



Senior High School Students' Perceptions on Teacher Accompaniment in the Post-Pandemic: Philippine Setting

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Abstract

The post-pandemic era has introduced challenges and opportunities that influence the dynamics of the student-teacher relationship. Using the phenomenological approach, this paper aims to examine 1,449 Grade 11 and Grade 12 students of DLSU-SHS on their perceptions of their teachers' accompaniment from the subject Christian Living and Values Education Area (CLVE) in the post-pandemic situation. Following the scholarly consensus on how teacher support is essential for student outcomes, the researchers explore the Teacher Accompaniment Scale (TAS), a tool developed by Baring et al. (2020) to measure the quality of support in terms of four dimensions: emotional, informational, instrumental, and appraisal. TAS is a novel approach to college education, particularly in the Philippines and Southeast Asia, where no equivalent assessment has been attempted. It is also of interest to researchers to apply the tool in a post-pandemic setting and further correlate the results to different tracks, namely, HUMSS, STEM, ADT, ABM, and SpT. The descriptive results generated by the Jamovi software presented a positive correlation across all strands/tracks. A further qualitative inquiry also had positive results about students' teachers' accompaniment experiences and ways of accompaniment. This study suggested possible interventions in the dimensions that need improvement.

Keywords: Academic Strands, Interventions, Post-pandemic, Senior High School, Teacher Accompaniment, Tracks

INTRODUCTION

The COVID-19 pandemic has caused major disruptions to education systems around the globe, resulting in a rapid and unexpected shift from traditional classrooms to remote learning environments. The current global crisis has highlighted the importance of adaptability and innovation in education. Bozkurt and Sharma (2020) discuss the challenges and opportunities during this emergency remote teaching phase. They emphasize the need to re-examine pedagogical approaches and the relationships within educational contexts.

In the wake of the pandemic, it has become increasingly clear how crucial strong teacher-student relationships are. The disruptions caused by COVID-19 have highlighted the importance of creating a positive and meaningful connection between educators and learners to promote academic achievement and emotional health. As per the World Bank's report in 2021, the pandemic has worsened pre-existing educational disparities, emphasizing the vital importance of teachers as mentors and guides. Teacher accompaniment has become crucial in assisting students in navigating the challenges of the post-pandemic educational landscape. It involves teachers providing support and guidance to their students.

Problem

While extensive research exists on teacher qualities and effectiveness, a significant gap exists in understanding students' perspectives on teacher-student relationships, particularly in the context of post-pandemic education in the Philippines. Despite students' daily lives being fundamentally shaped by teacher interactions, their voices are often overlooked in educational research and practice (Raufelder et al., 2016). The COVID-19 pandemic has dramatically altered the educational landscape, making it crucial to understand how students perceive and experience teacher support in this new environment. Without a comprehensive understanding of students' perspectives on teacher accompaniment, educational institutions may need to develop effective strategies for supporting student success in the post-pandemic era.

The COVID-19 pandemic fundamentally transformed the educational landscape, precipitating a shift in teaching priorities and relationship dynamics. As educators transitioned to remote teaching, their concerns evolved from personal teaching capabilities to a deeper focus on student welfare during these challenging times (Kim et al., 2021; An et al., 2021). Even with the return to face-to-face instruction, new challenges emerged, such as concerns that physical barriers like masks could impede emotional connection and relationship formation (Spitzer, 2020). These concerns are particularly significant given that teacher-student relationships are crucial for both teacher wellbeing (Aldrup et al., 2018; Spilt et al., 2011; Taxeret al., 2019) and student engagement and achievement (Engels et al., 2021; Gallagher et al., 2019; Hughes & Cao, 2018). Understanding how these pandemic-induced changes have affected teacher accompaniment becomes vital for developing effective educational strategies.

This study addresses these gaps by implementing the Teacher Accompaniment Scale (TAS), developed by Baring et al. (2020), to examine the perceptions of Grade 11 and Grade 12 students at DLSU-SHS regarding teacher accompaniment. The TAS is an innovative tool created to assess the caliber and impact of teacher support as perceived by students. The TAS seeks to provide data to inform educational practices

and policies focused on improving teacher-student relationships in the Philippines by gathering valuable insights into students' perceptions of their teachers' support and guidance. Understanding these perceptions is crucial for developing targeted interventions that address the specific needs of students across different academic specializations while accounting for the challenges the post-pandemic educational environment presents.

