

Problems And Issues Encountered by the Teachers Assigned in Upland Communities: Basis for Instructional Contingency Plan

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Abstract

This study examined the problems and issues experienced by teachers assigned to upland communities in the Quinapondan and Giporlos Districts and used the results to formulate an instructional contingency plan. The investigation drew on expectancy value theory, scarcity of resources theory, preference theory, and the input-process-output model. A quantitative descriptive-survey approach was implemented using an adopted three-part questionnaire distributed through purposive complete enumeration to qualified regular permanent teachers with at least one year of teaching experience. Frequency, percentage, and mean scores were processed through SPSS. Results indicated that the respondents were mainly young, female, and early-career teachers, and most held either a bachelor's degree or units toward a Master's Degree. Grand means were 3.34 for teaching resources and facilities, 3.39 for learners' attendance and behavior, 3.27 for communication and community engagement, 3.27 for professional development and support, and 3.13 for accessibility and transportation, showing areas that still required improvement. Coping strategies were frequently used, with a grand mean of 3.49; the most prominent were obtaining emotional support from family and friends, prioritizing activities, and seeking assistance from individuals interested in education. The study concluded that existing support mechanisms were not consistently accessible and recommended improvements in resources, facilities, transportation assistance, professional development, mentoring, positive behavior interventions, teacher well-being, stakeholder cooperation, and continuous monitoring. The study advances SDG 4 by supporting equitable quality education in remote schools and SDG 11 by strengthening educational services in upland communities. Its sustainability contribution rests on stronger institutional support, community participation, teacher retention, and long-term educational continuity in underserved areas.

Keywords: Accessibility and Transportation, Community Engagement, Instructional Contingency Plan, Professional Development, Teacher Coping Strategies, Teaching Resources and Facilities, Upland Schools

1. Introduction

Teaching in upland schools demonstrates strong professional commitment amid persistent structural constraints. Teachers often prefer assignments near their communities of origin or in locations that can be reached through available transportation (Leech et al., 2022). Nevertheless, even under existing localization policies, some teachers are posted far from their home communities, including remote upland barangays. Such areas may be affected by continuing poverty, sparse populations, and shortages of schools and classrooms (Ucag et al., 2024). Essential facilities are also frequently limited in upland schools (Figuerola et al., 2016; PhilRights, 2010), and occupational stress may weaken teachers' performance (Hartney, 2016; Rabago-Mingoa, 2017). Poverty, distance, and difficult household circumstances may also lead some parents to give less priority to education in these communities (Quejada & Orale, 2018). Despite these conditions, teachers in geographically difficult assignments continue to show dedication and optimism in serving their learners (Francisco et al., 2020). Teaching in this context is understood not only as paid professional work but also as a vocation requiring commitment beyond compensation and credentials. The study therefore recognizes that teachers remain committed to instruction while their ability to sustain effective education is influenced by material, geographic, institutional, and community conditions.

The major concepts are defined according to their application in the study. Accessibility refers to the capacity to enter, navigate, understand, and use physical, digital, and conceptual environments (Harniss, 2024). Age denotes the chronological length of a person's life. Communication covers the encoding, transmission, and decoding of messages through different channels (Dudovskiy, 2012), whereas community engagement refers to the meaningful participation of affected communities in processes that concern them (Brett et al., 2014). Educational attainment signifies the highest level of education successfully completed and the competencies associated with that level. Gender refers to socially shaped characteristics, norms, behaviors, and roles. Professional development encompasses formal and informal learning that supports personal and occupational growth. Teaching facilities include the physical assets of a school that enable instruction and protect the well-being of occupants, while teaching resources are the materials used to facilitate learning and develop

subject knowledge. Transportation refers to the movement of people or goods through available modes and systems (Merkert & Alexander, 2018). In this research, these concepts describe the professional and everyday conditions of teachers working in upland schools.

