

# Learning from the Shadows of the Past: Teachers' Lived Experiences in Blended Teaching

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**ABSTRACT:** The purpose of this phenomenological study was to describe the lived experiences, challenges, and coping mechanisms faced by the teachers during the paradigm shift in education brought about by the COVID-19 pandemic and in returning to in-person teaching after the pandemic. The Theory that guided this study was Schlossberg's transition theory, which provided a lens through which to understand the shared experiences of making an unplanned transition from face-to-face teaching to online platforms. The study was qualitative and followed a phenomenological research design. The setting for this study was Lady of Rose Academy, Inc., one of the private schools in the City of Cabuyao, where the researcher is the school principal. The sample was 12 teachers, one from kindergarten, six from elementary, and five from the high school department. Findings have demonstrated the critical role of technology in education, particularly evident during the transition to online teaching. This shift has brought about challenges and opportunities, emphasizing the significance of digital tools in modern pedagogy. It also showcases the adaptability and resilience of teachers in overcoming the obstacles of online teaching. Despite initial hurdles, educators continuously refine their approaches and engage in professional development to meet the changing needs of their students. The findings emphasized that Professional development programs in schools play a crucial role in supporting teachers by equipping them with the necessary skills in technology, pedagogy, and subject-specific knowledge for effective online instruction. Likewise, Ensuring equitable access to technology is essential to promote student engagement and success in online learning. Also, effective time management and communication strategies are vital for success in this hybrid learning environment. Despite the difficulties, online and blended teaching also offer opportunities for educators to innovate and experiment with new teaching methods. By embracing technology and change, teachers can create dynamic and engaging learning experiences for their students, ultimately enhancing the educational process.

**KEYWORDS:** blended teaching, coping mechanisms, paradigm shift, qualitative

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## I. INTRODUCTION

This phenomenological study investigated the challenges experienced and the coping mechanisms of pre-elementary, elementary, and high school teachers at Lady of Rose Academy, Inc. in the full implementation of face-to-face classes. The unprecedented health crisis brought about by the COVID-19 pandemic has tested the resilience of schools, teachers, students, parents, and other stakeholders. The government's commitment to meeting the needs of learners has led to significant changes in the education system. Various responses have been initiated globally to address the challenges posed by the new coronavirus outbreak. School closures, affecting a large percentage of the student population worldwide, have been a common strategy to prevent the spread of the virus (Sheikh et al., 2020; Viner et al., 2020). The Philippines, being significantly impacted by the pandemic, has shifted to distance learning to ensure educational continuity. Institutions transitioned to emergency remote instruction that was logistically viable, generally with little time for preparation (Soriano et al., 2021). The implementation of various remote learning modalities, such as modular, TV, radio-based, and online education, has been introduced in the country's history. The sudden transition to emergency remote instruction has presented numerous difficulties and risks for both educators and learners (Hiraoka & Tomoda, 2020). Numerous governments across the globe have initiated crisis responses to mitigate the negative impact of the pandemic on education. In the Philippines, the Department of Education has implemented curriculum modifications, including the introduction of guidelines for the revised K-12 curricula. These guidelines emphasize the use of the Most Essential Learning Competencies (MELC) as part of the department's efforts to develop resilient education systems, particularly during emergencies. By focusing on the "most essential and indispensable" competencies, DepEd aims to ensure effective instruction (Arrieta, 2021 & Inquirer Net, 2020). Private schools are compelled to enhance their technological infrastructure and allocate more resources to address the increasing demand for reliable internet connections with broader bandwidth.

Additionally, schools need to adjust their academic calendars, with private schools shifting from August to May and public schools from October to July. Furthermore, regulations for the delivery of instruction and evaluation must be established. The suspension of in-person classes, followed by a sudden transition to new forms of remote learning, has presented various challenges, particularly for vulnerable students who face unequal access to devices and online resources. This setback has further hindered the country's ongoing efforts to improve the quality of primary education before the pandemic (Saifuddin et al. (2023). As a result of these changes, educational institutions have been compelled to fully transition to online education until face-to-face instruction becomes feasible, which has become unavoidable (Barrot et al., 2021). The school year 2020-2021 served as a trial and error period due to the abrupt shift from traditional face-to-face teaching to online distance learning. Schools must find ways to ensure continuous instruction while prioritizing the health, safety, and well-being of all students, teachers, and school personnel in the face of the threats and uncertainties posed by COVID-19.