The “large amount of research about the qualities of a good teacher, students' perception is rarely considered in educational research and practice, even their daily school life is dominated by relationships with teachers” (Raufelder et al., 2016). Moreso, that there are “limited scholarship on teacher accompaniment in the country” stimulate the interest of the researchers to explore: How do DLSU senior high school students across different academic tracks (HUMSS, STEM, ADT, ABM, and SpT) perceive teacher accompaniment through the lens of the four TAS dimensions: emotional, informational, instrumental, and appraisal support?

By thoroughly examining the TAS data, this study seeks to contribute to the ongoing discussion surrounding education in the aftermath of the pandemic. It aims to provide practical insights that can be utilized by teachers, policymakers, and individuals invested in creating an inclusive and fair learning environment for every student.

METHODOLOGY

This research employed a quantitative descriptive study design in which the researchers utilized a self-administered online survey using Google Forms. The adapted tool, the Teacher Accompaniment Scale (TAS), analyzed data from a large participant pool, enhancing the potential for generalizing the findings and bringing breadth to the study. At the same time, the open-ended questions provided a deeper understanding of the issue by honoring the participants' voices and adding depth (Dawadi, 2021).

The researchers employed , a newly developed instrument by Baring et al. (2020) that aims to assess the quality of teacher support in Philippine and Southeast Asian higher education. To gain and develop an understanding of the research problem of this study, the quality of support is measured across four dimensions: emotional, informational, instrumental, and appraisal. It is composed of 14 statements summarized in 2 dimensions, namely (1) Source of Support and (2) Source of Stress, with seven items in each dimension. The first dimension (Support) from items 1 to 7 describes teachers as supportive figures in the learning environment. These are shown in empathizing, listening, motivating, encouraging, and being a role model. The second dimension from items 8 to 14 describes teachers as figures causing stress. It is stressful when teachers fail to listen, understand, empathize, explain, or cause confusion.

The data were collected online via Google Forms. As a tool for collecting data, Google Forms is the easiest to use “webinterface for designing and developing web-based survey questionnaires” (Raju & Harinarayana, 2016). It also allows easy customization. While it may have its cons, it was observed that it can reach a greater number of respondents

With the help of Jamovi software, the researchers conducted a descriptive

analysis that revealed a strong correlation between perceived teacher support and academic performance in all areas. The researchers conducted the scale assessment with 1499 student respondents from various academic strands in the Senior High School. The different strands offered are Science, Technology, Engineering, and Mathematics (STEM), with 612 respondents; Accountancy, Business, and Management (ABM), with 514 respondents; Humanities and Social Sciences (HUMSS), with 187 respondents; Arts and Design (ADT) with 132 respondents and Sports Track (SpT) with four respondents. Participants in this study gave their consent, as this survey is voluntary. Their responses are held and treated with utmost confidentiality as researchers were committed to protecting the confidentiality of the student’s personal information and are bound to comply with the Data Privacy Act of 2012 (RA 110173) as they answered the 14-item questionnaire and the two follow-up questions.

The researchers incorporated the Parental and Informed Consent Form into the Google form survey. The Informed Consent Form was created to protect the respondent’s privacy and ensure that they were informed about the study. The respondents are also asked to share the form with their parents, indicating their permission to allow them to participate. In any case that they may feel any discomfort while answering the questionnaire, they can withdraw their participation in the study at any time.

To further validate respondents’ answers, follow-up researcher-made questions were utilized, including the following: What experience/s do you consider teacher accompaniment? How would you like to be accompanied by your teachers? The NVivo software was used for this qualitative inquiry, confirming the students’ positive experiences with their teachers’ supportive practices and techniques. Through a wide range of research methods, the researchers identified particular areas that could benefit from extra assistance. This valuable insight has informed the development of targeted interventions to enhance the student-teacher relationship in post-pandemic time.

