to ensure a safe school re-opening for the SY 2022 - 2023. UNICEF Philippines (2022) strongly advocates resuming in-person classes in all schools. It stated that keeping children out of classrooms harms their growth and development. The delay in learning recovery can hurt their chances of securing jobs in the future, which is also essential in the country's economic recovery from COVID-19. With UNICEF support, DepEd and DOH developed the guidelines for the safe resumption of in-person learning. A World Bank policy note cited that school closure can lead to learning loss and adverse effects on students' current and future welfare. The UNICEF echoes this stance, enumerating in a 2021 article the results of studies showing that children's experiences in the classroom are good predictors of their "future social, emotional and educational outcomes." Philippine Star (2022) updated about Vice President and concurrent Education Secretary Sara Duterte eyeing to impose face-to-face classes in total capacity by November of the current school year. Public school teachers agree with the government's push to implement face-to-face classes in public schools fully. However, they reiterated that schools and mentors should adequately prepare for in-person sessions. The pandemic significantly impacts education in the country, where academic institutions and schools encounter significant adjustments. Teachers were also affected when dealing with the impact of distance modular learning on students, especially in remote schools. Not being exposed to more technologies, many struggled with starting face-to-face classes as they have been experiencing difficulty reading and numeracy. Basas (2022), national chairman of Teachers' Dignity Coalition (TDC), told OneNews to support the thrust of the Department of Education (DepEd) for full face-to-face classes in schools since children have already suffered terribly under a distance learning setup. "Still, we must prepare our schools if we project a 100-percent resumption. We need to ensure that our learners and teachers are safe, and it would require several adjustments, especially in class size and physical facilities," he added.
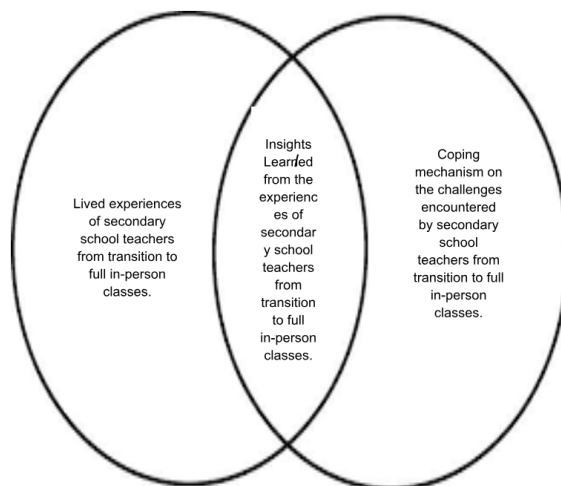
Fig. 1. Conceptual Framework of the Study

1.2. Research Questions—This study aimed to get teachers' insight and experiences with the post-pandemic back to face-to-face classes. Specifically, the study sought answers to the following questions:

(1) What are the lived experiences of secondary school teachers as they return to face-to-face classes?

(2) What do secondary school teachers consider the coping mechanisms during the transition to face-to-face classes?

(3) What educational values insights can be learned from their experiences and challenges?

1.3. Theoretical Lens—This study was anchored on the theory of Social Constructivism by Vygotsky (1968), who believed that the lifelong development process depends on social interaction and that social learning leads to cognitive development. This theory emphasizes that social interactions with teachers and more learned peers could facilitate a learner's potential for learning. Without this interpersonal instruction, learners' minds would not advance very far, as their knowledge would be based only on their discoveries. In other words, all learning tasks can be performed by learners under adult guidance or with peer collaboration. Teachers can utilize constructivism to help understand that students bring their past to the classroom daily. Teachers in constructivist classrooms act as more of a guide to helping students create their learning and understanding. Another theory this was based on was the Multiple Intelligences theory developed by Howard Gardner (1983). This theory suggests that the human mind comprises eight intelligences to account for a broader range of human potential. These intelligences are Logical-mathematical, Linguistic, Spatial, Musical, Bodily-kinesthetic, Intrapersonal, Interpersonal, and Naturalistic. Shown in Figure 1 is the interconnection between the two research questions, the Lived experiences of secondary school teachers from transition to full in-person classes, and the Coping mechanism for the challenges encountered by secondary school teachers from transition to full in-person classes that would result in the common denominator which is Insights Learned from the experiences of secondary school teachers from transition to full in-person classes.

This study was based on the propositions of New Cornell's (2022) psychology research, which states that sitting face-to-face, rather than shoulder-to-shoulder, enhances learning and innovation – even when learning complex physical skills that should be harder from that perspective. In experiments, children and adults solved a complex visual and spatial problem – opening a puzzle box – more quickly after they watched a model demonstrate a solution face-to-face, compared with others who observed from next to or perpendicular to the model. The researchers propose that face-to-face interaction transmits valuable social information about goals and motivations and visual information about the task. Classroom teaching is a well-established instructional medium, and its teaching style and structure have been refined over several centuries. Face-to-face instruction has numerous benefits not found in its online counterpart (Xu Jaggars, 2016). Classroom instruction is exceptionally dynamic. Traditional classroom teaching provides real-time face-to-face instruction and sparks innovative questions. It also allows for immediate teacher response and more flexible content delivery. The traditional classroom experience gives students essential auxiliary tools to maximize classroom performance.

2. Method

This chapter discussed the research design, research participants, data collection, the role of the researcher, data analysis, trustworthiness of the study, and ethical considerations. In the preparation of this paper, the researcher employed artificial intelligence tools for proofreading. Specifically, AI was utilized to enhance the accuracy, coherence, and overall quality of the manuscript. This practice is being explicitly stated to maintain transparency and adhere to ethical standards in research. The usage of AI for proofreading reflects a commitment to leveraging advanced technologies responsibly and acknowledges the increasing prevalence and capability of AI in academic and professional writing.

2.1. Philosophical Assumptions—Every form of work or study introduced a particular set of assumptions and beliefs. Qualitative researchers regularly discuss their theories and beliefs in their research and recognize their significance for their work. The philosophical assumption was the theoretical framework used by researchers to collect, analyze, and interpret the data collected in a particular field of study. It establishes the background used to come to conclusions or decisions. It influences how I seek information to answer the questions and serves as the basis for evaluating a study. Creswell and Poth's (2018) assertion underscores the importance of understanding these assumptions as they shape the research direction. Typical philosophical assumptions have different types and are elaborated on below. Ontology pertains to beliefs about the fundamental nature of reality, particularly social reality. It helps researchers recognize how certain they can be about the nature and existence of objects they are researching. Traditionally listed as a part of the central branch of philosophy known as metaphysics, ontology deals with questions concerning reality and the basic categories of being and their relations (Griswold, 2001). According to Creswell (2012), the reality was subjective and multiple, as seen by participants in the study. Thus, multiple realists exist, such as the realities of the researcher, those of individuals who were investigated, and those of the reader or audiences who interpret the study. In this study, I would rely on the voices and interpretations of the par-

