ISSUES AND CHALLENGES AMONG PHYSICAL EDUCATION TEACHERS ON STUDENTS' DEVELOPMENT

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ABSTRACT

This descriptive study aims identify the perceived issues and challenges among physical education teachers on students' development. It sought to determine the level of issues and challenges in teaching and learning, level of issues and challenges in school environment, level of student's cognitive development, level of student's self-regulation development, significant relationship between the issues and challenges in teaching and learning and the student's cognitive development and significant relationship between the issues and challenges in teaching and learning and the student's self-regulation. The following were the significant findings of the investigation:

Finding shows that the level of issues and challenges in teaching in learning in terms of effective communication, student's conditioning, student's participation which appears to have a be a very great extent obtaining an overall mean of 4.55, 4.55 and 4.54 respectively. It can imply that even though there are challenges that teacher may experience still they are able to manage it positively. Next, level of issues and challenges in school environment in terms of awareness on guidelines, safety protocols, readiness of facilities and safe facilities and provision of safe environment also on the very great extent with an overall mean of 4.49, 4.62, 4.52 and 4.55. It can infer that challenges on the safe environment may occur due to the protocols related with the pandemic, however, school and teachers are still able to produce conducive facilities for the learners. Another, level of student's cognitive development in terms of information processing, reasoning and language development appears to be very great extent as it got an overall mean of 4.64, 4.53, 4.62 respectively which can infer that students' cognitive development are on a positive state. Study also shows that the level of student's self-regulation development in terms of sense of responsibility, self-reliance, self-awareness, sense of purpose and performance skills and abilities are very great extent which obtains an overall mean of 4.63, 4.58, 4.65 and 4.65 respectively which can imply that students are also able to manage and regulate their own learnings. Lastly, the result of the study shows that issues and challenges in the on the teaching, learning and school environment is significantly related on the student's cognitive development and self-regulation. It can imply that these challenges have a huge contribution on the behaviour and leaning of the students.

INTRODUCTION

This descriptive study aims identify the perceived issues and challenges among physical education teachers on students' development. It sought to determine the level of issues and challenges in teaching and learning, level of issues and challenges in school environment, level of student's cognitive development, level of student's self-regulation development, significant relationship between the issues and challenges in teaching and learning and the student's cognitive development and significant

relationship between the issues and challenges in teaching and learning and the student's self-regulation. The following were the significant findings of the investigation:

Finding shows that the level of issues and challenges in teaching in learning in terms of effective communication, student's conditioning, student's participation which appears to have a be a very great extent obtaining an overall mean of 4.55, 4.55 and 4.54 respectively. It can imply that even though there are challenges that teacher may experience still they are able to manage it positively. Next, level of issues and challenges in school environment in terms of awareness on guidelines, safety protocols, readiness of facilities and safe facilities and provision of safe environment also on the very great extent with an overall mean of 4.49, 4.62, 4.52 and 4.55. It can infer that challenges on the safe environment may occur due to the protocols related with the pandemic, however, school and teachers are still able to produce conducive facilities for the learners. Another, level of student's cognitive development in terms of information processing, reasoning and language development appears to be very great extent as it got an overall mean of 4.64, 4.53, 4.62 respectively which can infer that students' cognitive development are on a positive state. Study also shows that the level of student's self-regulation development in terms of sense of responsibility, self-reliance, self-awareness, sense of purpose and performance skills and abilities are very great extent which obtains an overall mean of 4.63, 4.58, 4.65 and 4.65 respectively which can imply that students are also able to manage and regulate their own learnings. Lastly, the result of the study shows that issues and challenges in the on the teaching, learning and school environment is significantly related on the student's cognitive development and self-regulation. It can imply that these challenges have a huge contribution on the behaviour and leaning of the students.

This study aims to identify the issues and challenges among physical education on students' development.

Specifically, ought to answer these questions.
1. What is the level of issues and challenges in terms teaching and learning with regards to:
   1.1 Effective communication;
   1.2 Student's conditioning;
   1.3 Student's participation?
2. What is the level of issues and challenges in terms of school environment with regards to;
   2.1 Awareness on Guidelines;
   2.2 Safety protocols;
   2.3 Readiness of facilities;
   2.4 Safe environment?
3. What is the level of students' development in terms of cognitive development with regards to;
   3.1 Information processing;
   3.2 Reasoning
   3.3 Language Development?
4. What is the level of students' development in terms of self-regulation development with regards to;
   4.1 Sense of Responsibility;
   4.2 Self-reliance;
   4.3 Self-awareness;
   4.4 Sense of purpose;
5. Is there any significant relationship between the issues and challenges in terms of teaching and learning to the students' development?
6. Is there any significant relationship between the issues and challenges in terms of School Environment to the students' development?

REVIEW OF RELATED LITERATURE

According to Cantor, P. et al. (2018), the brain develops and learning occurs through connections among neurons that create connections among thoughts and ideas. Learners connect new information to what they already know in order to create mental models that allow them to make sense of new ideas and situations. This process works best when students actively engage with concepts and when they have multiple opportunities to connect the knowledge to personally relevant topics and lived experiences, which is why culturally responsive practice is essential to the learning process. Effective teachers support learners in making connections between new situations and familiar ones, focus children's attention, structure experiences, and organize the information children receive, while helping them develop strategies for intentional learning and problem-solving.

Vosniadou S. (2018), states that learning is domain-specific. She also stressed that learning is a gradual, slow and longitudinal process. Learners' prior knowledge plays an important role in their attempt to understand and give rational explanations about every new piece of information or problem that they have to deal with. Learners' knowledge is enriched or radically reconstructed under the influence of personal, social, cultural and contextual factors.

Ennis C.D. (2015), also noted that when the provided knowledge is consistent and meaningful to students' prior knowledge, then learning is easy to occur.

The true measure of student development is how well students are prepared to accomplish their current and future academic, personal, and professional goals through the development of knowledge, a sense of responsibility and self-reliance, and a connection to the college and wider community. While administrators tend to center student success around degree completion, students often want much more than a degree from their college experience, says Shapiro, A. (2018).