RESULTS & FINDINGS

A total of 1449 senior high school students from DLSU’s Manila and Laguna campuses, spanning two grade levels - grade 11 and grade 12 - participated in the research. Table 1 shows 750 participants from grade 11 students, 51.8% of the total, and 699 from grade 12 with 48.2%. The data shows that participation is relatively balanced between two grade levels, with a slight majority from grade 11.

Table 1. Frequencies of Grade-Level

Grade Level	Counts	% of Total
Grade 11	750	51.8 %
Grade 12	699	48.2 %

Regarding the participation per campus, the Manila campus has a higher total number of respondents, 1015 or 70%, than the Laguna campus, with 434 or 30% of the total respondents, as shown in Table 2.

Table 2. Frequency per Campus

Campus	Counts	% of Total
Laguna	434	30.0 %
Manila	1015	70.0 %

Table 3 illustrates the frequency of participants in the different strands. The data shows that the STEM strand has the highest number of respondents, with 612 students, constituting 42.2%. This is followed by the ABM strand with 514 participants, accounting for 35.5% of the total. The HUMSS strand has 187 participants (12.9%), and the ADT strand has 132 participants (9.1%). Then, the Sports Track (SPT) has the lowest participation, with only 4 students, constituting 0.3% of the total.

Table 3. Frequency per Strand or Track

Strand or Track	Counts	% of Total
Accountancy, Business, and Management (ABM)	514	35.5 %
Arts and Design Track (ADT)	132	9.1 %
Humanities and Social Sciences (HUMSS)	187	12.9 %
Science, Technology, Engineering, and Mathematics (STEM)	612	42.2 %
Sports Track (SpT)	4	0.3 %

In analyzing the results, researchers categorized them into two dimensions based on the questionnaire items: the first dimension includes items 1-7, focusing on sources of support, while the second dimension includes items 8-14, focusing on sources of stress. To compute the results, get the mean scores of items 1-7 to determine the average score for the source of support, and repeat this procedure for items 8-14 to determine the average score for the source of stress (Baring et al., 2018). The overall mean for each dimension indicates the degree of agreement or disagreement with that dimension.

Table 4. Sources of Support

Mean	
ST1	3.30
ST2	3.37
ST3	3.35
ST4	3.06
ST5	3.07
ST6	3.21
ST7	3.15

Overall mean score: 3.22

As shown in Table 4, the results indicated that students viewed the teachers

as “moderately supportive,” with an overall average mean score of 3.22. Generally, students believe that the support is adequate but not outstanding. This indicates that while teachers and the learning environment offer ample support, some areas may be enhanced to offer even greater help. Among the items under sources of support, item # 2, “I think teachers give their students support,” has the highest mean with a 3.37, which falls under the category “highly supportive.” Conversely, item #4, “I consider my teacher as a role model,” had the lowest mean score (3.06), placing it into the category of “moderately supportive.”

Table 5. Mean score per STRAND (Source of Support)

Item	ABM	ADT	HUMSS	STEM	SPT
ST1	3.35	3.20	3.20	3.31	3.75
ST2	3.43	3.30	3.25	3.37	3.50
ST3	3.38	3.31	3.26	3.36	3.50
ST4	3.11	2.99	2.97	3.05	3.25
ST5	3.12	2.92	3.05	3.07	3.00
ST6	3.23	3.14	3.21	3.20	3.25
ST7	3.19	3.11	3.09	3.14	3.25
Average	2.26	3.14	3.15	3.21	3.36

Table 5 shows the mean score for items (sources of support) across five different Strands: ABM, ADT, HUMSS, STEM, and SPT, as well as each average mean score. The data illustrates that SPT consistently has the highest mean for most items, leading to the highest overall average (3.36) under the category “highly supportive.” This indicates that SPT students perceive the teachers or the learning environment offers a high degree of support, guidance, and tools that greatly enhance their educational experience. ABM follows with an average score of 3.26, indicating a similarly high level of support. SPT and ABM are categorized as “highly supportive,” demonstrating a strong alignment with student needs and expectations. Then, STEM, with an average of 3.21, HUMSS at 3.15, and ADT at 3.14, fall into the “moderately supportive” category. This indicates that while these strands provide reasonable support, some aspects or areas could be improved to provide even more assistance.