Some educational institutions have integrated a learning management system (LMS), a software application or web-based technology, to streamline, implement, and assess a specific educational process. Educators were mandated to become proficient in the system within a short timeframe and undergo training to adapt to the new teaching and learning approach. The teacher, often considered as a student's second guardian, required assistance in adjusting to the newly implemented standard. Conversely, teachers encountered the most challenging situation in terms of managing their classes amidst the country's current internet connectivity issues and the limited resources at their disposal (Nalla, 2022). According to a study conducted by Schaffhauser (2020), nearly 9 out of 10 teachers experience high levels of stress due to the sudden shift in the education system. Teachers expressed concerns over the significant changes brought about by the pandemic. They encountered various obstacles as the pandemic continued to unfold. As per the official statement released by the Department of Education on February 2, 2022, Education Secretary Leonor Magtolis Briones has granted authorization to all regional directors to initiate the gradual expansion phase of in-person classes for both public and private schools following the President's approval of the recommendation. This decision comes after two years of implementing distance learning. The pilot program for limited face-to-face classrooms in primary education has undergone significant preparations by the conditions outlined in the document published on November 15, 2022, and subsequent dates (Department of Education, 2022).

The implementation of face-to-face classes in schools is governed by Joint Memorandum Circular (JMC) No. 1, s. 2022, issued by the Department of Education (DepEd) and the Department of Health (DOH). This circular outlines operational guidelines, including the mandatory face-to-face medical examination, to ensure the safety of students, teachers, and staff amidst the COVID-19 pandemic. The pilot implementation of face-to-face classes aims to provide insights into executing them while adhering to minimal health and safety precautions. As part of the preparation for the transition to face-to-face interactions, schools are required to conduct a self-assessment using the School Safety Assessment Tool (SSAT). This assessment, administered by school division Superintendents, evaluates schools' readiness and establishes necessary indicators and requirements to ensure the safety of stakeholders. Schools must adopt measures to prevent COVID-19 transmission and collaborate with local governments to implement health and safety regulations effectively. While the SSAT is not the sole determinant of a school's participation in face-to-face classes, it serves as a crucial tool for preparing schools for reopening and informing necessary improvements. Schools with significant preparation gaps receive assistance from Schools Division Offices (SDOs) to increase readiness.

Lady of Rose Academy, Inc. initiated SSAT completion in June 2022 in preparation for face-to-face classes in the school year 2022-2023. Despite enrollment declines, the school administration allocated resources for upgrades to improve traffic management and ensure compliance with health and safety protocols. The school's application to provide face-to-face classes was approved by the SDO, signaling readiness for the transition. The transition from online to in-person teaching brings about various pressures and conflicts between teachers and students. However, most research studies have focused on the academic success of students, leaving little attention to the challenges faced by teachers during this modality shift. There is a need for research that addresses the difficulties experienced by teachers as we return to in-person instruction, including the impact of the COVID-19 pandemic on student behavior and how teachers will address the learning loss caused by the pandemic, which can have long-term effects on children's well-being and productivity. The Department of Education has also emphasized its commitment to addressing the learning losses of Filipino students following school closures and the shift to distance learning due to the pandemic. Furthermore, the Department of Education has reported positive feedback on the pilot implementation of the MATATAG K to 10 Curriculum. As the country continues to grapple with learning poverty and the challenges of post-pandemic education, the Department of Education is introducing a new curriculum to address the issues faced by the current K-12

curriculum. In light of these circumstances, the researcher has chosen to utilize a qualitative phenomenological research design to explore the challenges and coping mechanisms of teachers at pre-elementary, elementary, and junior high school levels during the full implementation of in-person classes at Lady of Rose Academy, Inc. The researcher's main focus was to ascertain the practical solutions that could be recommended based on the investigation's results. These solutions could be implemented in collaboration with other academic institutions facing similar issues. The findings can be used to create potential initiatives and projects aimed at tackling the crucial challenges encountered in the complete implementation of blended classes. Additionally, they can be utilized to formulate new policies or reevaluate existing ones related to the full implementation of in-person classes. Moreover, the findings can contribute to the development of strategies to address the significant problems identified, particularly those affecting the well-being of teachers in the full implementation of in-person classes.