For students, development consists not just of good grades and steady progress toward graduation, but a holistic sense of fulfillment, students want to become strong candidates for careers in their chosen fields, emerge as competent and trustworthy adults, look back on their time without regrets, and make their mentors and family members proud, (Gallagher, S. 2018).

One of the variables considered significant in this research is cognitive development.

During their education, students can use a variety of learning skills to succeed in their studies. These skills involve soft skills and thinking strategies that students can use to solve complex problems, ask thoughtful questions and further develop their understanding, (Faux, R., 2016).

METHODOLOGY

The researcher utilized a descriptive design. The following procedures were undertaken by the researcher during the conduct of the study. After the researcher read various articles and literature that are connected with this study, the questionnaire was formulated. Then the researcher seek permission from the school head and principal of each school to gather the needed data through letter of request for this study. Upon approval the respondents were oriented on how to accomplish the entire set of questionnaires.

The distribution and retrieval of questionnaire was administered personally by the researcher. The researcher explained fully the direction as well as the purpose of the study before allowing the respondents to answer the questionnaire.

Later, the data was gathered, given appropriate statistical treatment, analysed and interpreted.

RESULT AND DISCUSSION

Table 1. Level of Issues and Challenges in Teaching and Learning as to
Effective Communication

The teachers...	Mean	S.D.	Verbal Interpretation
Try to communicate with the learners in different ways.	4.55	0.555	Very great extent
Create a supportive environment that helps students interact with each other.	4.60	0.531	Very great extent
Integrate various ways of teaching strategies to develop good communication with the learners.	4.58	0.552	Very great extent
Engage students in cooperative learning activities.	4.51	0.623	Very great extent
Provide consistent communication between the learners.	4.54	0.573	Very great extent
Overall Mean	**4.55**		**Very Great Extent**

Table 1 illustrates the level of Issues and Challenges in Teaching and Learning as to Effective Communication

From the statements above, "*Create a supportive environment that helps students interact with each other*" yielded the highest mean score *(M=4.60, SD=0.531)* and was remarked as Very great extent. This is followed by "*Integrate various ways of teaching strategies to develop good*" with a mean score *(M=4.58, SD=0.552)* and was also remarked as Very great extent. On the other hand, the statement "*Engage students in cooperative learning activities*" received the lowest mean score of responses with *(M=4.51, SD=0.623)* yet was also remarked Very great extent.

The level of Issues and Challenges in Teaching and Learning as to Effective Communication attained a weighted mean score of 4.55 and and was Very great extent among the respondents. Personal responsibility has also been seen to positively impact individuals psychologically, leading to a number of benefits, including greater self-esteem, improved relationships, and more effective interpersonal communication as well as enhanced intrinsic work motivation and increased academic performance.

Perhaps the broadest category — and arguably, the most important — of soft skills for teachers is communication. Teachers need to be excellent communicators and know how to speak to a variety of different people in order to do their job effectively. They need to be able to communicate with students, as well as with parents. In order to be a great teacher, educators need to know how to talk *with* people… not *at* them, (Hornby, A.S., et al. (2015).

Table 2. Level of Issues and Challenges in Teaching and Learning as to
Students' Conditioning

The teachers...	Mean	S.D.	Verbal Interpretation
Allow the students to learn in their own phases.	4.54	0.573	Very great extent
Provide different activities that can stimulate student's motivation.	4.56	0.537	Very great extent
Give positive feedbacks and compliments for positive student learning outcomes.	4.55	0.555	Very great extent

Create positive learning environment which do not give pressure on the students.	4.56	0.554	Very great extent
Let the students to take their time in doing learning activities and performance tasks.	4.56	0.572	Very great extent
Overall Mean	***4.55***		***Very Great Extent***

Table 2 illustrates the level of Issues and Challenges in Teaching and Learning as to Students' Conditioning

From the statements above, "*Provide different activities that can stimulate student's motivation*", "*Create positive learning environment which do not give pressure on the students*" and "*Let the students to take their time in doing learning activities and performance tasks*" yielded the highest mean score *(M=4.56, SD=0.537, 0.554, 0.572)* and was remarked as Very great extent. This is followed by "*Give positive feedbacks and compliments for positive student learning outcomes*" with a mean score *(M=4.55, SD=0.555)* and was also remarked as Very great extent. On the other hand, the statement "*Allow the students to learn in their own phases*" received the lowest mean score of responses with *(M=4.54, SD=0.573)* yet was also remarked Very great extent.

The level of Issues and Challenges in Teaching and Learning as to Students' Conditioning attained a weighted mean score of 4.55 and was Very great extent among the respondents. Basic activity programs are offered in numerous universities, with the primary objective of increasing involvement in different physical activities while instilling the value of lifetime fitness. Although these programs have been shown to be beneficial, there is a lack of research focused on their effectiveness of improving physical activity levels. The findings of this study demonstrate that students who participated in the physical conditioning course experienced significant improvements over time for both tests and a significant improvement over traditional instruction

Earthman, G. (2017), found that school building design features and components have been proven to have a measurable influence upon student learning. Among the influential features and components are those impacting temperature, lighting, acoustics and age. Researchers have found a negative impact upon student performance in buildings where deficiencies in any of these features exist. In addition, overcrowded school buildings and classrooms have been found to be a negative influence upon student performance, especially for minority/poverty students. Section III describes studies that used a particular building feature or component such as air conditioning, lighting, or presence of windows to serve as variables with which to compare student achievement.