One major theme in the literature is the combined effect of academic, technological, and geographic barriers. Teachers in upland schools may work with learners who have difficulty completing academic tasks, rely on family members for assistance, and have limited access to technological support. Monitoring learner progress may also be complicated by poor connectivity, hazardous travel conditions, and curricula that do not always correspond with local circumstances. Although small classes may permit more focused instruction, this advantage does not eliminate the broader logistical and instructional difficulties. A second theme concerns flexible and contingent teaching. Abdullah (2020) described contingency contracting as a practical method for addressing individual differences and developing academic and non-academic skills among heterogeneous learners. Johnson (2020) likewise found that planned scaffolding is most effective when teachers adjust support according to learner characteristics, class diversity, and socioemotional needs. These perspectives favor responsive rather than uniform teaching, which is especially relevant to multigrade, resource-limited, and contextually diverse upland classrooms.

A third theme focuses on teacher preparation, instructional competence, and continuing professional learning. Teachers with limited preparation may find it difficult to connect educational theory with classroom practice when they are placed in demanding assignments with minimal support. Practical experience, self-regulation, and opportunities to plan and implement instruction can help them identify learner needs and design more appropriate lessons. Palaming (2023) associated teacher profiles and school-head assessments with instructional competence and used the results to develop a management plan. Smith et al. (2013) further reported that group-oriented contingencies combined with performance feedback can strengthen desirable instructional behaviors among pre-service teachers. These findings emphasize the need for continuous, targeted, and feedback-oriented development for teachers in difficult posts. Digital and social resources are also relevant to instructional planning. Hu et al. (2020) identified self-directed, incidental, and socialized processes through which teachers locate and adapt online resources for classroom use. These practices can broaden access to materials and professional knowledge, although their usefulness depends on connectivity, technology, and teachers' ability to assess and contextualize available resources.

Learner behavior and school-community relationships constitute another important area. Umeji (2024) identified challenges in determining the causes of indiscipline, applying disciplinary measures consistently, responding to social and peer influences, and managing class size. Positive relationships, open communication, counseling, student participation, and cooperation among school partners were presented as practical responses. These observations show that learner behavior cannot be managed through classroom control alone and requires the involvement of families, communities, and institutions. Rural schools also face broader systemic constraints, including limited parental participation, insufficient public funding, weak infrastructure, underqualified personnel, and multigrade teaching. Because these problems are interconnected, they may continue to restrict learner progress even when reforms are introduced. Remote education systems may likewise have difficulty attracting and retaining specialized and highly qualified teachers because of geographic isolation, local conditions, and resource limitations. Upland teaching challenges should therefore be viewed as linked educational, infrastructural, social, and workforce concerns rather than as isolated classroom problems.

International evidence from rural and remote contexts shows that geographic isolation, infrastructure shortages, learner diversity, disciplinary concerns, and teacher-retention difficulties jointly influence instructional quality. Research on primary-school discipline in Nigeria emphasizes the need for proactive and cooperative action among school stakeholders (Umeji, 2024). Comparable findings from remote educational systems also point to inadequate facilities, limited funding, multigrade instruction, weak parental participation, and difficulties in recruiting and retaining qualified teachers. Although these studies come from different settings, the structural concerns they identify resemble those experienced in upland communities. At the national level, data from the Enhanced Basic Education Information System and the Philippine Statistics Authority reported 37,697 public elementary schools, of which 12,225 operated multigrade classes because of low enrollment, teacher shortages, and related factors (SEAMEO INNOTECH & Department of Education–Bureau of Elementary Education, 2013). Many of these schools are isolated, sparsely populated, geographically difficult to reach, or deficient in educational resources. Available Department of Education records also indicated 3,684 public elementary schools in Eastern Visayas, including approximately 500 in Eastern Samar, some of which are located in upland barangays. These conditions establish the importance of examining teaching arrangements outside accessible urban and lowland areas. The present study focuses on upland schools in Quinapondan and Giporlos Districts during academic year 2024-2025 and excludes lowland and urban schools. It examines environmental conditions, learner engagement, teacher well-being, transportation, instructional resources, communication, community participation, and access to professional development. A local investigation is necessary because general rural-school findings do not fully explain the particular combination and management of problems faced by teachers in these districts.