Table 6. Sources of Stress

Mean	
SS1	2.49
SS2	2.04
SS3	1.71
SS4	2.12
SS5	2.22
SS6	2.48
SS7	2.67

Overall mean score: 2.22

The result of the study showed that students perceived the teachers as “partially stressful,” with an overall average mean score of 2.22. Generally speaking, *Camarines et al. | Senior High School Students’ Perceptions on Teacher Accompaniment in the Post-Pandemic: Philippine Setting*

students believe they are experiencing some stress, but it is relatively low.

Table 7. Mean score per STRAND (Source of Stress)

Item	ABM	ADT	HUMSS	STEM	SPT
SS1	2.47	2.47	2.51	2.52	2.50
SS2	1.96	1.98	2.21	2.06	2.00
SS3	1.67	1.79	1.77	1.71	1.25
SS4	2.02	2.17	2.25	2.17	1.75
SS5	2.12	2.31	2.34	2.24	1.75
SS6	2.39	2.58	2.61	2.50	2.25
SS7	2.59	2.74	2.79	2.69	2.50
Average	2.17	2.29	2.35	2.27	2.00

Table 7 shows the mean score for items (sources of stress) across five different Strands: ABM, ADT, HUMSS, STEM, and SPT, and each average mean score. The data illustrates that HUMSS students tend to have the highest overall mean score (2.35), indicating that students in this track might experience higher stress levels than others. Followed by ADT with a 2.29 average mean score, STEM with a 2.27, and ABM with a 2.17 average mean score. The SPT students have the lowest average mean score of 2.00, which illustrates that students in this strand report lower stress levels than others.

DISCUSSIONS

Sources of Support

The researchers analyzed the data using jamovi software. The results indicated that students viewed the teachers as “moderately supportive,” with an overall average mean score of 3.22. Generally, students believe that the support is adequate but not outstanding. This indicates that while teachers and the learning environment offer ample support, some areas may be enhanced to offer even greater help. Bokhorst et al. (2010) noted that adolescents at secondary school have less support from teachers than their peers because they have multiple teachers, and it may be more difficult to build personal relationships with all of them. Also, one possible factor for this is the institution’s blended learning modality, which combines online and face-to-face instruction. In this context, it suggests a wide range of support sources from the students’ environment, not only the assistance they receive from their teachers but also the help offered by other students in online communities. Xibin Han et al. (2023) claimed that in the digital era, traditional classrooms have expanded into online learning environments where students completely control their learning experience. However, the current study illustrates that students experience teacher accompaniment in a way that promotes relationship-building.

Responding to the first question, “What experiences do you consider teacher accompaniment?” respondents revealed several key themes categorized into four dimensions: Emotional Dimension: Listening to students’ problems, providing empathy and personal support, and engaging in personal dialogue. Informational Dimension: Give feedback on academic concerns and share personal experiences to

enhance learning. Instrumental Dimension: Adjusting deadlines to accommodate students' needs, offering guidance and support during projects, and assisting with academic tasks. Appraisal Dimension: Engaging in constructive criticism, encouraging open communication, and considering students' perspectives and experiences to create a better learning environment.

These responses highlight building holistic and positive teacher-student relationships, leading to a more effective and meaningful educational experience. Moreover, in the second question, "How would you like to be accompanied by your teachers?" the respondents identified similar themes. Create a safe and supportive environment (emotional support), guide students towards correct answers, provide constructive feedback (appraisal support), assist students in understanding complex topics (informational support), and help students navigate student academic challenges effectively (instrumental support). By addressing these major themes, teachers can better fulfill the diverse needs of their students and create an engaging and stimulating learning environment that will foster strong, supportive, and collaborative relationships. Jordan Yassine et al. (2020) pointed out that when focused on fostering better student-teacher relationships, student problem behaviors may decrease, and the general classroom climate can be enhanced. This affirmed the previous research that supportive student-teacher relationships can positively influence academic performance and attendance (McHugh et al., 2012).