Table 3. Level of Issues and Challenges in Teaching and Learning as to Students' Participation

The teachers...	Mean	S.D.	Verbal Interpretation
Provides different learning activities that cater multiple intelligences.	4.55	0.589	Very great extent
Empowers the students to give their ideas and opinions regarding the lesson.	4.57	0.587	Very great extent

	Mean	S.D.	Verbal Interpretation
Permits the learners to participate in every class activity.	4.46	0.637	Very great extent
Gives project that engage the students in physical activities.	4.51	0.607	Very great extent
Allow the students to collaborate with each other.	4.63	0.541	Very great extent
Overall Mean	***4.54***		***Very Great Extent***

Table 3 illustrates the level of Issues and Challenges in Teaching and Learning as to Students' Participation

From the statements above, "*Allow the students to collaborate with each other*" yielded the highest mean score *(M=4.63, SD=0.541)* and was remarked as Very great extent. This is followed by "*Empowers the students to give their ideas and opinions regarding the lesson*" with a mean score *(M=4.57, SD=0.587)* and was also remarked as Very great extent. On the other hand, the statement "*Permits the learners to participate in every class activity*" received the lowest mean score of responses with *(M=4.46, SD=0.637)* yet was also remarked Very great extent.

The level of Issues and Challenges in Teaching and Learning as to Students' Participation attained a weighted mean score of 4.54 and was Very great extent among the respondents. The fear of saying the wrong thing and sounding silly in front of the class is a strong deterrent from raising hands and volunteering to speak in front of others. In fact, when given the choice most students choose to fly under the radar and avoid the embarrassment of speaking in front of their peers. This is unfortunate because class participation, while sometimes scary, is necessary for getting the most out of an education. Participation actively engages students with the subject matter, pushes them to create concepts, and forces them to show evidence for their claims.

Also, according to Tournaki, N., & Podell, D. (2015). Students that regularly participate in class are constantly involved with the material and are more likely to remember a greater portion of the information. Active class participation also improves critical and higher-level thinking skills. Students who participate in class have studied the material well enough to introduce new concepts to their peers. This level of thinking goes beyond simple comprehension of text, and can also improve memory. Participation can also help students learn from each other, increasing comprehension through cooperation. This can in turn improve relationships between students and between the student and professor.

Level of Issues and Challenges in School Environment

The issues and challenges in school environment faced by physical education teachers during the transition phase were illustrated according to awareness on guidelines, safety protocols, readiness of facilities, and the provision of safe environment.

Several features of school environments have been directly tied to teacher dissatisfaction. For example, negative school climate, poor administrative leadership, and the quality of the school building have each been associated with increased rates of teacher dissatisfaction (Buckley, Schneider, & Shang, 2015; Lee, Dedrick & Smith, 2016; Tye & O'Brien, 2017).

Table 4. Level of Issues and Challenges in School Environment with Regard to Awareness on Guidelines

The teachers...	Mean	S.D.	Verbal Interpretation
Provide posters/tarpaulins that shows the proper guidelines about COVID 19.	4.44	0.666	Very great extent
Update with the current news and articles regarding the pandemic.	4.45	0.652	Very great extent

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Present various materials that shows proper ways to prevent.	4.50	0.623	Very great extent
Create positive learning environment which do not give pressure on the students.	4.58	0.618	Very great extent
Display important announcement about the guidelines through school's bulletin boards and online platforms.	4.50	0.623	Very great extent
Overall Mean	***4.49***		***Very Great Extent***

Table 4 illustrates the level of Issues and Challenges in School Environment with regards to Awareness on Guidelines

From the statements above, "*Create positive learning environment which do not give pressure on the students*" yielded the highest mean score *(M=4.58, SD=0.618)* and was remarked as Very great extent. This is followed by "*Present various materials that shows proper ways to prevent*" and "*Display important announcement about the guidelines through school's bulletin boards and online platforms*" with a mean score *(M=4.50, SD=0.623)* and was also remarked as Very great extent. On the other hand, the statement "*Provide posters/tarpaulins that shows the proper guidelines about COVID 19*" received the lowest mean score of responses with *(M=4.44, SD=0.666)* yet was also remarked Very great extent.

The level of Issues and Challenges in School Environment with regards to Awareness on Guidelines attained a weighted mean score of 4.49 and was Very great extent among the respondents. Policies help define rules, regulations, procedures and protocols for schools. All of these are necessary to help a school run smoothly and safely and ensure that students receive a quality education. Schools have policies for several reasons. Policies establish rules and regulations to guide acceptable behavior and ensure that the school environment is safe for students, teachers and school staff. School policies also help create a productive learning environment. In order for rules and regulations to be in place and enforced, policies are created, often by the local school board. Having these policies in place means there are determined procedures for how school operations are handled, down to every minute detail, so that educators, staff and students know what is expected and can act accordingly.

Students, teachers and staff members deserve to feel physically and psychologically secure in their environment. In order to create this environment, policies are created and instated that establish safety standards for the physical environment and mental state of students and staff. This is done by creating policies such as fire drills, anti-bullying policies and mental health guidelines. In order for an institution to encourage higher learning, policies must be in place that establish goals as set forth by the school board. These policies establish standards and help hold schools and educators accountable to the public. This is important for relating education to the community and making it responsible to the larger world. Accountability through the use of goal-oriented policies ensures that students are receiving a valuable education, (Shechtman, Z. 2017).

Table 5. Level of Issues and Challenges in School Environment with Regard to Safety Protocols

The teachers...	Mean	S.D.	Verbal Interpretation
Follow safety protocols and procedures inside and outside school premises.	4.63	0.578	Very great extent
Prioritize learner's health and conditions.	4.62	0.612	Very great extent
Display different materials needed to prevent the spread of the virus.	4.58	0.602	Very great extent
Encourage learners and educators to follow safety protocols and procedures.	4.62	0.563	Very great extent

Strictly follow procedures on accommodating parents and students in school premises.	4.64	0.556	Very great extent
Overall Mean	***4.62***		***Very Great Extent***

Table 5 illustrates the level of Issues and Challenges in School Environment with regards to Safety Protocols

From the statements above, "*Strictly follow procedures on accommodating parents and students in school premises*" yielded the highest mean score *(M=4.64, SD=0.556)* and was remarked as Very great extent. This is followed by "*Follow safety protocols and procedures inside and outside school premises*" with a mean score *(M=4.63, SD=0.578)* and was also remarked as Very great extent. On the other hand, the statement "*Display different materials needed to prevent the spread of the virus*" received the lowest mean score of responses with *(M=4.58, SD=0.602)* yet was also remarked Very great extent.