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ticipants through extensive quotes and themes that reflected the words and provided pieces of evidence from different perspectives. The participants' answers were carefully coded and analyzed to build and construct the commonality and discreteness of responses. I upheld the authenticity of the responses and precluded making personal biases as the study progressed. Epistemology. This refers to the awareness of how knowledge claims were justified by staying as close to the participants as possible during the study to obtain firsthand information (Carnaghan, 2019). The longer researchers stay in the "field" or get to know the participants, the more they "know what they know" from firsthand information. In short, the researcher tries to minimize the "distance" or "objective separateness" (Guba Lincoln,1988) between himself or herself and those being researched. The purpose of this research was to gather essential details on the experiences and challenges of the teachers as they engaged back to full face-to-face classes. I ensured that close interaction with the participants was established to gain direct information that would shed light on the knowledge behind the inquiry. Axiology refers to the role of values in research. Researchers admit the value-laden nature of the study and actively report their values and biases, as well as the value-laden nature of information gathered from the field. Axiology considers the value researchers attribute to the different aspects of research, such as participants, data, and audience. The purpose of the inquiry needs to be balanced with what the researcher values and other ethical considerations in conducting the research. In this study, I would uphold the dignity and value of every detail of information gathered from the participants. Therefore, the researcher would preserve the merit of the participants' answers and carefully interpret the answers in the light of the participants' interpretation. Rhetorics refers to the study's use of written, spoken, and visual language. The rhetorical assumption was not "truth-seeking" but instead reporting reality through the eyes of your research participants. This was important because the researcher reported what was observed and heard objectively. In the study context, I used personal voice and qualitative terms such as credibility, transferability, dependability, and conformability instead of internal and external validity and objectivity. The researcher implemented a qualitative research method of phenomenology that allows the exploration of the teacher's experiences in preparation for the full face-to-face classes and unleashes their feelings and ideas about these experiences. Phenomenology helps us understand the meaning of people's lived experiences. A phenomenological study explores what people experience and focuses on their experience of a phenomenon. Phenomenological research seeks to understand and describe the universal essence of a phenomenon. It investigates human beings' everyday experiences while suspending the researchers' preconceived assumptions about the phenomenon. In other words, phenomenological research studies lived experiences to gain deeper insights into how people understand those experiences. In this study, I interpret the participants' feelings, perceptions, and beliefs to clarify the essence of the phenomenon under study through narratives. The goal of this research works well in trying to understand the experiences and challenges of teachers as they were engaged in full in-person classes.

2.2. Qualitative Assumptions of the Study—This study was based on the following assumptions: Secondary school teachers encountered varying experiences in the transition to full face-to-face classes, and secondary school teachers have mechanisms for coping with the challenges they encountered in the transition to full face-to-face classes. Such mechanisms include initiatives and best practices of secondary school teachers that were effective with teaching in full face-to-face classes, and

educational insights could be drawn from the study findings that could be utilized in improving the skills of secondary school teachers in handling full in-person classes.

2.3. Research Participants—The participants in this study were composed of ten (10) informants. The selected informants are secondary school teachers with classroom advisories who handled the transition to full in-person classes this school year 2022 – 2023. I utilized at least ten (10) secondary school teachers as qualitative participants for an in-depth interview (IDE) randomly selected from various nearby Don Marcelino district, Division of Davao Occidental schools. Qualitative analyses typically require a smaller sample size than quantitative analyses. Braun and Clark (2021) recommended that qualitative studies require a minimum sample size of at least 12 to reach data saturation. According to Morse (2000), the more valuable data collected from each person, the fewer participants are required. Adding more participants to a study does not result in more perspectives or information; it is said to be saturated. There were no specific rules for determining the appropriate sample size in qualitative research. The qualitative sample size may be best determined by the time allotted, the available resources, and the study objectives (Patton, 1990). In this study, I used the purposive sampling design, as participants were chosen based on the criteria or purpose of the investigation. This design is additionally known as judgemental, selective, or subjective sampling. The participants were carefully chosen to guarantee the findings were authentic (Marshall, 1996). The criteria for choosing the participants were secondary school teachers and secondary school teachers engaged in the transition to full face-to-face classes for the school year 2022-2023.

2.4. Ethical Considerations—The design of this research study was significantly considered to have ethical concerns. The researcher had to consider several ethical concerns regarding the research participants throughout this study. Ethical considerations were possibly one of the most essential aspects of the research. I must uphold the goals of the study, which include disseminating authentic knowledge, the truth, and error prevention. Therefore, the formulation of specific ethical guidelines was essential in this regard. Social Value. Society relies heavily on research. This study's social value was the experience of teachers. Specifically, elementary school teachers were the subjects of this investigation. Higher authorities could use this study as a foundation for new programs and regulations to assist teachers with full in-person classes. Hence, my attention was sparked by the challenges experienced by teachers when facing remedial learning and adopting recovery plans for the learners. Informed Consent. Gaining informed consent from people being researched is central to ethical research practice (Wiles et al., 2007). Its goal was for human subjects to be able to enter research freely (voluntarily), with full knowledge of what it means for them to participate, and to provide consent before entering the research. There were, however, several factors that make the issue of informed consent problematic, especially in research involving members of groups that are commonly characterized as 'vulnerable,' such as children and people with learning disabilities. Thus, research must be appropriately designed and carried out by researchers with adequate expertise and supervision. The purpose of the informed consent letter was to clarify the purpose of the study, provide contact information, articulate the study's intent, request voluntary involvement from the recipients, and anticipate the information the informants were anticipated to contribute. All participants were given an informed consent form before scheduling the interviews and participating in the phenomenological research process. Each participant must provide a signed personal ac-

knowledgment, consent, and an indication of a willingness to participate in the study release. All participants must sign and return the consent letter to the researcher before participating. The recruitment and selection of participants were lodged in the appendices of this study. Vulnerability of Research Participants. This study's participants include professional teachers in public secondary and elementary schools who can respond to the research instrument. Thus, I assured them that they could readily be reached via the contact number and address if there were any clarifications or queries about the study. Risks, Benefits, and Safety. The recruitment of the respondents was free from coercion, undue influence, or inducement. Thus, respondents were given the phone numbers of the panel's chair or panel members if they had any questions about the study. This was done to answer any questions that the respondents might have. Moreover, if respondents experience discomfort and inconvenience while answering the questions, they are not compelled to participate in any manner. Furthermore, the researcher ensured the respondents were safe during the survey and interview. As a result, the questionnaire was distributed in a secure location and at a convenient time for the respondents. The primary concern of this study was the Treaty Principle of Protection, as reflected in the respect for privacy and confidentiality rights, as well as risk minimization. This would be done by assigning pseudonyms for each informant so as not to disclose their identity. The possibility of a degree of risk inherent to this was minimized by taking all reasonable steps to guarantee participant confidentiality. Privacy and Confidentiality of Information. This study followed the Data Privacy Act of 2002 to ensure that the data could not be traced back to their sources to protect the participants' identities. Thus, great care was taken to ensure the anonymity of the data sources. As a result, any printed outputs from this study were kept anonymous. Furthermore,

