

Original Research Article

CLASSROOM VULNERABILITY AND DELIVERY OF LEARNING ACTIVITIES OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

ABSTRACT

This study aimed to examine the classroom vulnerability and the delivery of learning activities by teachers in public elementary schools within the Carmen District, Division of Davao del Norte. The research employed a non-experimental quantitative design, utilizing a correlational method. A total of 138 public elementary school teachers were selected as respondents using universal sampling. Data analysis involved calculating the mean, Pearson r , and regression analysis. The findings revealed that the level of classroom vulnerability in terms of learning activities was high and was oftentimes manifested. Conversely, the delivery of learning activities by teachers was moderate, with occurrences described as sometimes manifested. Furthermore, the study found a significant relationship between classroom vulnerability and the delivery of learning activities, indicating that the two variables were interconnected. The study also concluded that the domains of classroom vulnerability significantly influenced the delivery of learning activities. Based on these findings, it is recommended that efforts be made to mitigate classroom vulnerability while enhancing the delivery of learning activities. A proactive and holistic approach may be essential, emphasizing teacher training and professional development. Educators may benefit from continuous access to learning opportunities to improve their skills in managing diverse classrooms, integrating technology, and utilizing innovative teaching methods. These measures may help ensure more effective and adaptable learning environments for students.

Keywords: Classroom vulnerability, delivery of learning activities, public elementary teachers, Philippines

1. INTRODUCTION

Classroom vulnerability refers to the challenges and risks that hinder effective teaching and learning within the classroom setting. These vulnerabilities can stem from various factors such as insufficient resources, lack of support, diverse learning needs, and external disruptions like socio-economic issues or health crises (Huddy, 2016). Teachers, as facilitators of learning, often bear the responsibility of addressing these challenges while ensuring the effective delivery of learning activities. Successful delivery requires adaptability, creativity, and resilience from educators, who must employ inclusive teaching strategies, integrate technology, and create a supportive environment to accommodate students' diverse needs (Doyle, 2023).

Collaboration among stakeholders including school administrators, parents, and policymakers is crucial in mitigating vulnerabilities. Addressing these issues comprehensively allows

teachers to focus on fostering an engaging and equitable learning experience, empowering students to thrive despite the challenges they face (Fotheringham et al., 2022).

Classroom vulnerability refers to factors that compromise the effectiveness of teaching and learning processes, making the educational environment less conducive for both teachers and students. These vulnerabilities may arise from internal issues such as overcrowded classrooms, inadequate teaching materials, and the lack of training opportunities for educators (Sandoval-Obando et al., 2018). External factors, including socio-economic disparities, family instability, and unforeseen disruptions like health crises or natural disasters, exacerbate these challenges. These vulnerabilities require teachers to adapt their methods to meet the needs of diverse learners in often resource-constrained situations (Islam & Khan, 2020).

The delivery of learning activities is viewed as involving more than just imparting knowledge. It also requires engaging students, catering to varied learning styles, and fostering a safe and inclusive environment. Teachers in vulnerable classrooms may struggle to implement innovative teaching strategies or maintain student engagement, as their attention is often divided between addressing logistical constraints and managing students' emotional and behavioral needs (Harris et al., 2022). Despite these challenges, many educators demonstrate resilience by leveraging creativity and available resources to ensure effective instruction. For instance, they may employ differentiated instruction, utilize community resources, or incorporate low-cost technology to enhance learning (Tao & Gao, 2022).

In the Philippines, addressing classroom vulnerabilities necessitates a collaborative approach. Policymakers and school administrators must prioritize investments in education by providing adequate funding, access to training, and necessary infrastructure to empower teachers. Parents and communities also play a critical role in supporting both teachers and students to create a more stable learning environment. By addressing vulnerabilities comprehensively, teachers can focus on delivering quality learning experiences that meet the needs of all students, ensuring that no learner is left behind. Classroom vulnerability encompasses a broad range of challenges, including inadequate resources such as limited access to textbooks, technology, and basic classroom infrastructure (Cimene et al., 2023).

Overcrowded classrooms, language barriers, and the presence of students with diverse learning needs further amplify the difficulties teachers face. External influences, such as poverty, family issues, and community instability, affect students' ability to participate actively, creating an environment where learning outcomes are compromised. In such vulnerable settings, delivering learning activities becomes a complex task, requiring additional effort and innovation from teachers (Tayeg, 2015).