The study is guided by three complementary theoretical perspectives. Expectancy value theory views behavior as purposeful and shaped by beliefs, values, and anticipated outcomes. In the context of this study, teachers carry out their duties in relation to educational goals, the DepEd Vision and Mission, and the expectations of the communities they serve. This perspective helps explain why teachers continue to work toward instructional objectives despite difficult conditions. Scarcity of resources theory recognizes that individuals and institutions face multiple needs while available resources are limited and may have competing uses. This directly applies to upland schools, where instructional materials, facilities, transportation, technology, and professional support must be distributed among several priorities. Preference theory explains that personal choices may vary according to demographic, occupational, social, and cultural conditions. It offers a basis for understanding differences in teacher assignment preferences, coping behavior, retention, and willingness to remain in upland communities. The study also adopts an input-process-output model. Inputs include the respondents' age, gender, educational attainment, teaching experience, and grade-level assignment, together with the challenges involving resources and facilities, accessibility and transportation, learner attendance and behavior, communication and community engagement, and professional development and support. The process covers data collection, interpretation, and analysis, while the output is an instructional contingency plan responsive to the needs of upland teachers.

The literature indicates that teachers in upland and rural schools encounter academic, technological, logistical, behavioral, professional, and institutional difficulties. It also identifies possible responses, including contingency contracting, planned scaffolding, differentiated instruction, self-directed professional learning, performance feedback, online resource curation, positive discipline, and stakeholder collaboration. However, prior studies commonly address these concerns separately, examine locations outside Quinapondan and Giporlos, or focus on particular subjects, learner groups, and teacher-development issues. They do not offer an integrated local assessment of the five problem domains examined in this study or convert such findings into a district-specific instructional contingency plan. Accordingly, the study describes the respondents according to age, gender, educational attainment, years of teaching experience, and grade level; evaluates challenges in teaching resources and facilities, accessibility and transportation, learners' attendance and behavior, communication and community engagement, and professional development and support; identifies the strategies currently used by teachers; and develops an instructional contingency plan from the results. This local focus is intended to assist school administrators, lessen teachers' instructional burden, strengthen parent and community involvement, improve learner outcomes, and provide direction for future research on remote education.

The study is most directly aligned with SDG 4 - Quality Education because it addresses the accessibility, continuity, and quality of basic education in geographically isolated communities through the identification of barriers and the development of context-responsive instructional measures. It is also related to SDG 3 - Good Health and Well-Being because geographic isolation, transportation difficulty, workload, and limited institutional support can affect teacher stress and wellness. The focus on professional support and sustainable working arrangements connects the study with SDG 8 - Decent Work and Economic Growth. Its assessment of facilities, technology, instructional resources, and transportation access corresponds with SDG 9 - Industry, Innovation and Infrastructure, while its concern for resilient, community-based education in remote barangays relates to SDG 11 - Sustainable Cities and Communities. The proposed collaboration among schools, administrators, parents, communities, local government units, and support institutions also reflects SDG 17 - Partnerships for the Goals. These connections are derived from the educational concerns and collaborative interventions explicitly addressed in the study.

The study supports educational sustainability by identifying conditions that interrupt instruction and by translating local evidence into a contingency framework for remote schools. A responsive plan can assist teachers in maintaining learning activities when transportation, instructional resources, facilities, attendance, communication, or professional support are disrupted. The study also has technological and infrastructural relevance because it examines access to learning materials, digital resources, school facilities, and transportation systems that make instruction possible. From a workforce and socioeconomic perspective, it considers the conditions that influence teachers' performance and continued service in difficult assignments, linking educational quality with professional development, workload, retention, and organizational support. Community and institutional sustainability are addressed through stronger communication, community participation, administrative action, and coordinated assistance. These dimensions acknowledge that remote education depends on lasting relationships among teachers, school leaders, parents, communities, and public institutions. Attention to teacher well-being adds a health-related dimension, while instruction adapted to local conditions supports culturally and contextually responsive education. Taken together, these contributions position the instructional contingency plan as a mechanism for sustaining equitable education, teacher capacity, community participation, and institutional resilience in upland areas.