all issues would be considered to avoid a conflict of interest between the researcher and the respondents. Any misleading information, as well as biased representation of primary data findings, must be avoided. Transparency. The findings of the study were accessed by the respondents and heads of the participating schools and were placed on CDs or other storage devices that could be requested from the researcher. Further, teachers became aware of the importance of the study and its contribution to their well-being by learning about the results of this study. Additionally, each participant said they had the right to withdraw their information until the end of the data collection process. They could request and be allowed to verify their transcript after the interview. This would allow participants to change or remove any information they believe could be used to identify them. I reserved the right to use pseudonyms, change names, and non-significant dates to protect the participant's identity in all subsequent data analysis and reporting. Qualification of the Researcher. I ensured that he or she was qualified to conduct the study. The researcher had completed the academic requirements, passed the comprehensive examination before thesis writing, which was the final requirement for obtaining the master's degree, and was physically, mentally, emotionally, and financially qualified to conduct the study. Furthermore, the advisee-adviser tandem would ensure that the study was completed. Adequacy of Facilities. I worked hard to ensure that the study was completed successfully on time and that he or she had all of the necessary resources. Similarly, the technical committee would enhance the paper by providing suggestions and recommendations for the study's improvement. In addition, the researcher ensures that they have sufficient funds to continue and complete the research. As a result, it was hoped that this study would be completed on time. Community Involvement. I respect the respondents' local traditions, culture, and view-

points in this study. Furthermore, no deception would be used in any stage of the study's implementation, particularly in the recruitment of participants or data collection methods. Furthermore, the researcher would express great gratitude for the interviewees' enthusiastic participation in the study. Plagiarism and Fabrication As the researcher, I respect other people's works by properly citing the author and rewriting what others have said in their own words. The researcher always used quotation marks to indicate that the text was taken from another source. Similarly, the researcher guarantees that the manuscript was worked on with honesty and that there was no intentional misrepresentation, making up of data and results, or purposefully putting forward conclusions that were not accurate.

2.5. Data Collection—Data was collected to reproduce real-life communication scenarios in which the participants made oral or written contributions useful for research purposes and their learning process. Establishing rapport with the participants is an important step that allows them to provide good data. To collect information, I developed protocols or written forms for recording data, such as interviews or observation. Additionally, I anticipated issues that may hinder or contribute to lost information. In this study, I employed the following data-gathering steps. I asked the Schools Division Superintendent for permission to conduct the study in the Don Marcelino district. I secured the superintendent's permission. I sent the superintendent a letter explaining the study's objectives and the participants' identification, with an attached copy of Chapters 1 and 2 and the research instrument. I would only start after I received the Superintendent's approval. I asked for permission from the school heads. After securing approval from the SDS, I sent letters to the principals or school heads of the identified schools explaining the study to be conducted in their schools. I obtained consent from the participants and con-

sidered the participants' consent as informants of the study a priority; thus, I ensured permission from them and their parents/guardians. The participants were adequately oriented about the whole study process and their part as participants. I conducted the interview. I used the interview questionnaire to conduct an in-depth interview. I took participants' profiles, took notes, and recorded conversations using a sound recorder for easy transcription. Likewise, I carefully listened and actively responded during the interviews. I was transcribing the interviewees' responses. The researcher would then precisely transcribe the interviewees' responses by recalling their answers from the sound recorder. Since the participants used their vernacular language, the researcher translated it into English. Data Coding and thematizing. Categorizing and coding the data would come after the transcription process. Themes were extracted, and participants' data were contrasted and compared. The researcher would then conduct a second round of interviews (FGD) to confirm data requiring more justification and participant feedback. The newly acquired material was carefully analyzed and added to the existing body of knowledge. Then, in order to identify patterns and trends, data were contrasted and compared between the individuals.

2.6. Data Analysis—All data collected for this study were carefully examined and extensively analyzed. The researcher would begin by sharing personal experiences with the phenomenon under investigation. The researcher would start by detailing her own experience with the phenomenon. This is an attempt to separate the researcher's personal experiences and focus on those of the participants' experiences. The researcher would then make a list of significant statements. Then, I sought statements indicating how the individual was experiencing the topic, categorized them as relevant, and worked to generate a list of no repetitive or overlapping statements. The significant statements gathered

were grouped into themes. She would write a description of "what" the participants experienced with the phenomenon, followed by a description of "how" the experience happened. Lastly, the researcher would write a composite description of the phenomenon incorporating textural and structural descriptions. Thematic Content Analysis. The thematic analysis identifies the pattern of essential themes in the data and uses these themes to address the study. As thematic analysis does not require the detailed theoretical and technological knowledge of other qualitative approaches, it offers a more accessible form of analysis, particularly for those early in their research career (Braun Clarke, 2006). Whichever type of study is conducted and for what purpose, the most critical aspect of the analysis is that the researcher respects the data and tries to represent the interview results as truthfully as possible (Mortensen, 2020). Document analysis. Document analysis uses a systematic procedure to analyze documentary evidence and answer specific research questions. Qualitative data analysis entails analyzing material from written documents to draw deductions depending on the study parameters. The effort required to prepare the analysis is much less than required for field observation, interviews, or the requirements workshop. The analysis of the data can be interrupted and continued at any time. Triangulation of data. Triangulation was used in this study with multiple methods or data sources in qualitative research to understand phenomena as supported by (Patton, 1999) comprehensively Triangulation has also been viewed as a qualitative research approach for testing validity by combining data from various sources. Triangulation reduces research bias that comes from using a single method. It increases validity by exploring the same topic with various tools. Provides a clear understanding of the research problem to establish credibility. Environmental triangulation. This type of triangulation uses different locations, settings, and other critical environmental factors, like the time, day, or season in which the study was conducted. The key was determining which environmental factors may impact the information provided. These factors are modified to determine if the results are consistent across settings. Validity is established when the findings remain consistent under various environmental conditions (Guion et al., 2011).

2.7. *Framework of Analysis*—The analytical framework for this study was flexible enough to allow the researcher to either gather all of the data and then analyze it or evaluate it while it was being collected. The data collected was then sifted, charted, and categorized in line with key topics and themes during the analysis stage. This process involves familiarization, coding, developing a thematic framework, indexing, charting, mapping, and interpretation (Ritchie Spencer, 1994). Familiarization was becoming familiar with the data through reading and re-reading interview transcripts. Familiarizing the whole interview with the audio recording and transcript and any contextual or reflective notes the researcher recorded was a vital stage in interpretation. It could also be helpful to re-listen to all or parts of the audio recording. The researcher becomes immersed in the data by listening to audiotapes, exploring the field, or reading transcripts. The researcher would become aware of critical ideas and recurring themes throughout the procedure and would make a note of them. The researcher may be unable to review all of the material due to the enormous amount of data that might be collected in qualitative research. As a result, a portion of the data set would be utilized. Several elements of the data collection method would influence the selection. Coding was the process of summarizing and representing data in order to provide a systematic account of the recorded or observed phenomenon. After familiarization, the researcher carefully reads the transcript line by line, applying a paraphrase or label that is a
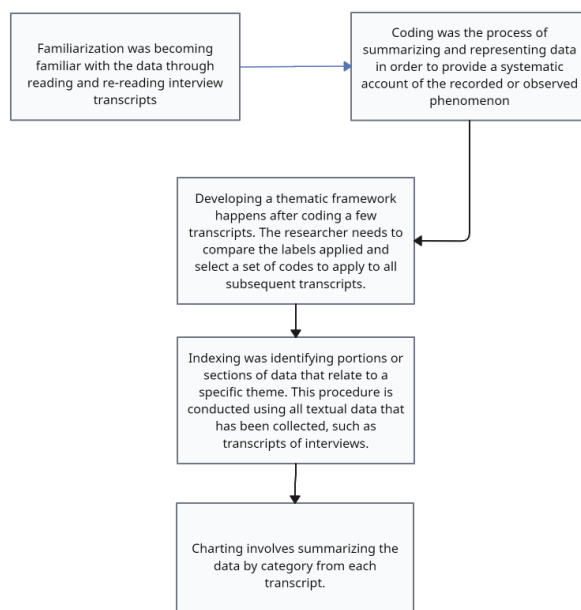
Fig. 2. Analytical Framework of the Study