In Davao City, Philippines effective delivery of learning activities demands a supportive and well-prepared environment. However, in vulnerable classrooms, teachers must adapt their teaching strategies to address gaps and ensure inclusivity. For example, they may use differentiated instruction to cater to various learning levels or incorporate peer learning to encourage collaboration (Esternon et al., 2023).

According to Anderson et al. (2022), teachers in vulnerable classrooms might need to integrate alternative teaching tools or rely on their creativity to engage students with limited resources. Despite their best efforts, the emotional toll on educators is significant, as they often work under pressure to meet curriculum goals while addressing the immediate needs of their students. Support systems are essential in mitigating classroom vulnerabilities and enhancing the delivery of learning activities. These support systems include adequate funding for

schools, access to professional development for teachers, and fostering a culture of collaboration among educators, parents, and administrators (Le Brocque et al., 2017).

Policymakers must prioritize equitable education systems by addressing disparities and promoting policies that support vulnerable classrooms. When these measures are in place, teachers are better equipped to create engaging, student-centered learning experiences even in challenging circumstances. Ultimately, addressing classroom vulnerabilities is not only about improving education but also about empowering both teachers and students to overcome barriers and achieve their full potential (Cairney & Kippin, 2022).

The relevance of addressing classroom vulnerability and the delivery of learning activities extends beyond the school setting, directly impacting the broader community. Education serves as the cornerstone of societal development, and the quality of teaching and learning in classrooms shapes the future workforce, leaders, and innovators (Drane et al., 2021). Vulnerable classrooms result in reduced academic achievement, increased dropout rates, and limited opportunities for social mobility, which can perpetuate cycles of poverty, inequality, and stagnation. It is, therefore, essential for communities to actively support efforts to strengthen education systems (Brown & James, 2020).

Teachers play a critical role in bridging the gap between vulnerability and quality education, but they cannot succeed alone (Gorski, 2017). Communities must collaborate with schools to provide necessary resources and support systems, ensuring that students have access to basic needs like nutrition, healthcare, and a stable home environment, which significantly influence their ability to learn (Lewallen et al., 2015).

Moreover, fostering strong partnerships between schools and communities creates a culture of shared responsibility for education. This collaboration empowers teachers to focus on delivering effective learning activities without being overwhelmed by external issues. In turn, students who thrive in supported educational environments are more likely to contribute positively to their communities, whether through economic productivity, civic engagement, or leadership roles. Addressing classroom vulnerability, therefore, is not only an educational priority but also a communal investment in a brighter, more equitable future for all.

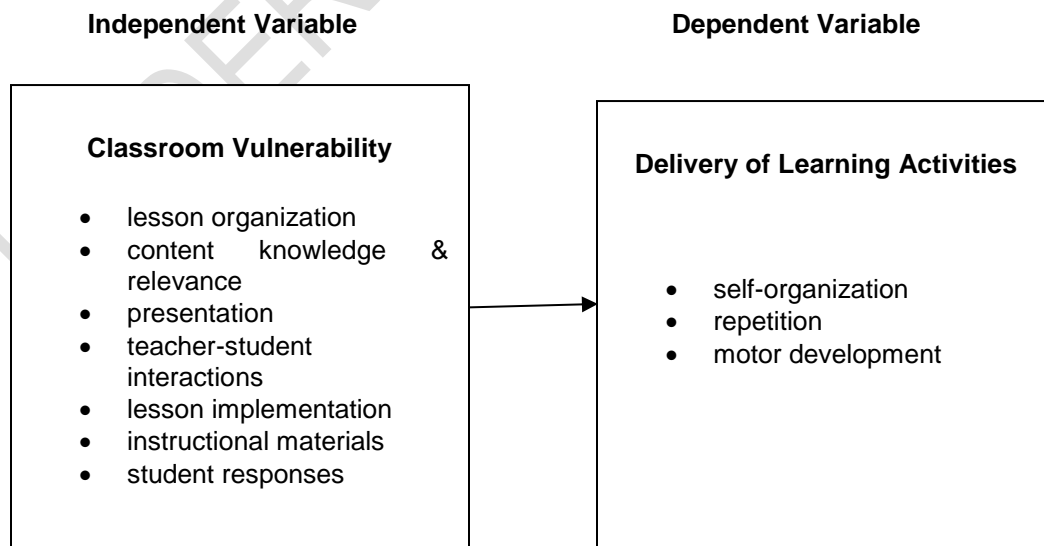


Figure 1: Conceptual Framework of the Study

2. METHODOLOGY

2.1 Research Design

This study utilized a non-experimental quantitative research design, particularly a correlational method. The correlational method was chosen as it is well-suited to exploring the relationships between variables without manipulating them. In this case, the study focused on understanding how classroom vulnerability influences the delivery of learning activities (Pregoner & Baguio, 2024).