The level of Issues and Challenges in School Environment with regards to Safety Protocols attained a weighted mean score of 4.62 and was Very great extent among the respondents. The safety of students and staff is one of the most important responsibilities of a superintendent. School security and emergency management protocols in Nebraska public schools. This study also sought to identify any relationships between the size of school district and the level of preparedness for an emergency situation. The results show a discrepancy between the importance placed on emergency management protocols by the superintendents throughout the state and their perception of protocol effectiveness.

Many researchers have been discussed the different factors that affects the student academic performance in their research. There are two types of factors that affect the students' academic performance. These are internal and external classroom factors and these factors strongly affect the students' performance. Internal classroom factors include student competence, class schedules, class size, class test results, learning facilities, homework, environment of the class, complexity of the course material, teachers role in the class, technology used in the class and exams systems. External classroom factors include extracurricular activities, family problems, work and financial, social and other problems. Research studies shows that students' performance depends on many factors such as learning facilities, gender and age differences, etc. that can affect student performance (Kernan, et al. 2016).

Table 6. Level of Issues and Challenges in School Environment with Regard to Readiness of Facilities

The teachers...	Mean	S.D.	Verbal Interpretation
Facilities consist of safety materials, tools and equipment for students' safety.	4.52	0.763	Very great extent
Provide different facilities for each activity, events and/or programs.	4.48	0.737	Very great extent
Make sure that facilities are sanitized, clean and well prepared.	4.49	0.788	Very great extent
Provide facility/room intended for physical activities of the students.	4.55	0.681	Very great extent

	Mean	S.D.	
Arrange wide and safe facilities for the students.	4.55	0.749	Very great extent
Overall Mean	***4.52***		***Very Great Extent***

Table 6 illustrates the level of Issues and Challenges in School Environment with regards to Readiness of Facilities

From the statements above, "*Provide facility/room intended for physical activities of the students*" and "*Arrange wide and safe facilities for the students*" yielded the highest mean score *(M=4.55, SD=0.681, 0.749)* and was remarked as Very great extent. This is followed by "*Facilities consist of safety materials, tools and equipment for students' safety*" with a mean score *(M=4.52, SD=0.763)* and was also remarked as Very great extent. On the other hand, the statement "*Provide different facilities for each activity, events and/or programs*" received the lowest mean score of responses with *(M=4.48, SD=0.737)* yet was also remarked Very great extent.

The level of Issues and Challenges in School Environment with regards to Readiness of Facilities attained a weighted mean score of 4.52 and was Very great extent among the respondents. Learning can occur through one's interaction with one's environment. Environment here refers to facilities that are available to facilitate students learning outcome. It includes books, audio-visual, software and hardware of educational technology; so also, size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical are arranged

According to Sunday, J. (2016), school facilities have been observed as a potent factor to quantitative education. The importance to teaching and learning of the provision of adequate instructional facilities for education cannot be over-emphasized. The dictum that "teaching is inseparable from learning but learning is not separable from teaching" is that teachers do the teaching to make the students learn, but students can learn without the teachers.

Table 7 illustrates the level of Issues and Challenges in School Environment with regards to the Provision of Safe Environment

From the statements above, "*Boost student's confidence to recite or to take part in the activity*" yielded the highest mean score *(M=4.70, SD=0.538)* and was remarked as Very great extent. This is followed by "*Make sure that the area of learning is appropriate for the activity prepared by the teacher*" with a mean score *(M=4.62, SD=0.527)* and was also remarked as Very great extent. On the other hand, the statement "*Facilitate equal learning opportunity*" received the lowest mean score of responses with *(M=4.55, SD=0.637)* yet was also remarked Very great extent.

Table 7. Level of Issues and Challenges in School Environment with Regard to the Provision of Safe Environment

The teachers...	Mean	S.D.	Verbal Interpretation
Minimize the distractions for students.	4.56	0.651	Very great extent
Make sure that the area of learning is appropriate for the activity prepared by the teacher.	4.62	0.527	Very great extent
Provide safety to students from bullying.	4.58	0.692	Very great extent
Facilitate equal learning opportunity.	4.55	0.637	Very great extent
Boost student's confidence to recite or to take part in the activity.	4.70	0.538	Very great extent
Overall Mean	***4.55***		***Very Great Extent***

The level of Issues and Challenges in School Environment with regards to the Provision of Safe Environment attained a weighted mean score of 4.55 and was Very great extent among the respondents. Using the concept of reality shock as occurring in the interaction of person and environment, the authors examined novice teachers' expressed needs and how those needs are met. Throughout all the findings, the novice teachers expressed a need for safety, a mix of support and challenge that was best provided by a combination of both internal resources from the district and external resources such as the NTSP. This can help support the creation of the type of emotionally and professionally safe environments new teachers need to develop their professional lives.

Another important responsibility of the teacher is to develop a learning environment where students feel motivated to learn within the boundaries and expectations of a safe classroom. By modeling and encouraging a safe environment and purposeful rules, students feel motivated to do the right thing and help one another. It is important for teachers to put an emphasis on intrinsic motivation in the classroom to keep students interested and invested in their own learning goals. In addition, extrinsic motivators help students understand the expectations of the classroom and aid in their intrinsic motivation. These kinds of motivators include praise, positive reinforcement and rewards for exceptional behavior, (Horsman, J. 2018).

Level of Students' Cognitive Development

The students' cognitive development was indicated by the level of their progress in terms of information processing, reasoning, and language development.