This shows that students' perceptions highlighting a holistic approach to building relationships can be traced back to deeply rooted cultural values. In the Philippine setting, CFC 792 states that many traditional Filipino values are quite similar to Christian beliefs these are pagsasarili (self-reliance as the foundation of moral responsibility), pakikisama (getting along and sharing with others), pagkakaisa (community unity that fosters loving service), pakikipagkapwa-tao (human solidarity and friendship promoting Christian love of neighbor). According to Galang et al. (2021), the overarching concept for all Filipino values is pakikipagkapwa-tao, which means being there for others by practicing solidarity and mutual support and viewing others as extensions of oneself. Likewise, Santos (2023) claims that Philippine society is highly communitarian, with the family as its basic unit, extending beyond relationships based on consanguinity and affinity to friends regarded as "Hindi ibang tao."

Among the items under sources of support, item # 2, "I think teachers give their students support," has the highest mean with a 3.37, which falls under the category "highly supportive." Conversely, item #4, "I consider my teacher as a role model," had the lowest mean score (3.06), placing it into the category of "moderately supportive." One possible reason might be that some teachers are struggling with a shift from a traditional mode of teaching to a post-pandemic educational approach. This transition can leave teachers feeling overwhelmed by various tasks, leaving them with insufficient time and energy to develop meaningful connections with the students, hindering their ability to inspire them. This aligns with a study by Ming Li and Zhonggen Yu (2022), which found that teachers had to balance their work-life obligations and teaching responsibilities due to the pandemic, which changed their professional roles and decreased their satisfaction. This study was reaffirmed by the study of Punzalan et al. (2023) in the Philippine setting. They noted that the modality shift in the country caused teachers to have difficulty balancing work and family responsibilities, which may prevent them from being productive and satisfied with

their jobs. Also, students are influenced by a wide range of role models to look up to from social media and other online platforms, often overshadowing their teachers' influence.

Sources of Stress

The result illustrates that the teachers are perceived as “partially stressful” by the students who believe they are experiencing some stress, but it is relatively low. The stress is present but not particularly intense and does not significantly affect participants' overall well-being. However, in the study conducted by Ondras and Alvero (2023) in the post-pandemic context, they claimed that teachers encountered difficulties in bridging learning gaps among students after the pandemic. They noted that teachers encountered challenges, including students' low motivation, teachers' overlapping tasks, insufficient administrative support, and the complexity of students' learning needs. These issues posed potential risks to students' learning, impeding their learning progress and potentially leading to permanent disconnection from school. While there is a learning gap and stress in the post-pandemic setting, the current study reinforces the idea of fostering a student-teacher relationship.

The current study shows the connection between the student's perception of teacher support and the teacher as a source of stress. When students perceive teachers more as sources of support, they experience less stress from them, and conversely, higher perceptions of stress are linked to lower perceptions of support. This assertion aligns with Sulkowski and Simmons' (2018) research. They claimed that a positive teacher-student relationship protects against psychosocial distress (p.145). This psychological distress is associated with burnout and academic stress, often resulting in students leaving school before completing a degree or course (Emerson et al.,2022, p. 235). As a result, positive student-teacher relationships are nurturing and trust-building. In contrast, negative student-teacher relationships cause students to become distant and make them feel less comfortable in the overall school social environment (Sulkowski and Simmons, 2018).

CONCLUSIONS

The research conducted on the perceptions of Senior High School students regarding teacher accompaniment in the Philippine setting after the pandemic has yielded valuable findings that shed light on the crucial significance of teacher assistance in enhancing the student-teacher connection. The students value building relationships with their teachers. The positive results of the students' perception of the teacher's accompaniment manifested across all strands. While we achieve these positive results, this should not lead to complacency. Instead, we must remain adaptable to rapid changes. The researchers have made important findings that contribute to our knowledge of accompaniment in the educational setting and the level of support students receive from their teachers. It was also recommended that a follow-up study be conducted to further deepen the understanding of the respondents' experiences of teacher accompaniment.

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