Quantitative research emphasizes objective measurements and employs statistical, mathematical, or numerical analysis of data gathered through tools such as questionnaire surveys or by manipulating pre-existing statistical data using computational techniques. The primary goal of quantitative research is to collect numerical data and generalize it across groups to explain a specific phenomenon. This approach allows for the measurement of variables in a structured and systematic manner (Pregoner, 2024).

The correlational method, in particular, involves examining relationships between two or more variables. While this method can indicate whether a relationship exists between variables, it is important to note that it does not allow researchers to establish causal links. Correlational studies are used to identify associations rather than cause-and-effect relationships. In this study, the aim was to explore the relationship between classroom vulnerability (the independent variable) and the delivery of learning activities (the dependent variable) within the population of public elementary school teachers.

2.2 Research Respondents

The respondents of this study were teachers from public elementary schools in the Carmen District, Division of Davao del Norte. A total of 138 teachers participated in the study. Universal sampling was employed to select the respondents, ensuring that all teachers in the district were included in the sample. This method was chosen to obtain a comprehensive perspective on the classroom vulnerability and delivery of learning activities in the region.

To ensure that the respondents had sufficient experience to provide valuable insights, only teachers with at least three years of service were included. Their experience in the classroom enabled them to offer more informed perspectives regarding the study's focus. The research was conducted during the 2022-2023 school year, providing a relevant context for understanding current educational practices and challenges faced by teachers in the district.

2.3 Research Instrument

The instruments used in this study consisted of two separate survey questionnaires designed to assess key aspects related to classroom vulnerability and the delivery of learning activities in public elementary schools in Carmen District, Division of Davao del Norte.

Part 1 of the survey focused on evaluating classroom vulnerability, which addresses the challenges and risks teachers face that hinder effective teaching and learning within their classrooms. Part 2 of the survey assessed the delivery of learning activities, which examines how teachers implement and manage learning activities.

Both questionnaires were developed based on a thorough review of relevant studies and literature in the field. To ensure the quality of the instruments, the drafts were first subjected

to content validity and reliability testing by a panel of experts in the field of Educational Management. Feedback from these experts led to necessary revisions, ensuring the clarity and relevance of the questions.

Additionally, the instruments underwent pilot testing in one separate school within the same district. A sample of 30 teachers participated in this pilot test, and the results showed that the instruments were reliable, with a Cronbach's Alpha value of .713, indicating an acceptable level of internal consistency. This validated the effectiveness of the survey instruments in gathering accurate data on classroom vulnerability and the delivery of learning activities.

2.4 Data Gathering Procedure

The data collection process followed a systematic procedure to ensure proper authorization and organization throughout the study. Initially, the researcher sought permission and endorsement from the Dean of the Graduate School of Rizal Memorial Colleges to obtain approval from the Schools Division Superintendent. Upon receiving approval from the Dean, the researcher submitted a formal request letter to the Office of the Schools Division Superintendent. After approval from the Superintendent, an endorsement letter was sent to the School Heads to facilitate the process within the respective schools. A copy of the permission request letter from the School Heads is attached in the appendices.

Once the necessary approvals were obtained, a schedule was arranged for the distribution of the survey questionnaires, specifically for the pilot testing phase, aimed at ensuring the reliability and validity of the instruments. The pilot testing was conducted in a separate school within the district, and the questionnaires included a detailed explanation of the study's purpose along with instructions for completing the tests.

Following the pilot testing and analysis of the results, the full survey was administered to all respondents. Upon completion, the researcher collected the completed questionnaires and submitted them to a statistician for statistical treatment. The data were then tallied, tabulated, analyzed, and interpreted to conclude the relationship between classroom vulnerability and the delivery of learning activities. This thorough process ensured the reliability of the instruments and the accuracy of the data collected for the study.