'code' that describes what they have interpreted in the passage as necessary. Coding aimed to classify the data to be compared systematically with other parts of the data set. Developing a thematic framework happens after coding a few transcripts. The researcher needs to compare the labels applied and select a set of codes to apply to all subsequent transcripts. Codes could be grouped into categories, which are then clearly defined. This forms a working analytical framework. Several iterations of the analytical framework were likely required before no additional codes emerged. It was always worth having another code under each category to avoid ignoring data that does not fit; the analytical framework was never 'final' until the last transcript had been coded. Indexing involves identifying portions or sections of data that relate to a specific theme. This procedure is conducted using all textual data collected, such as transcripts of interviews. Ritchie and Spencer (1994) suggest using a numerical system to index references and annotating them in the margin beside the text for ease. Qualitative data analysis tools are ideal for this task. Charting involves summarizing the data by category from each transcript.

Good charting requires an ability to strike a balance between reducing the data on the one hand and retaining the original meanings and 'feel' of the interviewees' words on the other. The chart should include references to exciting or illustrative quotations. The final stage, mapping, and interpretation, includes an analysis of the essential qualities depicted in the charts. This analysis should be able to provide a schematic diagram of the event/phenomenon, assisting the researcher in interpreting the data set. I must be cognizant of the objectives of qualitative analysis and define concepts, map the range and nature of phenomena, create typologies, find associations, provide explanations, and develop strategies (Ritchie Spencer, 1994). These concepts, technologies, and associations mirror the participant. Therefore, any strategies or recommendations the researcher offers reflect the participants' real views, beliefs, and values. Figure 2 shows the steps in the process of the study's analytical framework, which involves familiarization, coding, developing a thematic framework, indexing, charting, mapping, and interpretation.

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Thematic Content Analysis. This was used in interpreting the responses made by the key participants in determining the lessons and insights derived from the culturally responsive teachers: through the lens of classroom advisers. Their responses were processed and conducted through analyses. Transcripts were coded in considerable detail with the focus shifting back and forth from the key claims of the participants to the researcher's interpretation of the meaning of the responses and subjectively interpreted. Meanwhile, the notes that may be obtained from in-depth interview may be transcribed immediately. The researcher may be looking for common themes that may be found among the responses to each question. In this phase, the researcher may use thematic analysis in analyzing the gathered data. Their responses were processed and conducted through analysis. Transcripts were coded in considerable detail with the focus shifting back and forth from the key claims of the participants to the researcher's interpretation of the meaning of the responses and subjectively interpreted. Meanwhile, the notes that may be obtained from in-depth interview may be transcribed immediately. The researcher may be looking for common themes that may be found among the responses to each question. Environmental Triangulation. Triangulation analysis is a tool developed by Margaret Schuler to help advocates perform a strategic analysis of the issues they are working on. The tool looks at three different aspects: content, structure, and culture. Triangular analysis is a technique for both analyzing and finding answers to a problem, structured around structure, content and culture in the policy system was done through transcribing, member checking and triangulation. The entire interview transcript and add anything that might have been left out. The information may be shared with the participants in taking circle to ensure that we interpreted the data correctly using triangulation analysis. To achieve a truthful and productive

result in a qualitative study, the researcher must possess trustworthiness and credibility. With this, the researcher religiously followed the requirements (Mazuwelics, 2018).

2.8. *Trustworthiness of the Study*—Words on the other. The chart should include references to exciting or illustrative quotations. The final stage, mapping, and interpretation, includes an analysis of the essential qualities depicted in the charts. This analysis should be able to provide a schematic diagram of the event/phenomenon, assisting the researcher in interpreting the data set. The researcher must be cognizant of the objectives of qualitative analysis: defining concepts, mapping the range and nature of phenomena, creating typologies, finding associations, providing explanations, and developing strategies (Ritchie Spencer, 1994). These concepts, technologies, and associations mirror the participant. Therefore, any strategies or recommendations the researcher offers reflect the participants' real views, beliefs, and values. Trustworthiness or rigor of a study refers to the degree of confidence in data, interpretation, and methods used to ensure the quality of a study (Pilot Beck, 2014). Trustworthiness consists of the components such as credibility, transferability, dependability, and conformability (Harts, 2016). Researchers should establish the protocols and procedures necessary for a study to be considered worthy of consideration by readers (Amankwaa, 2016). Credibility or confidence in the truth of the study and, therefore, the findings were the most crucial criterion (Polit Beck, 2014). The researcher must link the research study's findings with reality to demonstrate the truth of the research study's findings. The extent to which findings were helpful to persons in other settings and that readers could determine how applicable the findings were to their situations (Polit Beck, 2014). Researchers support the study's transferability with a rich, detailed description of the context, location, and people studied and by being transparent about analy-

sis and trustworthiness. Researchers must provide a vivid picture that informs and resonates with readers (Amankwaa, 2016). Dependability refers to the data's stability over time and the study's conditions (Polit Beck, 2014). It was the extent to which other researchers could repeat the study and that the findings would be consistent. In other words, if a person wanted to replicate your study, they should have enough information from your research report to do so and obtain similar findings as your study did. Conformability was neutrality or the degree to which findings are consistent and could be repeated. It was analogous to the objectivity of research during data collection and analysis. There must be congruency between two or more independent persons about the data's accuracy, relevance, or meaning (Polit Beck, 2012). Conformability also indicates a means to demonstrate quality.

3.   Results and Discussion

This part of the study dealt with the research questions and their answers based on the participants' responses. The study explored the discourses of elementary school teachers regarding their experiences with the post-pandemic back-to face-to-face classes.

3.1.   The experiences of secondary teachers' school with the post-pandemic back to face–to-face classes —The new normal brought about the changes of the new teaching approach that mostly rely on the online system which some remote areas has encounter difficulties like internet connection and even in the delivering effective teaching strategies but the students for the long three years of this kind system they adopted. This was supported by Hayes (2019), who also inferred that students from low-income backgrounds have different needs than students from higher-income backgrounds as they have access to fewer resources, they are more stressed and are sick more often, and home provides less emotional support and intellectual stimulation. The authors above and the teacher participants do share some perspectives regarding students' economic standing. Their status at their home can affect how they learn at school. Specifically for those students who come from low socio-economic status, it could be a roadblock in their learning at school. A participant also mentioned how some students encounter problems accessing various resources. Hayes (2019) agreed with that. According to him, not all students have access to the same resources, such as the Internet or coloring materials.