2. Material and methods

2.1 Research Design

The study adopted a quantitative descriptive-survey design and used a survey questionnaire to obtain the necessary information. This design was appropriate because it enabled the systematic description of a population, condition, or phenomenon by addressing questions concerning what occurred, where and when it occurred, and how it was experienced. It was used to summarize the respondents' age, gender, educational attainment, years of teaching experience, and grade level handled, as well as their assessments of teaching resources and facilities, accessibility and transportation, learners' attendance and behavior, communication and community engagement, and professional development and support.

2.2 Locale of the Study

The research was undertaken in the adjacent municipalities of Quinapondan and Giporlos in Eastern Samar. The upland communities included Cagdaja, San Isidro, Cambilla, Anislang, and Cantiño in Quinapondan and Huknan, Roxas, San Miguel, and Cansingkol in Giporlos. Elementary education is offered in these nine communities, mainly through multigrade or combination classes. Because their remote locations may create difficulties in delivering quality instruction, these schools provided an appropriate setting for identifying teachers' concerns and preparing an instructional contingency plan.

2.3 Respondents of the Study

The participants were teachers assigned to the upland schools included in the Quinapondan and Giporlos Districts. Eligibility required each participant to be a regular permanent teacher, whether residing inside or outside the upland community, to have at least one year of teaching experience, and to participate voluntarily. They served as the principal sources of information about the issues, problems, and other conditions connected with upland teaching assignments.

2.4 Sample and Sampling Procedure

Purposive sampling through complete enumeration was applied. This approach allowed the study to include all teachers assigned to the identified upland schools who satisfied the established eligibility requirements and could provide information relevant to the research objectives. A preliminary survey identified a possible sample of 27 teachers: two from Cagdaja Elementary School, two from San Isidro Elementary School, four from Cambilla Elementary School, seven from Anislag Elementary School, two from Cantiño Elementary School, two from Hukan Elementary School, four from Roxas Elementary School, two from San Miguel Elementary School, and two from Cansingkol Elementary School.

2.5 Research Instrument

An adopted survey questionnaire was used to determine the problems and issues experienced by teachers in the upland communities of Quinapondan and Giporlos Districts. The instrument consisted of three parts. The first obtained demographic information on age, gender, educational attainment, years of teaching experience, and grade level handled. The second included 25 statements divided equally among teaching resources and facilities, accessibility and transportation, learners' attendance and behavior, communication and community engagement, and professional development and support. Responses followed a five-point Likert scale ranging from 1, "strongly disagree," to 5, "strongly agree." The third part contained 10 statements concerning strategies used to lessen the effects of upland teaching problems. It was adapted from Panergayo and Almanza (2020), modified to suit the study, and rated using the same five-point scale. For data coding, age was classified as 1 for 20-23 years old, 2 for 31-40, 3 for 41-50, 4 for 51-60, and 5 for 61 and above. Gender was coded as 1 for male and 2 for female. Educational attainment was coded from 1 to 6 for Bachelor's Degree, MA Units, Master's Degree Holder, Doctorate Units, Doctorate Degree Holder, and Post Doctorate-Program. Teaching experience was coded as 1 for three years and below, 2 for four to six years, 3 for seven to ten years, 4 for eleven to twenty years, and 5 for twenty-one years and above. Grade level was coded from 1 to 7 for Kindergarten through Grade VI. For problems and issues, mean ranges of 1.00-1.80, 1.81-2.60, 2.61-3.40, 3.41-4.20, and 4.21-5.00 corresponded to Strongly Disagree or Very Low Problem, Disagree or Low Problem, Moderately Agree or Neutral, Agree or High Problem, and Strongly Agree or Very High Problem, respectively. The same ranges for strategies represented Not Usually Used, Rarely Used, Moderately Used, Frequently Used, and Always Used.