Deruvos, J. (2019), suggests that teachers can help students develop the skills required to be self-reliant by incorporating project-based learning because it encourages students to be proactive in forming and implementing an action plan, practice time management and higher cognitive skills, socialize and develop group dynamics to gain confidence in their skills. To encourage students to be self-reliant, teachers can give students the freedom to choose their own activities or methods of learning. When choices are given, students learn to assess and choose based on their strengths, be responsible and accountable for their choices and learn from their mistakes.

Table 8. Level of Students' Cognitive Development in terms of Information Processing

The students...	Mean	S.D.	Verbal Interpretation
Manage own knowledge and ideas.	4.63	0.576	Very great extent
Integrate prior knowledge into new set of information.	4.63	0.592	Very great extent
Create new information based on what have learned and understand.	4.62	0.612	Very great extent
Share ideas to other people, classmate and peer.	4.67	0.548	Very great extent
Develop critical thinking skills and develop knowledge base on own understanding.	4.63	0.624	Very great extent
Overall Mean	***4.64***		***Very Great Extent***

Table 8 illustrates the level of Students' Cognitive Development in terms of Information Processing

From the statements above, "*Share ideas to other people, classmate and peer*" yielded the highest mean score *(M=4.67, SD=0.548)* and was remarked as Very great extent. This is followed by "*Manage own knowledge and ideas*", "*Integrate prior knowledge into new set of information*" and "*Develop critical thinking skills and develop knowledge base on own understanding*" with a mean score *(M=4.63, SD=0.576, 0.592, 0.624)* and was also remarked as Very great extent. On the other hand, the statement "*Create new information based on what have learned and understand*" received the lowest mean score of responses with *(M=4.62, SD=0.612)* yet was also remarked Very great extent.

The level of Students' Cognitive Development in terms of Information Processing attained a weighted mean score of 4.64 and was Very great extent among the respondents. Teaching methods can as the types of principles and methods used for instruction. There are many types of teaching methods, depending on what information or skill the teacher is trying to convey. Class participation, demonstration, recitation, and memorization are some of the teaching methods being used. Student success in the classroom may be largely based on effective teaching methods.

There are many factors that may affect the success of teaching process, such as, the attention of audience to the subject being taught, experience of the instructor, and teaching environment. Traditional teaching styles such as conference, chalk and chalk-board are still popular. However, depending on the course type and improving technology, new teaching styles are inevitable. For example, the courses such as information technology and computer programming require a laboratory and practice lessons, (Langlois, J. & Thach, S., 2016).

Table 9. Level of Students' Cognitive Development in terms of Reasoning

The students...	Mean	S.D.	Verbal Interpretation
See differences between observation and interferences.	4.52	0.638	Very great extent
Make logical conclusions by thinking in conditional statements.	4.51	0.654	Very great extent
Apply knowledge in real-life situations.	4.50	0.711	Very great extent
Recognize circumstances and reason out using own opinions.	4.51	0.638	Very great extent
Formulate answers that are suitable for the questions given.	4.62	0.628	Very great extent
Overall Mean	***4.53***		***Very Great Extent***

Table 9 illustrates the level of Students' Cognitive Development in terms of Reasoning

From the statements above, "*Formulate answers that are suitable for the questions given*" yielded the highest mean score *(M=4.62, SD=0.628)* and was remarked as Very great extent. This is followed by "*Make logical conclusions by thinking in conditional statements*" and "*Recognize circumstances and reason out using own opinions*" with a mean score *(M=4.51, SD=0.654, 0.638)* and was also remarked as

Very great extent. On the other hand, the statement "*Apply knowledge in real-life situations*" received the lowest mean score of responses with *(M=4.50, SD=0.711)* yet was also remarked Very great extent.

The level of Students' Cognitive Development in terms of Reasoning attained a weighted mean score of 4.53 and was Very great extent among the respondents. Working environments clearly play a role in the teacher performance and shortage, along with low pay and weak professional development opportunities. The teacher shortage harms students, teachers, and public education as a whole.

The true measure of student development is how well students are prepared to accomplish their current and future academic, personal, and professional goals through the development of knowledge, a sense of responsibility and self-reliance, and a connection to the college and wider community. While administrators tend to center student success around degree completion, students often want much more than a degree from their college experience, says Shapiro, A. (2018).

Table 10. Level of Students' Cognitive Development in terms of Language Development

The students...	Mean	S.D.	Verbal Interpretation
Learn how to communicate with other people using correct way of speaking.	4.70	0.573	Very great extent
Accept other people's perspectives through the different languages.	4.61	0.582	Very great extent
Understand context knowledge from books, supplementary materials, etc.	4.58	0.618	Very great extent
Recognize language that are being used by other people.	4.60	0.583	Very great extent
Integrate knowledge and comprehension from various kinds of materials, including audio, visual, etc.	4.63	0.543	Very great extent
Overall Mean	*4.62*		*Very Great Extent*

Table 10 illustrates the level of Students' Cognitive Development in terms of Language Development

From the statements above, "*Learn how to communicate with other people using correct way of speaking*" yielded the highest mean score *(M=4.70, SD=0.573)* and was remarked as Very great extent. This is followed by "*Integrate knowledge and comprehension from various kinds of materials, including audio, visual, etc*" with a mean score *(M=4.63, SD=0.543)* and was also remarked as Very great extent.

On the other hand, the statement "*Understand context knowledge from books, supplementary materials, etc*" received the lowest mean score of responses with *(M=4.58, SD=0.618)* yet was also remarked Very great extent.

The level of Students' Cognitive Development in terms of Language Development attained a weighted mean score of 4.62 and was Very great extent among the respondents. In comparing the effects of three different programs on writing performance, also found that of the three programs, the one that included extensive reading was found to be significantly effective overall. In the area of content and language use, the extensive reading program was also the only one that was found to be significantly effective.