3.1.1.   Excitement, Enjoyment, Relief and Fulfillment—This experience of teachers and students will mark a greater significance in the teaching and learning experience, with the normal status in education returning to face-to-face education after the COVID-19 pandemic. On the high school side, public schools across Los Angeles are entering the third month of in-person learning after the COVID-19 pandemic shut school campuses down for over 15 months. While there is a definite sense of excitement with students and staff returning to campuses, educators are analyzing the impact of last year and a half on student performance and assessing how much the pandemic exacerbated inequities in student learning. Certainly, the pandemic introduced much hardship into many students' lives. This is especially true for under-resourced communities that saw disproportionate rates of COVID-19 infections and deaths, unemployment, housing, and food insecurity, all of which made it difficult for students to learn over the course of the pandemic. Disruptions to students' learning environments, mental health, and social support have raised awareness of the importance of student social and emotional
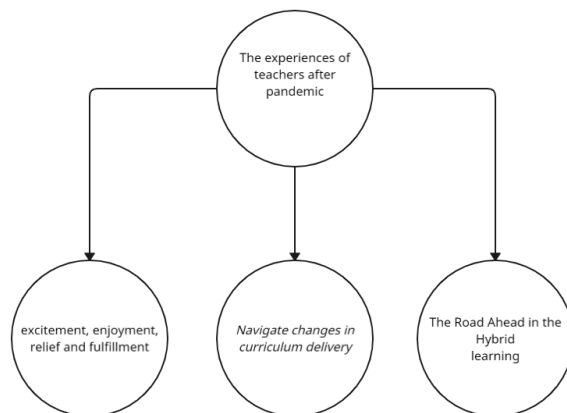
Fig. 3. Experiences of High School Teachers After Pandemic

well-being. At the same time, pandemic-related school disruptions have put a heightened focus on the need to understand student learning. The answer to how best to allocate resources to support students is multifaceted and complex. However, through the work to support students, Fulfillment Fund has identified areas where resources can be allocated to meaningfully support our school partners and the students they serve (Livingston,. 2024).

3.1.2. Navigate changes in curriculum delivery—The Department of Education observes a blended learning approach to accommodate the needs of every school situation since students, stakeholders, and teachers are still adjusting to the new system after the pandemic. The difficulties experienced by teachers and learners, summarized above, led us in 2020 to investigate the different ways in which educators can support their students in the transition to online learning, as well as the different learning design strategies they can implement to be able to teach online (Rapanta et al., 2020). This need was born due to an observed overemphasis on the digital aspects of optical line terminals, as opposed to the pedagogical knowledge accompanying digital competence (Kali et al., 2011).

Our 2020 study shed light on what Garrison and Kanuka (2004) and Anderson (2008) claimed several years ago, namely that online and face-to-face teaching share the same values and require the same teacher presence and support when monitoring learning processes. Moreover, our expert interview analysis noted that learning design skills and activities, commonly reported as part of the online teacher pedagogical knowledge toolkit, are relevant for any university teaching as they increase the opportunities for high-quality learning.

3.1.3. The Road Ahead in the Hybrid Learning—For many first-generation college-bound students, the challenges, fears, and apprehension to pursue a college education are not new. What the pandemic has brought is an amplified sense of uncertainty and disconnection to the endless possibilities that lay ahead of students. The path to their dreams and goals seems cloudier than ever before, riddled with sand-traps, circuitous turns, and unexpected detours. Now more than ever students need adults, advocates, educators, and counselors to support them through these challenges, to listen and reassure them that their dreams are not deferred, but in fact waiting to be realized (Livingston,.2024).

3.2. The Coping Mechanisms Considered by the Secondary School Teachers During the Transition Period to full in-person Classes—In

our increasing demand for how to cope with the issues and problems in the post-pandemic classes, diverse and multicultural society, now

more than ever, it is important for teachers to incorporate culturally responsive instruction in the classroom, whether teaching elementary, middle, or high school students. There are several ways to address diversity in a classroom. It will help the students feel welcome and accepted. These strategies will encourage all students' cultural awareness, enhance each student's sense of identity, and foster inclusion in the classroom community.

3.2.1. Encouraging Every Student and Educator Support—In a classroom, every student must feel welcomed, accepted, and recognized. No matter the differences that divide them, teachers should build bridges so everyone can participate and learn together. Ways to improve student attendance and participation are one of many concerns of teachers because of the effects of a pandemic that resulted in a lack of interest in student participation in class. Educators must create a supportive and inclusive classroom environment to improve student attendance and participation. This can be achieved by using various teaching strategies such as active learning, group work, and project-based learning. Additionally, educators must leverage technology to engage their students and make their lessons more interactive. Furthermore, educators must communicate effectively with their students and provide regular feedback to encourage their participation and attendance. In conclusion, the Covid-19 pandemic has brought about significant changes to the traditional classroom dynamics, and educators must adapt to these new trends. By understanding the current academic trends, addressing educator challenges, and implementing strategies to improve student attendance and participation, educators can create a supportive and inclusive classroom environment that fosters. Provide extensive ongoing professional development, starting in advance, including opportunities for collaboration—such as through common planning time, instructional coaching, and professional learning communi-

ties—and supports for all relevant staff to ensure ongoing readiness and effectiveness. Professional learning opportunities can empower educators to effectively use technology to support student learning. Recent studies have found that teacher professional learning in technology is the most significant predictor of the type and quality of classroom technology use by students. In addition, professional development should prioritize trauma-informed care and teaching practices and help educators build more equitable and inclusive approaches to school climate, especially as they work to reengage students in the safe return to school. Teachers should also be supported to provide instruction that is flexible in case one or more students are temporarily unable to attend school in-person. As the new school year begins, we must provide every student—from every community and background—the opportunity to safely learn in-person full-time. Abrupt shifts to remote learning over the past two school years have affected students, negatively impacting their social, emotional, and mental well-being and academic achievement. They have also exacerbated racial, socioeconomic, and other educational inequities (A Guide for K-12 Schools and Communities,2022). Data collected before and during the COVID-19 pandemic have shown that in-person learning, on the whole, leads to better academic outcomes, greater levels of student engagement, higher rates of attendance, and better social and emotional well-being, and ensures access to critical school services and extracurricular activities when compared to remote learning. The U.S. Department of Education (Department) is committed to supporting states and school districts in offering in-person learning to all families and doing so safely by adopting science-based strategies for preventing the spread of COVID-19 that are aligned with the guidance from the Centers for Disease Control and Prevention (CDC) (A Guide for K-12 Schools and Communities,2022). Additionally,

Yussif (2023) also emphasized that respecting and acknowledging your students helps to build bridges and creates a positive environment for learning. He expressed that respect begins with listening intently and not interrupting. It extends to treating others with dignity and respect, even if they make mistakes. Finally, it involves treating others as you would want to be treated.