2.5 Data Analysis

The data analysis in this study employed several statistical methods to examine the relationship and influence between classroom vulnerability and the delivery of learning activities. First, the mean was used to measure the levels of classroom vulnerability and the delivery of learning activities by teachers. This helped quantify the extent to which these factors were present in the schools. Next, Product Moment Correlation Coefficient (Pearson r) was applied to determine the strength and direction of the relationship between classroom vulnerability and the delivery of learning activities. This statistical tool enabled the researcher to assess whether a significant correlation existed between these two variables. Lastly, regression analysis was utilized to examine the influence of classroom vulnerability on the delivery of learning activities. This method helped determine whether classroom vulnerability could predict or significantly affect how teachers implement learning activities in their classrooms.

3. RESULTS AND DISCUSSION

3.1 Level of Classroom Vulnerability among Teachers

Table 1. *Level of Classroom Vulnerability among Teachers*

No.	Domains	Mean (\bar{x})	Descriptive Equivalent
1.	lesson organization	3.47	High
2.	content knowledge & relevance	3.46	High
3.	Presentation	3.45	High
4.	teacher-student interactions	3.46	High
5.	lesson implementation	3.45	High
6.	instructional materials	3.34	Moderate
7.	student responses	3.34	Moderate
	Overall Mean	3.42	High

Table 1 shows the level of classroom vulnerability among teachers across seven domains. The highest mean was observed in lesson organization (3.47), followed closely by content knowledge & relevance (3.46) and teacher-student interactions (3.46), all rated as high. Similarly, presentation (3.45) and lesson implementation (3.45) also received a high rating. On the other hand, the domains of instructional materials (3.34) and student responses (3.34) had the lowest means, both with a descriptive equivalent of moderate. The overall mean of 3.42 indicates a high level of classroom vulnerability, emphasizing the need to address specific areas for improvement. The high rating suggests that while teachers perform well in mitigating many challenges, sustained efforts and resources are essential to address specific areas, such as improving instructional materials and fostering student responses, to create a more conducive learning environment.

This finding is consistent with the study of Zwane and Malale (2018), which emphasized that classroom vulnerabilities, such as insufficient support and resources, often hinder the overall effectiveness of teaching. They observed that while teachers make considerable efforts to provide quality education, challenges like inadequate teaching materials, limited professional development opportunities, and insufficient school infrastructure create barriers. These vulnerabilities impede teachers' ability to engage with students and implement best practices fully, resulting in a less effective learning environment.

Moreover, the finding aligns with the study of Hennessy et al. (2015), which highlighted that classroom vulnerabilities stemming from a lack of teacher preparedness and ongoing support impact the delivery of high-quality education. They argued that while teachers often possess the passion and commitment to engage students, the absence of consistent professional development and practical support from school leadership undermines their ability to create optimal learning environments. They suggested that improving teacher preparedness, providing structured mentoring, and offering professional development tailored to the evolving needs of teachers would help mitigate these vulnerabilities. In this way, fostering a culture of support and continuous learning among educators can significantly improve teaching effectiveness and, in turn, enhance student learning outcomes.

3.2 Level of Delivery of Learning Activities among Teachers

Table 2 *Level of Delivery of Learning Activities among Teachers*

Domains	Mean	Descriptive Equivalent
1. Self-Organization	2.87	Moderate
2. Repetition	2.74	Moderate
3. Motor	2.85	Moderate
Overall Mean	2.82	Moderate

Table 2 shows the level of delivery of learning activities among teachers across three domains. The highest mean was observed in self-organization (2.87), followed by motor (2.85), both rated as moderate. Repetition received the lowest mean (2.74), also with a descriptive equivalent of moderate. The overall mean of 2.82 indicates a moderate level of delivery of learning activities. This suggests that while teachers demonstrate satisfactory performance in organizing and facilitating learning activities, there is a need to enhance specific areas, particularly in repetition strategies, to ensure better engagement and reinforcement of learning among students.

This finding supports the study of Darling-Hammond et al. (2017), who emphasized that teacher efficacy and preparedness are directly related to the quality of the delivery of learning activities. They argued that while many teachers demonstrate satisfactory performance in the classroom, their ability to deliver high-quality learning activities can still be compromised by areas requiring further development. For example, teachers may struggle to implement diverse and effective instructional strategies, which are essential to cater to the diverse learning styles and needs of students. Additionally, student engagement is often a critical component of successful teaching. When teachers face challenges in keeping students motivated and involved, the overall impact of the learning activities can be diminished. The study suggests that enhancing teacher preparedness and providing targeted support in these areas can significantly improve the effectiveness of the delivery of learning activities, leading to better student outcomes.