2.6 Data Gathering Procedure

Data collection began after approval was obtained from the research committee. A formal request was to be submitted to the Schools Division Superintendent, followed by similar requests to the district heads and target schools in the ten districts of the southern portion of Eastern Samar Division. After authorization, the respondents were to be informed about the purpose of the study and invited to participate voluntarily. An informed consent form was to accompany the survey questionnaire. The completed instruments were to be collected immediately and prepared for coding, tabulation, analysis, and other post-survey procedures.

2.7 Data Analysis Techniques

Survey responses were to be tallied, tabulated, coded, and processed using the Statistical Packages for the Social Sciences (SPSS). Frequency, percentage, and mean scores were the descriptive statistics selected to summarize respondent characteristics, the extent of the identified problems and issues, and the strategies used by the teachers.

2.8 Ethical Considerations

The study required authorization from the research committee, the Schools Division Superintendent, district heads, and participating schools before implementation. Respondents were to receive a clear explanation of the study, join voluntarily, and provide informed consent before completing the questionnaire. School-based procedures were also to be observed to protect participants' rights and ensure that research activities did not disrupt the regular instructional program.

3. Results and Discussion

3.1 Demographic Profile of the Respondents

3.1.1 Age

Among the 30 respondents, 16 or 53.3% were 20-30 years old, 12 or 40.0% were 31-40 years old, and two or 6.7% were 41-50 years old. None were 51 years old or older. These results indicate that upland schools were staffed mainly by younger teachers. Their limited years in the profession may affect their preparation for multigrade teaching, classroom management, instruction under resource constraints, and the varied needs of learners in remote areas. The absence of older teachers may also reflect difficulty in retaining experienced personnel in physically and logistically demanding posts. Capacity development, instructional guidance, and psychosocial support are therefore important for this group.

3.1.2 Gender

Seventeen respondents or 56.7% were female, while 13 or 43.3% were male, showing a modest female majority among teachers in the upland schools. The distribution nevertheless indicates substantial participation from both sexes in remote assignments. Conditions in upland schools may create concerns involving personal safety, transportation, family obligations, and work-life balance. Secure accommodation, appropriate workplace arrangements, and responsive support should therefore be available to all teachers.

3.1.3 Educational Attainment

Fourteen respondents or 46.7% held a Bachelor's Degree, 13 or 43.3% had completed M.A. units, and three or 10.0% were Master's Degree holders. No participant reported doctorate units, a doctorate degree, or post-doctorate study. The pattern shows that most teachers had completed undergraduate education or had started graduate work, but few had finished an advanced degree. Distance from higher education institutions, financial limitations, and the demands of remote assignments may constrain further study. Scholarships, flexible graduate programs, and distance-learning opportunities may enable teachers to continue their education while remaining in their assigned schools.

3.1.4 Years of Teaching Experience

Fourteen respondents or 46.7% had three years or less of teaching experience, 12 or 40.0% had four to six years, and four or 13.3% had seven to eleven years. None had taught for more than eleven years. Thus, the upland teaching workforce consisted largely of early-career educators. Limited experience may affect readiness for multigrade instruction, classroom management, lesson preparation, and adaptation to scarce resources and difficult community conditions. The lack of veteran teachers may also point to transfer and retention concerns. Formal mentoring and sustained professional development can help less experienced teachers strengthen their practice.

3.1.5 Grade Level Handled

Eight respondents or 26.7% taught Grade 4. Grade 1 and Grade 2 were each handled by six teachers or 20.0%, Grade 3 by five or 16.7%, and Grade 6 by three or 10.0%. Kindergarten and Grade 5 were each assigned to one teacher or 3.3%.

The respondents were concentrated in the lower and middle elementary grades, while comparatively few handled Kindergarten and some upper grade levels. This uneven allocation may produce workload differences and increase the possibility of multigrade assignments, particularly in schools with limited staffing and instructional materials. Balanced deployment, grade-specific preparation, and appropriate resource allocation are needed to provide adequate instruction across all grade levels.