3.2.2. Prioritize Live Teacher and Peer Interaction—High-quality learning while students are temporarily unable to attend school in-person includes daily live interaction between students and their teachers and daily and frequent live interaction between students and their peers to support student well-being and maintain strong school communities and relationships. Schools should maximize the amount of live instruction offered to their students and develop plans to ensure daily touch points with their students in live sessions, one-on-one, or in small groups, and in other ways where students receive education and direct outreach from a caring adult daily. Schools should adopt consistent teaching strategies that maximize student participation and collaboration and support social-emotional learning across learning modalities. Whenever possible, plans should avoid situations where teachers are expected to address both students in person, and those who are temporarily unable to attend school in person due to COVID-19 cases simultaneously, and ARP Act funds can be used to expand staff to support students in all learning modalities. The participants' responses P2, P3, P4, P5, and P8 reveal that prioritizing live teacher and peer interaction is important for fostering good interaction between faculties, including stakeholders. awareness, but one should also ensure diversity by prioritizing live teacher and peer interaction. Drexel University (2016) provided an example. For example, broaden history lessons to encompass the world beyond the United States' history and culture. You may also use references and analogies to other cultures in your lessons and

assignments to help students with diverse backgrounds connect personally. Another great strategy is bringing diverse speakers to add varying points of view and real-life context to different subjects. All these coincide with the teachers' strategies in dealing with diversity in their multicultural classrooms. Furthermore, it was also stated that there are several ways you can ingrain cultural awareness and diversity into your lesson plan, and it will vary depending on the cultures represented in your classroom and the course you're teaching. Regardless of the subject, always try to present and connect lessons to real-world issues. Promoting cultural awareness within your lessons is easier when there's a real example for students to relate to.

3.2.3. Support Social, Emotional, and Mental Health—Implement strategies that explicitly address students' social, emotional, and mental health needs and encourage common planning time among educators and staff. Schools should explicitly teach critical social, emotional, and academic skills and promote safe and supportive learning environments through intentionally inclusive practices, among other evidence-based strategies. In addition, while a schoolwide approach benefits all students, school-based mental health professionals such as counselors, social workers, and psychologists might need to provide additional and more intensive support to students with the most urgent needs that have been caused or exacerbated by the pandemic. This could include addressing the disproportionate impact of social isolation on communities, including LGBTQ+ students and students experiencing homelessness (Van Lancker W, Parolin Z. Covid-19, 2020). A multi-tiered system of support framework, like positive behavioral interventions and supports, relies on a continuum of evidence-based practices matched to student needs. School districts and schools should also support all staff's social, emotional, and mental health needs. Figure 4 emerge the themes of the
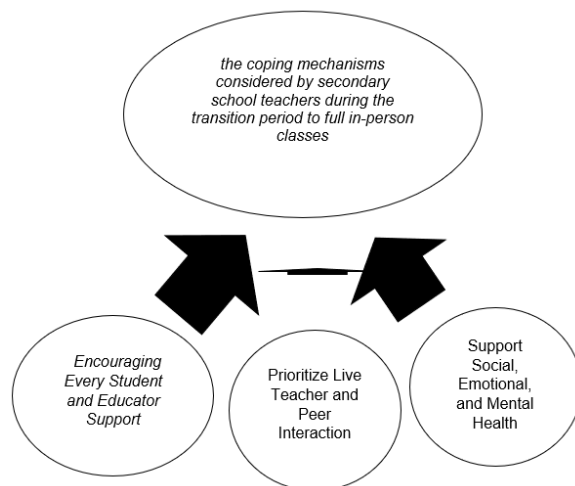
Fig. 4. The Coping Mechanisms Considered by Secondary School Teachers During the Transition Period

coping mechanisms considered by secondary school teachers during the transition period to full in-person classes, which were enumerated as follows: encouraging every student, prioritizing live teacher and peer interaction, and supporting social, emotional, and mental health for both teachers and students in the school.

3.3. Educational Management Insights can be Learned from their Experiences and Challenges Encountered—After the global pandemic, societies and economies fervently work towards recovery and resilience. The post-pandemic era presents a unique landscape marked by lessons learned, transformative changes, and the pursuit of a more sustainable and inclusive future in the school system. As it navigates this unprecedented journey, the focus is on rebuilding, adapting, and fostering innovation to create an educational system that is healed from the recent challenges and poised for enduring growth and positive transformation. This sets the stage for discussions on the multifaceted aspects of post-COVID-19 recovery and the opportunities it brings for shaping a better tomorrow for learners and teachers. The demands placed on school leaders and learners are becoming more intricate and difficult. The demands of those in leadership positions are rising as apparently intractable issues surface. It is high time that we encourage the learners to

observe some change in the school system to address some challenges and problems in terms of coping with the new demands in the teaching and learning process because of the effects of the COVID-19 pandemic. The psychological effect on both teachers and students may also be a great concern from the new normal to the normal system, for sure, that some teachers and students have difficulty adjusting to the system. Reading Readiness Centers (2023) stressed that COVID-19 thrust the education sector into an abrupt shift towards remote learning, unveiling both online education's possibilities and constraints. Schools, educators, and parents swiftly adapted to virtual classrooms, leveraging technology to deliver lessons and engage students remotely. This experience underscored the significance of digital literacy and equal access to technology for all students. Moving forward, it is essential to invest in infrastructure and training to ensure equitable access to high-quality online education. Journal of Return to School Roadmap (2022) posited that the pandemic has

glaringly exposed pre-existing educational disparities. Students from disadvantaged backgrounds encountered greater challenges in accessing online resources, exacerbating the existing learning gaps. Addressing these inequities necessitates targeted support and resources for marginalized communities. Governments and institutions must prioritize investments in educational equity, bridging the digital divide and ensuring equal opportunities for every student. The pandemic has highlighted the criticality of addressing students' social and emotional well-being. Isolation, anxiety, and disrupted routines have taken a toll on students' mental health. As we chart our course forward, schools must prioritize social and emotional support, integrating well-being practices into the curriculum. Providing resources for emotional resilience, stress management, and nurturing healthy relationships will be pivotal in supporting students' holistic development.

3.3.1.   Able to adapt/management of the Reshaping Education—The COVID-19 pandemic has reshaped education, unearthing valuable insights for the future. As we navigate the aftermath of this global crisis, it is crucial to reflect on its impact, embrace the lessons learned, and envision a more resilient and inclusive education system. By addressing digital disparities, prioritizing social and emotional well-being, and bolstering preparedness, we can construct a future-proof education system that empowers all learners. Together, let's transform today's challenges into opportunities for a brighter tomorrow. It is very important to adapt the education system with the changes is inevitable, the quality of being able to adjust to new conditions is very critical. As one participant shared, rather than dwelling on the differences in a classroom, a teacher should think of ways in which these differences can be acknowledged and respected. This will open doors and windows for more understanding while creating connections and relationships among students. Van Lancker and

Parolin ,(2020) stressed that Hybrid learning during post-pandemic-era, challenges and the way forward nurturing students' creativity. This topic reviews how hybrid learning has been established after the COVID-19 era, especially in higher education institutions context. The situation now is that many institutions continue online classes and, at the same time, blend them with face-to-face classes. Many guidelines are established, but how these mechanisms can nurture students' creativity still needs to be explored, especially when we need our students to compete with twenty first-century skills, one of which is to think creatively. Therefore, this topic will dig more into the review of the situation of hybrid learning during the post-pandemic era, particularly in higher education institutions. Additionally, issues like what is the current practice that potentially can nurture students' creativity through technology are also discussed.