Moreover, the finding coincides with the study of Hennessy et al. (2015), which pointed out that the delivery of learning activities is often impacted by insufficient professional development, lack of adequate teaching resources, and insufficient classroom support. They noted that even skilled teachers can encounter difficulties when they do not have access to the tools and resources necessary for effective teaching. For instance, outdated or limited teaching materials, inadequate technology, and insufficient classroom space can all hinder the teacher's ability to create dynamic and interactive learning activities. Furthermore, a lack of professional development opportunities can leave teachers with limited strategies for engaging students or differentiating instruction for diverse learning needs. They emphasize that without proper support in these critical areas, teachers may struggle to deliver innovative and interactive lessons, which can prevent them from fostering deeper student understanding and engagement.

3.3 Significant Relationship between the Classroom Vulnerability and Delivery of Learning Activities of Teachers

Table 3 *Significant Relationship between the Classroom Vulnerability and Delivery of Learning Activities of Teachers*

Independent Variable	Dependent Variable Delivery of Learning Activities			
	Self-Organization	Repetition	Motor Development	Overall
classroom vulnerability				Decision

lesson organization	0.03	0.01	0.01	0.02	Reject
content knowledge & relevance	0.03	0.01	0.00	0.01	Reject
presentation	0.02	0.00	0.00	0.00	Reject
teacher-student interactions	0.01	0.01	0.00	0.01	Reject
lesson implementation	0.03	0.00	0.00	0.01	Reject
instructional materials	0.00	0.02	0.01	0.01	Reject
student responses	0.01	0.01	0.00	0.00	Reject
Overall	0.02	0.01	0.00	0.01	Reject

Table 3 shows the p-values for the relationship between classroom vulnerability and the delivery of learning activities across various domains. The p-values range from 0.00 to 0.03, all of which are below the 0.05 significance level, indicating that there is a statistically significant relationship between the independent variable (classroom vulnerability) and the dependent variable (delivery of learning activities) in each domain. As a result, the null hypothesis is rejected, suggesting that classroom vulnerability plays a significant role in influencing the delivery of learning activities across the measured domains.

This finding supports the study of Skinner et al. (2016), which highlighted that factors such as teacher vulnerability, including challenges related to classroom management, resources, and support, can significantly impact how effectively teachers deliver learning activities. Their research showed that teachers who face higher levels of vulnerability in the classroom tend to struggle with consistently implementing effective teaching strategies, which can negatively affect student engagement and learning outcomes.

Additionally, the finding aligns with the study of Song (2016), who emphasized the importance of a supportive environment in mitigating classroom vulnerabilities. They argued that teachers who experience high levels of support, both professionally and in terms of resources, are more likely to deliver high-quality learning activities. In contrast, teachers facing vulnerabilities in these areas are more prone to challenges that can disrupt the flow and effectiveness of their teaching.

3.4 Significant Influence of Classroom Vulnerability on the Learning Activities of Teachers

Table 4 Significant Influence of Classroom Vulnerability on the Learning Activities of Teachers

Model	Sum of Squares	Degrees of Freedom	Mean Square	F	Sig
Regression	54.3797	1	54.009	.496	0.03
Residual	511.311	137	9.5847		
Total	543.111	138			

Classroom Vulnerability of Teachers					
Delivery of Learning Activities (Indicators)		B	B	T	Sig.
lesson organization, content knowledge & relevance, presentation, teacher-student interactions, lesson implementation, instructional materials, student responses	self-organization	-.066	-.047	-.404	.512
lesson organization, content knowledge & relevance, presentation, teacher-student interactions, lesson implementation, instructional materials, student responses	Repetition	.015	.013	.126	.896
lesson organization, content knowledge & relevance, presentation, teacher-student interactions, lesson implementation, instructional materials, student responses	motor development	-.217	-.205	-1.808	.072
R	.270				0.134

R ²	.072				
F	.496				
ρ	.030				

Table 4 shows the significant influence of classroom vulnerability on the learning activities of teachers. The regression model has a sum of squares of 54.3797, while the residual sum of squares is 511.311, and the total sum of squares is 543.111. The model has 1 degree of freedom for regression and 137 degrees of freedom for residuals, with a total of 138 degrees of freedom. The mean square for regression is 54.009, and for residuals, it is 9.5847. The F-value is 0.496, and the p-value (Sig) is 0.03, which is below the significance level of 0.05. This indicates that there is a statistically significant influence of classroom vulnerability on the learning activities of teachers.