3.2 Problems and Issues Encountered in Upland Schools

3.2.1 Teaching Resources and Facilities

Teaching resources and facilities registered a grand mean of 3.34, interpreted as Neutral. The provision of sufficient teaching materials obtained the highest mean of 3.63 or Agree. Modern classroom technology received 3.40, library resources 3.33, regular upgrading of resources and facilities 3.23, and the maintenance and accessibility of laboratories, computer rooms, and related facilities 3.10; these were interpreted as Moderately Agree. The results suggest that basic materials were present, but technology, specialized spaces, maintenance, and routine upgrading were not consistently adequate. These shortcomings may restrict digital, interactive, and hands-on learning and compel teachers to depend mainly on conventional materials. The proposed contingency plan should therefore emphasize current instructional resources and the maintenance and improvement of essential facilities.

3.2.2 Accessibility and Transportation

Accessibility and transportation produced a grand mean of 3.13, interpreted as Neutral. The availability of public transportation obtained the highest mean of 3.30, followed by transportation affordability at 3.17, road and pathway safety at 3.10, accommodation for persons with disabilities and special needs at 3.07, and transport frequency and punctuality at 3.03. All indicators were rated Moderately Agree. Although transportation options existed, they were not consistently dependable, timely, safe, affordable, or inclusive. Uncertain schedules and difficult routes may result in delays, fatigue, added expenses, and attendance difficulties. Cooperation with local government units, road and service improvements, and school-based transport assistance may enhance teacher mobility, retention, and continuity of instruction.

3.2.3 Learners' Attendance and Behavior

Learners' attendance and behavior obtained a grand mean of 3.39, interpreted as Neutral. Regular attendance had the highest mean of 3.70 or Agree, and active participation received 3.50 or Agree. Punctuality obtained 3.40, respectful behavior 3.20, and consistent compliance with classroom rules 3.17, all interpreted as Moderately Agree. The findings reflect generally acceptable attendance and classroom participation but continuing concerns related to punctuality, respectful conduct, and rule observance. These concerns can affect classroom management and learning continuity. Mentoring, attendance initiatives, positive reinforcement, and stronger coordination with parents may improve learner discipline and engagement.

3.2.4 Communication and Community Engagement

Communication and community engagement recorded a grand mean of 3.27, interpreted as Neutral. Communication between the community and local leaders received the highest mean of 3.40, followed by the clarity of information from community leadership at 3.30 and respondents' sense of involvement at 3.23. Participation in decision-making and the effectiveness of communication channels each obtained 3.20. All items were interpreted as Moderately Agree. Communication and community participation were therefore present but not consistently strong, inclusive, or timely. Teachers and other stakeholders may not always receive adequate information or participate fully in decisions that influence educational conditions. Regular consultations, teacher representation, and accessible communication systems may improve coordination among schools, parents, local leaders, and public authorities.

3.2.5 Professional Development and Support

Professional development and support yielded a grand mean of 3.27, interpreted as Neutral. Support for career advancement and the relevance of professional development activities each obtained 3.33. Access to needed tools and resources received 3.27, encouragement to join professional development programs 3.23, and the adequacy of opportunities to improve knowledge and skills 3.20. All indicators were interpreted as Moderately Agree. Although development structures existed, they were not always accessible, adequate, frequent, or responsive to the particular demands of upland teaching. These limitations may restrict teachers' confidence, skill growth, and career progression. More relevant training, mentoring, capacity-building, financial support, and digital learning opportunities are therefore needed in remote schools.