However, the most convincing evidence for the benefits of extensive reading comes from what has come to be known as the "book flood" studies (Elly & Mangubhai, 2016; Elly & Mangubhai 2018), which looked at the effect of extensive reading on the English language proficiency of Fiji elementary school children. These studies, which studied from about a hundred to several thousand students, and for a period of about one to about three years, provide evidence of the remarkable increase made by these students on measures of language use (which the researchers specified as oral language, reading comprehension, and writing), language knowledge (which included word recognition, vocabulary knowledge, and grammar), as well as academic performance (as measured by the examinations used across the Fiji elementary school system).

Level of Students' Self-Regulation Development

The students' self-regulation development was denoted by the level of their advancement with regard to sense of responsibility, self-reliance, self-awareness, and sense of purpose.

Important meta-cognitive skills are orienting/planning, executing, monitoring/ testing/diagnosing, adjusting/correcting, and evaluating/reflecting (Vermunt & Verloop, 2019). A student is considered to be 'self-regulating' when the use of these skills is initiated by the individual rather than by a teacher or peers. Inspection of the strategy descriptions in both information-processing modes tells that conceptually, a sense of regulation is embedded in each information processing mode. More specifically, students who tend to stick to and memorize the material presented to them by the teacher (a characteristic of the surface-level approach).

Table 11. Level of Students' Self-Regulation Development as to Sense of Responsibility

The students...	Mean	S.D.	Verbal Interpretation
Take responsibility for every action done.	4.65	0.587	Very great extent
Cultivate understanding on own's personality and behavior.	4.56	0.636	Very great extent
Encourage goal setting and behavior.	4.63	0.624	Very great extent
Model behaviors and attitudes that promote learning.	4.67	0.630	Very great extent
Set and follow through consequences of every action done.	4.65	0.571	Very great extent
Overall Mean	*4.63*		*Very Great Extent*

Table 11 illustrates the level of Students' Self-Regulation Development as to Sense of Responsibility

From the statements above, "*Model behaviors and attitudes that promote learning*" yielded the highest mean score *(M=4.67, SD=0.630)* and was remarked as Very great extent. This is followed by "*Take responsibility for every action done" and "Set and follow through consequences of every action done*" with a mean score *(M=4.65, SD=0.587, 0.571)* and was also remarked as Very great extent. On the

other hand, the statement "*Cultivate understanding on own's personality and behavior*" received the lowest mean score of responses with *(M=4.56, SD=0.636)* yet was also remarked Very great extent.

The level of Students' Self-Regulation Development as to Sense of Responsibility attained a weighted mean score of 4.63 and was Very great extent among the respondents. Ethical dilemmas may arise in a number of ways, often unexpected, graduates must "understand professional and ethical responsibilities" Ideally, graduates should be capable of moral problem solving, i.e., recognizing an ethical dilemma, analyzing the situation, and finding a creative middle-ground resolution. An increasing number of programs are offering courses that do, in fact, attempt to achieve this objective, and a few ambitious programs are incorporating ethics across the curriculum. Teachers must remember to reinforce and appreciate success. Also, teachers can allot class chores to students to help them assume responsibility. Encourage students to socialize and form friendships with their peers. In today's world, it is crucial that teachers encourage students to be self-reliant, as this encourages emotional strength, value of self and others, and confidence in the face of challenges

In addition, as Anderson and Prawat (2018) posit, those who feel in control are more likely to take responsibility for their own learning. However, as Soilemetzidis et al. (2016) point out, in order to ensure that students are able to fulfill their inherent role in the learning process, "institutions have a vital responsibility to facilitate and ensure effort, engagement, interaction and active, and deep learning". Such a joint effort and a sense of responsibility between students and institutions can help facilitate meaningful and sustained learning.

Table 12. Level of Students' Self-Regulation Development as to Self-Reliance

The students...	Mean	S.D.	Verbal Interpretation
Recognize and manage dependence.	4.59	0.601	Very great extent
Make own decisions for own self.	4.50	0.623	Very great extent
Build inner confidence and intrinsic motivation.	4.60	0.661	Very great extent
Do task independently without the major of help of other people around.	4.55	0.637	Very great extent
Develop patience and determination for whatever you are doing	4.64	0.538	Very great extent
Overall Mean	***4.58***		***Very Great Extent***

From the statements above, "*Develop patience and determination for whatever you are doing*" yielded the highest mean score *(M=4.64, SD=0.538)* and was remarked as Very great extent. This is followed by "*Build inner confidence and intrinsic motivation*" with a mean score *(M=4.60, SD=0.661)* and was also remarked as Very great extent. On the other hand, the statement "*Make own decisions for own self*" received the lowest mean score of responses with *(M=4.50, SD=0.623)* yet was also remarked Very great extent.

The level of Students' Self-Regulation Development as to Self-Reliance attained a weighted mean score of 4.58 and was Very great extent among the respondents. A point that researchers do agree on is that, throughout life, self-reliance develops along a continuum. From one experience to another, people increase their reliance of themselves and of their ability to become aware. Each experience affects the subsequent one, as well as how one's awareness continues to increase

Psychologists and educators usually use the concept of self-awareness in order to describe one's ability to think about, talk about, and define feelings, thoughts, and/or actions. Presently, the term

'self-awareness' is used to describe an overall concept that includes many sub-concepts, such as self-esteem, self-concept, self-description, self-control, self-evaluation, self-image, self-perception, self-presentation, self-reflection, self-knowledge, and self-understanding, (Stanhope DS, et.al. (2018).

Table 13. Level of Students' Self-Regulation Development as to Self-Awareness

The students...	Mean	S.D.	Verbal Interpretation
Assess their own strengths and weaknesses.	4.70	0.500	Very great extent
Reflect on their own actions and take responsibilities if needed.	4.62	0.596	Very great extent
Practice meditation and other mindful habits.	4.57	0.553	Very great extent
Know how to value themselves, their purpose and existence.	4.67	0.548	Very great extent
Open minded and willing to develop skills and personalities.	4.70	0.500	Very great extent
Overall Mean	***4.65***		***Very Great Extent***

Table 13 illustrates the level of Students' Self-Regulation Development as to Self-Awareness

From the statements above, "*Assess their own strengths and weaknesses" and "Open minded and willing to develop skills and personalities*" yielded the highest mean score *(M=4.70, SD=0.500)* and was remarked as Very great extent. This is followed by "*Know how to value themselves, their purpose and existence*" with a mean score *(M=4.67, SD=0.548)* and was also remarked as Very great extent. On the other hand, the statement "*Practice meditation and other mindful habits*" received the lowest mean score of responses with *(M=4.57, SD=0.553)* yet was also remarked Very great extent.