This finding validates the theory of Ecological Systems Theory by Bronfenbrenner (1992), which emphasizes the influence of external factors, such as classroom environment and teacher support, on a teacher's ability to deliver learning activities effectively. According to this theory, classroom vulnerabilities, such as lack of resources or insufficient support, can significantly affect a teacher's performance, thereby influencing the quality of their teaching.

Furthermore, the finding aligns with Vygotsky's Sociocultural Theory (1978), which emphasizes the importance of social and environmental factors in a teacher's development and teaching effectiveness. They observed that when teachers face challenges due to vulnerabilities, such as stress or lack of resources, it negatively impacts their teaching practices and the learning outcomes of students, as these external factors hinder their ability to engage meaningfully with students and deliver quality instruction.

Additionally, the finding reinforces the theory of Social Cognitive Theory by Bandura (1989), which suggests that personal factors, environmental influences, and behavior are all interconnected. In this context, classroom vulnerabilities can hinder a teacher's self-efficacy, which in turn affects their ability to deliver effective learning activities. Teachers facing high levels of vulnerability may experience reduced confidence, affecting their teaching strategies and engagement with students.

4. CONCLUSION

Based on the results obtained in this study, several key conclusions were drawn. First, it was concluded that classroom vulnerability among teachers in public elementary schools in the areas of lesson organization, content knowledge and relevance, presentation, teacher-student interactions, lesson implementation, instructional materials, and student responses was high. This indicates that teachers face significant challenges in these areas, which may require the adoption of strategies to address the root causes of classroom vulnerabilities. Additionally, it was established that the delivery of learning activities by teachers in terms of self-organization, repetition, and motor development was moderate. This suggests that while teachers may implement these activities effectively to some extent, there may still be room for improvement in fostering more dynamic and engaging learning experiences.

Furthermore, the study found a significant relationship between classroom vulnerability and the delivery of learning activities. This relationship highlights the impact of classroom vulnerabilities on teachers' ability to deliver learning activities to their students effectively.

Finally, it was determined that the domains of classroom vulnerability significantly influenced the delivery of learning activities.

5. RECOMMENDATIONS

In light of the findings and conclusions of this study, the researcher formulated the following recommendations. First, it is suggested that the level of classroom vulnerability among teachers in public elementary schools, specifically in areas such as lesson organization, content knowledge and relevance, presentation, teacher-student interactions, lesson implementation, instructional materials, and student responses, may be improved. School heads may focus on addressing the gray areas identified in the study, particularly in defining the relationship of lessons to previous lessons, distinguishing between facts and opinions, and ensuring clear voice projection to be easily heard by all students.

Furthermore, it is recommended that the delivery of learning activities by teachers, particularly in terms of self-organization, repetition, and motor development, may be enhanced. Teachers may pay particular attention to areas identified as gray, such as using students' names, eliciting their ideas about the lesson topic, and asking questions with adequate wait time to monitor students' understanding and performance effectively.

The study also recommends that classroom vulnerability and the delivery of learning activities may be upgraded in areas where the study showed lower results, particularly in supporting lessons with meaningful classroom discussions and exercises, ensuring that most students are engaged throughout class time. School heads may place particular emphasis on these aspects to foster more interactive and engaging learning environments.

Lastly, it is mentioned in this study that efforts to improve classroom vulnerability and the delivery of learning activities, especially in the lower-scoring areas, may include helping students identify family members and their roles, follow classroom rules and regulations, manipulate objects properly, and observe safety measures in taking care of themselves. By addressing these areas, schools can create a more supportive and effective learning environment for students.

CONSENT (WHERE EVER APPLICABLE)

This quantitative study adhered to stringent ethical guidelines to safeguard the privacy and protection of all participants. Prior to data collection, informed consent was obtained from all respondents, who were fully briefed on the study's objectives and the measures taken to maintain confidentiality. To ensure anonymity, no personally identifiable information was collected, and each participant was assigned a unique identifier for data analysis. All collected data were securely stored on encrypted servers, with access restricted to the research team. The findings were presented in aggregate form to prevent any possibility of tracing individual responses. Additionally, statistical analyses were performed in a way that further protected

the anonymity of the respondents, ensuring their privacy was maintained throughout the research process.

Disclaimer (Artificial intelligence)

The author(s) hereby declare that generative AI technologies have been used during the writing and editing of this manuscript. The details of the AI usage are as follows:

1. Grammarly: Used for grammar and spell-checking, as well as suggestions for improving sentence structure and overall clarity.

2. Quillbot: Employed for paraphrasing and refining sentence flow to enhance readability and coherence.

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