3.3 Strategies Used in Overcoming Problems and Issues

Teachers' coping strategies obtained a grand mean of 3.49, interpreted as Frequently Used. Emotional support from family and friends received the highest mean of 3.63, followed by prioritizing activities at 3.60 and asking assistance from individuals interested in education at 3.57. Accepting the situation and praying or meditating each obtained 3.50. Avoiding distractions, remaining optimistic, and taking recreational breaks each received 3.47. The lowest means, both 3.37, were recorded for seeking assistance from colleagues and the school head and for preparing timelines to manage time. The findings show that teachers relied heavily on personal relationships and individual coping practices to handle the pressures of upland assignments. Family support, prioritization, optimism, prayer, and rest contributed to resilience, but the lower use of institutional support and systematic time management indicates areas for strengthening. Mentoring, collaborative leadership, stress-management assistance, well-being programs, and time-management development may reduce excessive reliance on personal coping alone.

3.4 Proposed Instructional Contingency Plan

The proposed instructional contingency plan responded to six principal concerns. To address limited teaching resources, it proposed shared printed and digital materials and solar-powered devices provided through DepEd, local government units, nongovernment organizations, and private donors, supported by regular inventories and teacher feedback. For inadequate facilities, it recommended renovation projects funded and monitored by DepEd, local government units, and school administrators through site inspections and progress reports. Transportation concerns were addressed through subsidies and shuttle services involving local government units, DepEd, and private transport providers, with teacher attendance and feedback used for monitoring. Learner behavior was addressed through reward systems and positive reinforcement implemented by teachers, guidance counselors, and parents and evaluated through behavior reports and teacher feedback. Limited professional development was addressed through training, mentoring, webinars, online learning, and peer support

involving DepEd, school administrators, and educational institutions, with participation and performance records used for evaluation. Teacher stress and well-being were addressed through mental health support, stress-management training, wellness activities, and team-building facilitated by DepEd, school administrators, and mental health professionals and assessed through well-being reviews and teacher feedback. Overall, the plan converts the identified problems into coordinated interventions, assigned responsibilities, and monitoring procedures. Consistent collaboration and evaluation are essential to strengthen resources, facilities, transportation, learner behavior, professional learning, teacher well-being, and the stability of education in the upland schools of Quinapondan and Giporlos Districts.

4. Conclusion & Recommendations

The study concludes that the upland schools of Quinapondan and Giporlos Districts are staffed largely by young and early-career teachers, most of whom are women and whose qualifications are concentrated at the bachelor's level or in Master's Degree units. Their teaching assignments span different grade levels. Although some support mechanisms are available, continuing limitations affect instructional resources and facilities, transportation reliability, learner behavior, community involvement, and professional development. Teachers often depend on family, friends, and other personal coping practices, while organizational support and time management require further strengthening. The proposed instructional contingency plan offers a coordinated response through improved resources and facilities, transportation assistance, positive learner-behavior measures, professional development, teacher well-being programs, stakeholder collaboration, and regular monitoring. These measures are intended to improve teacher performance, learner outcomes, and the overall quality and continuity of upland education.

Schools and education authorities should provide mentoring, leadership assistance, grade-specific preparation, and continuing professional development for young and less experienced teachers. Scholarships, study leave, career advancement opportunities, recognition, retention incentives, and gender-responsive safety and wellness measures should also be considered. Additional resources should be allocated for updated instructional materials, digital technologies, and improved school facilities, while transport infrastructure, subsidies, and assistance should be strengthened. Schools should further promote attendance incentives, positive behavior reinforcement, sustained communication among teachers, parents, and community leaders, time-management development, peer support, counseling, and other emotional and psychological services. The proposed instructional contingency plan should be implemented in the upland schools of Quinapondan and Giporlos Districts through coordinated stakeholder participation, systematic monitoring, and continuous evaluation.

Compliance with ethical standards

The author reports no conflict of interest. The study observed accepted ethical requirements for research involving human participants by securing voluntary participation and informed consent, recognizing the right to withdraw without penalty, and protecting confidentiality through anonymous, secure, and aggregated handling of data. Because the research considered psychological well-being, non-invasive procedures and appropriate safeguards were used to minimize possible discomfort, with participants directed to suitable support services when necessary. Required institutional permissions were also obtained for the use of the instrument and access to relevant academic information.

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