**Research Questions :** The study aimed to describe the lived experiences, challenges, and coping mechanisms faced by the teachers during the paradigm shift in education brought about by the COVID-19 pandemic and in returning to in-person teaching after the pandemic.

Specific questions that the researcher aimed to answer are the following:

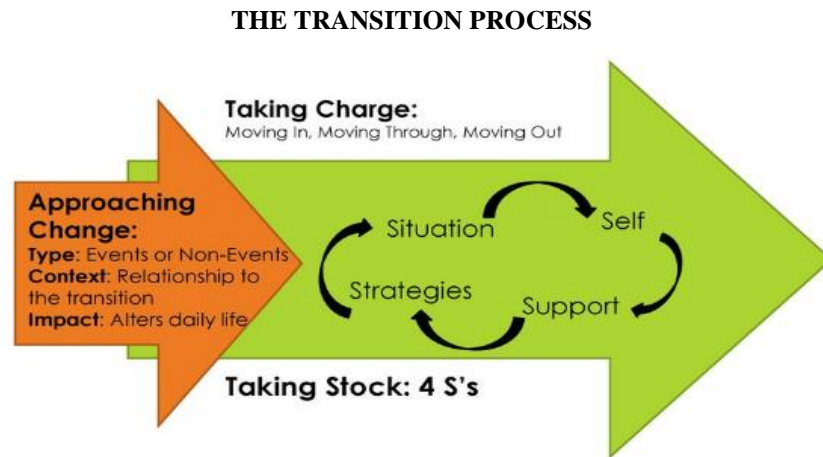
1. What are the lived experiences of the teachers in blended teaching?
2. What themes emerged from the responses of the teacher participants?
3. Based on the findings, what institutional programs can be proposed?

**Theoretical Framework :** Schlossberg's (1981) transition theory was the theoretical underpinning for this research investigation. In this section, the researcher will describe this theoretical framework and how it relates to teachers' unanticipated transition between virtual and in-person teaching. The four S's from transition theory served as the primary lens for our investigation. Schlossberg's transition theory consists of four essential elements determining how people experience and cope with change: the individual's situation, personal resources, coping skills, and their significance on the transition. These variables interact to determine how people experience and cope with transition.

**Transition Theory :** Schlossberg's (1981) transition theory focuses on how adults adjust to life transitions. Schlossberg acknowledged that changes are an inevitable part of adulthood for all people. A transition is a process that takes place gradually, has no end, and involves assimilation phases and ongoing evaluation as people move in, through, and out. One approach to conceptualize the initial transition stage is moving in, which refers to entering a new setting or set of circumstances. People are going through an orientation-style phase, where they are learning new roles and learning about new procedures or regulations, such as moving away from home and enrolling in college. The 4 Ss (self, situation, support, and strategies) identified by Schlossberg in transition theory will serve as the theoretical foundation for this investigation. The study's theoretical significance stems from examining teachers' experiences transitioning from online learning to in-person teaching. Specifically, it explores the self, situation, support, and strategies that helped teachers adjust to the change in education or struggle with it.

The Theory can assist the researcher in comprehending the intricacy and diversity of the transition process by pinpointing the critical elements that impact how people experience and manage the transition. With this knowledge, one can create support networks and coping mechanisms that are helpful in navigating the opportunities and difficulties that come with life transitions. Our perception of the world has shifted due to the COVID-19 pandemic. Since the start of the pandemic, severe lockdown and social distancing measures have been implemented, significantly altering social connections and contributing to feelings of loneliness and isolation in many people (Smith & Lim, 2020). During the COVID-19 pandemic, Instructors had to switch to online instruction. However, there needed to be more time to prepare utilizing resources to become pedagogical facilitators and instructional designers, which only a few could efficiently perform. The media frequently covered their inexperience in online instruction, yet the need for these learning models has been rising in the K-12 industry (Rice & Deschaine, 2020). According to recent studies (Besser et al., 2020), teachers under lockdown experienced stress due to having to adjust to offer online instruction quickly. As a result of having to adjust to new classroom layouts and instructional strategies, teachers' workloads increased during the COVID-19 epidemic. Being in good physical and mental health and feeling safe and secure is essential to doing their duties effectively (UNESCO, 2021). After an adult has successfully finished the moving-in stage and established a firm basis for whatever new set of rules defines this new role or scenario, the moving-through stage commences. People enter the "moving through" transition stage when they have figured out how a new circumstance operates. Individuals attempt to reconcile the demands and ramifications of the new circumstance