3.3.2.   Professional Readiness—The classroom is a great place to stimulate discussions of various perspectives and for students to grow up appreciating and normalizing collaboration with those who come from different backgrounds, have different values, and bring diverse perspectives. While some appreciation of diversity will happen organically based on exposure, teachers should still foster discussion, learn how to adjust the system and be ready anytime to accept changes. The Professional Standards for Teachers (PSTs), passed by the Massachusetts Board of Elementary and Secondary Education in 2014, define the pedagogical and other professional knowledge and skills required of all teachers. Sponsoring organizations use these standards and indicators in designing their teacher preparation programs. These include promoting the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency. As a consequence of the COVID-19 pandemic, which has affected all walks of life around the
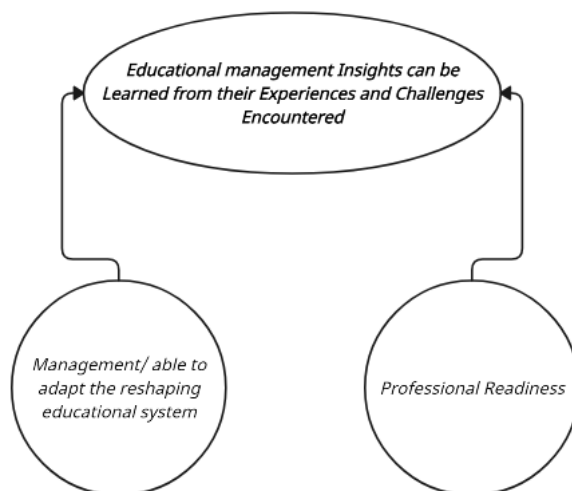
Fig. 5. Educational Management Insights can be Learned from their Experiences and Challenges Encountered

globe since the beginning of 2020, many governments have taken measures to restrict the mobility of their citizens. Such mitigation measures have also influenced the function of schools and universities. These sudden closures are regarded as a situation that will threaten education (World Bank, 2020). Most of the studies on the pandemic focused on issues like teachers' opinions on distance education (Baran Sadık, 2021; Han et al., 2021; Oducado, 2020), problems experienced in distance education, the effects of the pandemic on the education system and virtual classroom management (Arslan Şumuer, 2020). Verma (2021), an education expert and consultant in Dubai, United Arab Emirates, stated that Professional Standards play an important role in the profession to ensure professional practi-

tioners' quality and better accountability, holding teachers and schools responsible for what goes on in the classrooms. These standards inform government policies and regulations that oversee the teaching profession. They are regularly reviewed and adjusted to accurately reflect evolving understandings of expectations for the teaching profession, as well as contexts that shape the teacher's work. Teachers achieve readiness through education and training before entering the profession and during continuous professional education after commencing their profession. The second type of education involves candidate teacher training. The study of Ekinci (2010) revealed that the guidance of head teachers fails to satisfy the need for in-service training (Ekinci, 2010).

4.   Implications and Future Directions

This chapter presents the study's summary. From the summary of the findings, I draw the implications and future directions. My study aimed to discover the discourses of secondary teachers regarding their experiences, strategies, and insights as they dealt with the challenges surrounding post-pandemic classes. I used a qualitative phenomenological method using thematic analysis to achieve the research objectives. In adherence to Cresswell's (2006) guidelines, open-ended interview questions were applied to get an authentic understanding of people's experiences. Furthermore, through this interview approach, I encouraged my participants to discuss their own definition or meaning of the phenomenon being explored which were the narratives secondary

school teachers fully and openly in a post pandemic class. Considering the experiences shared by secondary school teachers in the in-depth interview, three themes were identified. The first one is the presence of excitement, enjoyment, relief, and fulfillment. The participants have shared that the most common experience by both teachers and students was being excited and enjoying having face-to-face classes at the same time, being relieved and fulfilled that, at last, the pandemic ended or irregularities from the normal situations of class. The second theme was observed during the discussions on the Road Ahead for hybrid learning. For many first-generation students, the challenges, fears, and apprehension about pursuing a blended education are not new. What the pandemic has brought is an amplified sense of uncertainty and disconnection from the endless possibilities that lay ahead of students. The path to their dreams and goals seems cloudier than ever, riddled with sand traps, circuitous turns, and unexpected detours. The third theme was observed during the discussions learning. Navigate the change of the curriculum and delivery. Every single child in this enormously diverse and ever-evolving system has the inherent power to provide an invaluable resource for others. Teachers often describe teaching as an art, and once we step into the classroom, our work resembles a performance. Our delivery can substantially impact our learners' engagement and the overall effectiveness of the lesson. Dynamic teachers who seem excited about their work and care about their learners will spark much more interest than those who seem bored or condescending. This chapter begins with exploring teaching styles, provides an overview of the presentation skills necessary for developing a compelling classroom presence, and discusses strategies for common concerns, such as overcoming anxiety, managing classrooms, and handling questions. Lesson planning largely focuses on the content of your session, but before entering the classroom, you should also consider how you will deliver the lesson. Instructors' teaching styles express how they view their role in the classroom and their relationship to their learners. All of us have encountered a variety of teaching styles as students, and each style has probably evoked a different response or influenced our overall learning experience. The second theme is students with various learning styles. Students do not come in a box nor in a certain shape and size, they come in different styles, one example is their learning styles. The participants acknowledged this difference among their students and made sure that no one in the class is left behind. They employ varied and flexible lesson designs in order to accommodate various teaching and learning styles. The last theme for the teachers' experiences is Navigate the change of the curriculum, delivery every single child in this enormously diverse and ever evolving system has the inherent power to provide an invaluable resource for others. Every single child in this ever-evolving system is unique and each has their own set of needs and learning styles. Inclusivity is ideal yet in a way, challenging. In a multicultural class, it is important to note that students come into the class with different learning styles. It is now the teachers' task to ensure that the students learn in the best way possible. In line with the participants' narratives, teachers will preach respect throughout the education system. Respect the materials in the classroom, the teacher, the staff, and most importantly, each other. Two themes have been identified regarding strategies for dealing with challenges after the pandemic. First, Encouraging Every Student and Educator Support. It is important that every student feels welcomed, accepted, and recognized in a classroom. No matter the differences that divide them, teachers should build bridges so everyone can participate and learn together. Provide extensive ongoing professional development, starting in advance, including opportunities for collaboration—such as through common planning time, instructional coaching, and professional learning communities—and