The level of Students' Self-Regulation Development as to Self-Awareness attained a weighted mean score of 4.65 and was Very great extent among the respondents. Educators need to plan how to develop students' self-awareness through a variety of experiences. But, in order to do so, they need to gain more knowledge and understanding of the domain of self-awareness.

In the current era, when information is accessible to all, students are less motivated to invest in long learning processes. Thus, teachers need to focus on education while developing along the way their students' self-fulfillment that is based on realistic self-awareness. By developing students' motivation to delve into the information they can easily access, students also learn to develop their own thinking and understanding of the same information everyone has. The teachers indicated that, by basing their teaching on building reciprocity and meaningful learning processes according to the Mediated Learning Experience criteria, they better understood the unique self-awareness that each student developed. Their understanding helped them to enhance their students' internal motivation, and maintain an improved atmosphere in class, (Flavian, H. 2018).

Table 14 illustrates the level of Students' Self-Regulation Development as to Sense of Purpose

Table 14. Level of Students' Self-Regulation Development as to Sense of Purpose

The students...	Mean	S.D.	Verbal Interpretation
Develop a growth mindset.	4.70	0.500	Very great extent
Create a personal vision statement.	4.64	0.538	Very great extent
Set achievable goals that is self-attainable.	4.62	0.563	Very great extent
Appreciate every little thing around.	4.63	0.541	Very great extent

Understand own purpose and mission in life.	4.65	0.536	Very great extent
Overall Mean	***4.65***		***Very Great Extent***

From the statements above, "*Develop a growth mindset*" yielded the highest mean score *(M=4.70, SD=0.500)* and was remarked as Very great extent. This is followed by "*Understand own purpose and mission in life*" with a mean score *(M=4.65, SD=0.536)* and was also remarked as Very great extent. On the other hand, the statement "*Set achievable goals that is self-attainable*" received the lowest mean score of responses with *(M=4.62, SD=0.563)* yet was also remarked Very great extent.

The level of Students' Self-Regulation Development as to Sense of Purpose attained a weighted mean score of 4.65 and was Very great extent among the respondents. Apart from general sense of purpose, altruistic purpose in particular is most positively related with college students' personal development and persistence.

Research has consistently shown the important role of sense of purpose in impacting college students' identity (Chickering, 2015), degree commitment (Sharma & YukhymenkoLescroart, 2018), motivation (Sharma & de Alba, 2018), persistence (Hill et al., 2016), and retention (Conner et al., 2015).

Relationship between the Level of Issues and Challenges in Teaching and Learning and Students' Development

Teaching is not just telling and learning is not just listening. Students, either in preschool or in higher education, have a range of learning styles. Each person prefers different learning styles and techniques. Learning styles group the ways people learn. Although some people may have a dominant one, usually everyone has a mix of learning styles. Therefore, there is no right combination and the people's learning styles are not fixed. People can develop ability in less dominant styles or the ones that are already being used. This issue is important since it may affect the academic success. Innovative strategies to facilitate learning are being used by educators, (Berkebrede et al., 2016).

For students, development consists not just of good grades and steady progress toward graduation, but a holistic sense of fulfillment, students want to become strong candidates for careers in their chosen fields, emerge as competent and trustworthy adults, look back on their time without regrets, and make their mentors and family members proud, (Gallagher, S. 2018).

Table 15 presents the significant relationship between the Level of Issues and Challenges in Teaching and Learning and Students' Development

The *Information Processing, Reasoning, Language Development, Sense of Responsibility, Self-Reliance, Self-Awareness and Sense of Purpose* of the Students' Cognitive and Self-Regulation was observed to have a significant relationship to the Issues and Challenges in Teaching and Learning. This is based on the computed r values obtained from the tests with moderate to strong relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

Table 15. Relationship between the Level of Issues and Challenges in Teaching and Learning and Students' Development

Students' Cognitive and Self-Regulation		Issues and Challenges in Teaching and Learning		
		Effective Communication	Students' Condition	Students' Participation
Information Processing	r-value	0.511	0.648	0.731
	p-value	0.000	0.000	0.000
	Degree	Moderate	Strong	Strong
	Analysis	*Significant*	*Significant*	*Significant*
Reasoning	r-value	0.659	0.693	0.741
	p-value	0.000	0.000	0.000
	Degree	Strong	Strong	Strong
	Analysis	*Significant*	*Significant*	*Significant*
Language Development	r-value	0.601	0.735	0.712
	p-value	0.000	0.000	0.000
	Degree	Strong	Strong	Strong
	Analysis	*Significant*	*Significant*	*Significant*
Sense of Responsibility	r-value	0.471	0.661	0.726
	p-value	0.000	0.000	0.000
	Degree	Moderate	Strong	Strong
	Analysis	*Significant*	*Significant*	*Significant*
Self-Reliance	r-value	0.566	0.593	0.604
	p-value	0.000	0.000	0.000
	Degree	Moderate	Moderate	Strong
	Analysis	*Significant*	*Significant*	*Significant*
Self-Awareness	r-value	0.551	0.617	0.590
	p-value	0.000	0.000	0.000
	Degree	Moderate	Strong	Moderate
	Analysis	*Significant*	*Significant*	*Significant*
Sense of Purpose	r-value	0.548	0.604	0.647
	p-value	0.000	0.000	0.000
	Degree	Moderate	Strong	Strong

	Analysis	*Significant*	*Significant*	*Significant*

Degree of Correlation:

$\pm 0.80 - \pm 1.00$ *Very strong*

$\pm 0.60 - \pm 0.79$ *Strong*

$\pm 0.40 - \pm 0.59$ *Moderate*

$\pm 0.20 - \pm 0.39$ *Weak*

$\pm 0.00 - \pm 0.19$ *Very weak*

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "*There is no significant relationship between the Level of Issues and Challenges in Teaching and Learning and Students' Development*" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them. Good communication minimizes the potential of unkind feeling during the process of teaching. For learning the learner must be attentive toward their teacher during the lecture recommended that teacher communicate in clear and understandable manner. Communication is a dynamic process which need of mind and courage to face the other and convey his/her massage in effective way. Communication process is successful when we deliver the massage in clear and understandable way. Effective communication needs to convey and accept his/her massage in all kind of situation and circumstances. Good communication is considered a strong tool for effectiveness in the teaching profession.