support for all relevant staff to ensure ongoing readiness and effectiveness. Professional learning opportunities can empower educators to use technology to support student learning effectively. Prioritize Live Teacher and Peer Interaction This theme was observed as a coping mechanism for the teacher during the first 6 months in the post-pandemic lass. High-quality learning while students are temporarily unable to attend school in person includes daily live interaction between students and their teachers and daily and frequent live interaction between students and their peers to support student well-being and maintain strong school communities and relationships. Schools should maximize the amount of live instruction offered to their students and should develop plans to ensure daily touch points with their students in live sessions, one-on-one, or in small groups, and in other ways where students are receiving education and direct outreach from a caring adult daily. Schools should adopt consistent teaching strategies that maximize student participation and collaboration and support social-emotional learning across learning modalities. Whenever possible, plans should avoid situations where teachers are expected to address both students in person, and those who are temporarily unable to attend school in person due to COVID-19 cases simultaneously, and ARP Act funds can be used to expand staff to support students in all learning modalities. Support Educators Social, Emotional, and Mental Health This was observed during the researcher's discussion of how they cope with these challenges, who came to the experience of teachers handling post-pandemic classes. Implement strategies explicitly addressing students' social, emotional, and mental health needs and encourage common planning time among educators and staff. Schools should explicitly teach critical social, emotional, and academic skills and promote safe and supportive learning environments through intentionally inclusive practices, among other evidence-based strategies. In addition, while a schoolwide approach benefits all students, school-based mental health professionals such as counselors, social workers, and psychologists might need to provide additional and more intensive support to students with the most urgent needs that have been caused or exacerbated by the pandemic. School districts and schools should also support all staff's social, emotional, and mental health needs. The study's final aim was to gain insights from the secondary school teachers' experiences. The study has discovered two themes. The first theme is professional readiness. The participants have expressed that they still have a lot to learn regarding their readiness after the pandemic classes. Able to adapt/manage the reshaping of Education. The COVID-19 pandemic has reshaped education, unearthing valuable insights for the future. As we navigate the aftermath of this global crisis, it is crucial to reflect on its impact, embrace the lessons learned, and envision a more resilient and inclusive education system. We can construct a future-proof education system that empowers all learners by addressing digital disparities, prioritizing social and emotional well-being, and bolstering preparedness. Let's transform today's challenges into opportunities for a brighter tomorrow together. It is very important to adapt the education system to the inevitable changes; the quality of being able to adjust to new conditions was very critical. As one participant shared, rather than dwelling on the differences present in a classroom, a teacher should think of ways to acknowledge and respect these differences. It opened doors and windows for more understanding while creating student connections and relationships. Hybrid learning during the post-pandemic era, challenges, and the way forward nurture students' creativity. This topic reviews how hybrid learning was established after the COVID-19 era, especially in the context of higher education institutions. The situation now is that many institutions continue online classes and, at the same time, blend them with face-to-face classes Professional Readiness in the classroom is a great

place to stimulate discussions of various perspectives and for students to grow up appreciating and normalizing collaboration with those who come from different backgrounds, have different values, and bring diverse perspectives. While some appreciation of diversity would happen organically based on exposure, teachers should still foster discussion, learn how to adjust the system, and be ready anytime to accept changes. This would support the teachers by providing extensive ongoing professional development, starting in advance, including opportunities for collaboration through common planning time, instructional coaching, and professional learning communities—and support for all relevant staff to ensure ongoing readiness and effectiveness. Professional learning opportunities can empower educators to use technology to support student learning effectively. Recent studies have found that teacher professional learning in technology is the most significant predictor of the type and quality of classroom technology use by students. In addition, professional development should prioritize trauma-informed care and teaching practices and help educators build more equitable and inclusive approaches to school climate, especially as they work to reengage students in the safe return to school. Teachers should also be supported to provide flexible instruction in case one or more students are temporarily unable to attend school in-person. Live teacher and peer interaction were prioritized during the discussion with the participant. I understand that High-quality learning while students are temporarily unable to attend school in person includes daily live interaction between students and their teachers and daily and frequent live interaction between students and their peers to support student well-being and maintain strong school communities and relationships. Schools should maximize the amount of live instruction offered to their students and should develop plans to ensure daily touch points with their students in live sessions, one-on-one, or in small groups, and in other ways where students are receiving education and direct outreach from a caring adult daily. Schools should adopt consistent teaching strategies that maximize student participation and collaboration and support social-emotional learning across learning modalities.

4.1. Findings—Based on the results of the thematic analysis of the responses from the participants of the study, the following findings and their corresponding themes were revealed: the experiences of secondary school teachers in a post-pandemic class. Teachers' strategies in dealing with diversity were acknowledging and encouraging every student and diversifying the lesson plan. The insights drawn from the findings of the study were: the coping mechanisms considered by secondary school teachers during the transition period were observed in the following themes: Encouraging Every Student and Educator Support, Prioritize Live Teacher and Peer Interaction, and supporting social, Emotional, and Mental Health while themes were observed during the discussion for the educational insight was Able to adapt/management of the Reshaping Education and professional readiness. It was critical to this study to support the teachers and students in effectively delivering instruction.

4.2. Implications—The results of my analysis revealed the following significant findings. The pandemic has presented several challenges for educators, including managing student attendance and participation. In the same manner, the same problem arises on how to cope with some lacking priority during the pandemic time, and after the pandemic also, a great problem arises; as schools around the world have reopened their classrooms after the Covid-19 pandemic, educators are facing new challenges in managing their classrooms. With the hybrid learning model and social distancing protocols in place, the traditional classroom dynamics have shifted, and

educators must adapt to new academic trends and find ways to engage their students. This article will discuss current academic trends, educator challenges, and ways to help improve student attendance and participation gaps. For the insights, teachers' experience towards the post-pandemic showed a significant effect on the low attendance in the classroom because the pandemic has brought about a significant shift in the way students learn, and educators must adapt to these new trends. The COVID-19 pandemic has significantly changed traditional classroom dynamics, and educators must adapt to these new trends. One of the most significant changes is adopting a hybrid learning model, where students attend classes in-person and online. This model has increased the use of technology in the classroom, and educators must be proficient in using various online tools and platforms to deliver their lessons effectively. Additionally, the pandemic has highlighted the importance of mental health and well-being, and educators must prioritize this aspect of their student's learning. From this study and based on the participants' narratives, it was essential to develop an understanding of the feelings of both the students and by understanding the current academic trends, addressing educator challenges, and implementing strategies to improve student attendance and participation, educators can create a supportive and inclusive classroom environment that fosters student learning and success.

4.3. Future Directions—Based on the study's findings, it was essential that the significant people for whom this research was intended relay and use them appropriately. The Department of Education. The findings of this study may be helpful to the Department of Education in that they would give them an idea regarding teachers' experiences in a multicultural classroom. They could also see how far multicultural education has come and formulate ways and programs to enhance and improve it further. They could also support and assist teachers with diverse teaching materials for their multicultural classrooms. The school principals/school heads. They may be more proactive and supportive in support of effective teachers and the post-pandemic class traumatic experiences, especially in schools with students from remote areas with no accessible internet connection. Classroom management can make or break a teacher; it can be the difference between a focus on learning and a focus on struggling for control. There were bad days, but there was also potential for glorious ones—struggling teachers must partner with those who have honed successful strategies. Administrators must be quick to encourage teachers and support them with definitive action. Other stakeholders. They may provide better support to enhance the teaching-learning experience in dealing with teachers, and students affected by the trauma of the pandemic. The stakeholders may be the source of other ways and means to solve some of the challenges faced by the teachers. The teachers. They may be more informed and aware of the differences present in their classrooms. Acknowledging these differences can help them understand their student more and would allow them to contextualize their lessons and discussions, encouraging more student engagement and participation. More patience is needed to understand the needs of the learners. Future researchers may conduct the study but take the students' perspective in post-pandemic classes, focusing on their experiences and challenges faced by being in a diverse class with diverse classmates and whether the strategies employed by the teachers are deemed effective in a multicultural classroom. They may also explore different challenges and strategies to open new avenues to improve learners' learning.

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