Relationship between Level of Issues and Challenges in School Environment and Students' Development

The school environment has often been conceptualized as the psychosocial context in which teachers work and teach. It is the quality of the working environment that reflects the way which people interact and react, and a measure of school characteristics that teachers, administrators, parents, and policy makers consider to be important. It can foster resilience or become a risk factor in the lives of people who work and learn within. Exploring the school environment where student teachers engage in the last stage of learning to teach is not only important in its own right, but it may also reveal how various school environmental aspects influence their satisfaction with teaching practicum and their commitment to teaching career.

Table 16. Relationship between Level of Issues and Challenges in School Environment and Students' Development

Students' Cognitive and Self-Regulation		Issues and Challenges in School Environment			
		Awareness on Guidelines	Safety Protocols	Readiness of Facilities	Safe Environment
Information Processing	r-value	0.626	0.717	0.722	0.842
	p-value	0.000	0.000	0.000	0.000
	Degree	Strong	Strong	Strong	Very Strong
	Analysis	*Significant*	*Significant*	*Significant*	*Significant*
Reasoning	r-value	0.650	0.767	0.720	0.761
	p-value	0.000	0.000	0.000	0.000
	Degree	Strong	Strong	Strong	Strong
	Analysis	*Significant*	*Significant*	*Significant*	*Significant*
Language Development	r-value	0.582	0.669	0.652	0.749
	p-value	0.000	0.000	0.000	0.000
	Degree	Moderate	Strong	Strong	Strong
	Analysis	*Significant*	*Significant*	*Significant*	*Significant*
Sense of Responsibility	r-value	0.625	0.664	0.700	0.786
	p-value	0.000	0.000	0.000	0.000
	Degree	Strong	Strong	Strong	Strong
	Analysis	*Significant*	*Significant*	*Significant*	*Significant*
Self-R eliance	r-value	0.511	0.572	0.573	0.699
	p-value	0.000	0.000	0.000	0.000
	Degree	Moderate	Moderate	Moderate	Strong
	Analysis	*Significant*	*Significant*	*Significant*	*Significant*
Self-Awarenes s	r-value	0.600	0.724	0.661	0.762
	p-value	0.000	0.000	0.000	0.000
	Degree	Strong	Strong	Strong	Strong
	Analysis	*Significant*	*Significant*	*Significant*	*Significant*
Sense of Purpose	r-value	0.506	0.694	0.617	0.684
	p-value	0.000	0.000	0.000	0.000

	Degree	Moderate	Strong	Strong	Strong
	Analysis	*Significant*	*Significant*	*Significant*	*Significant*

Degree of Correlation:

$\pm 0.80 - \pm 1.00$ *Very strong*

$\pm 0.60 - \pm 0.79$ *Strong*

$\pm 0.40 - \pm 0.59$ *Moderate*

$\pm 0.20 - \pm 0.39$ *Weak*

$\pm 0.00 - \pm 0.19$ *Very weak*

Table 16 presents the significant relationship between the Level of Issues and Challenges in School Environment and Students' Development

The *Information Processing, Reasoning, Language Development, Sense of Responsibility, Self-Reliance, Self-Awareness and Sense of Purpose* of the Students' Cognitive and Self-Regulation was observed to have a significant relationship to the Issues and Challenges in Teaching and Learning. This is based on the computed r values obtained from the tests with moderate to strong relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "*There is no significant relationship between the Level of Issues and Challenges in School Environment and Students' Development*" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them. The relationship between the school environment and teacher dissatisfaction. The school environment is defined through a social-ecological perspective which takes into account the hierarchical nature of schools. Teacher dissatisfaction was quantified through a composite of variables that asked teachers about their overall feelings regarding the profession and found that's school environment played a statistically significant role in the dissatisfaction of teachers. Specifically, teacher autonomy and principal leadership decreased the odds of teacher dissatisfaction, while student and community problems increased the odds of teacher dissatisfaction. Once school environment was taken into account, the log odds of teacher race, middle school status, and rural school locale increased while remaining statistically significant.

CONCLUSION

The study shows that the there is significant relationship between the issues and challenges of a teachers and school with the student's development. Thus, the researcher concludes that research hypotheses stating that "There is no significant relationship between the issues and challenges in teaching and learning and the student's cognitive development" and "There is no significant relationship between the issues and challenges in school environment and the student's self-regulation" are both rejected which incites that the alternative hypotheses are accepted.

RECOMMENDATIONS

1. It is recommended for the school head to know and be aware with the problems that may exist around their school so that they can immediately make a solution and implement new programs to deal with those challenges.
2. It is recommended for all the school staffs to maintain the positive working and learning environment because it is one of the major factors on the development and learning of the students.
3. It is suggested for the teachers to continue their positive attitude towards their work, that even they may experiencing changes due to the new normal, still they are able to develop teaching strategies that can help students to cope up with their study.

4. It is suggested for the school head and also for the teachers to help their students be engage with their learning environment. Even though there are still limitations due to pandemic, they should try to utilize modern teaching strategies and be equipped with the powerful learning materials that can help their students.

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