with the rest of their lives. In this second phase, people could have trouble acclimating to a new role or set of expectations. It is a period of ambiguity, rebirth, or even impartiality. Adults learn to balance their new experiences with the other aspects of their lives throughout the transitional phase. These transitions might come along suddenly or predictably, depending on the person. The moving out stage comes next; moving out is leaving a situation or set of circumstances, as people bid farewell to a sequence of changes and look forward to what comes next, such as quitting a job, which may involve a grief process. Adults who are moving out have adjusted or become accustomed to the change. Schlossberg's observation that people are typically fearful of changes in their lives, whether favorable or unfavorable, gave rise to the transition theory. While many normal life transitions (such as learning to walk, talk, or enter school) happen naturally to children, transitional life events also happen to adults. The same transition or life change (e.g., relocation, career shift, health changes) in very different ways depending on the person and their circumstances.



**The 4S'Schlossberg Theory**  
**Figure 1**

**Four Key Factors :** According to Schlossberg (2011), transition theory includes the four Ss: situation, self, support, and strategies. The first factor, the individual's situation, speaks to the outside conditions surrounding the change. The individual's situation is multifaceted and is related to factors like the transition's trigger, timing control, and transition duration, to mention a few. An individual's situation covered elements like the rationale behind the change when it happened and the outside resources the person has access to—for instance, someone who is losing their job as a result of downsizing at their workplace. They might have different resources than someone who deliberately quit their work to explore a new professional opportunity. The second factor, the concept of self, is related to a person's age or life stage at a particular time in transition. It is a person's inherent skills and strengths. The self-concept covers elements like resilience, social support, and self-worth. People who have strong social networks and a strong feeling of self-worth may find it easier to adjust to change than people who do not. The third factor, the support construct, explains people's strategies and actions to deal with the change and incorporates organizations or groups involved in the transition. Included in this construct are the coping skills of an individual. This factor covers searching for social support, managing emotions, and using problem-solving techniques. People with robust coping mechanisms can handle the stress and uncertainty of the changeover better. The fourth factor, strategies, focuses on stress management techniques that may arise from the transition and coping methods that help or alter the circumstances within the transition. This factor covers how the change will affect their identity, values, and beliefs; for instance, someone who sees losing their job as a personal failure. They might feel worse and be more stressed than someone who sees the job loss as a chance for improvement.

**Types of transition :** Three categories of transitions are also distinguished by Schlossberg's transition theory: non-normative transitions, unanticipated transitions, and anticipated transitions. Transitions that people may adequately plan for and anticipate, like retirement or relocating to a new place, are considered anticipated. Unanticipated changes, like the death of a loved one or an abrupt job loss, come as a shock. Transitions that deviate from the standard life path, like a severe sickness or handicap, are considered non-normative. Schlossberg's transition theory generally offers a framework for comprehending how

People encounter and manage change and transition throughout their lives. To better understand the circumstances of instructors, students, and the community at large in developing the schools' plans, the findings of this study will be used as a foundation for future research and learning. It will also aid in the institution's readiness in addition to the teachers' own, and it will act as a tool to help be ready for whatever the future may hold.

**Scope and Limitations of the study :** This study, "Learning for the Shadows of the Past: Teachers' Lived Experiences in Blended Teaching," focused on understanding the teachers' lived experiences in returning to face-to-face classes after the pandemic. A qualitative research design with phenomenology as a technique was used to study and comprehend the instructors' lived experiences in returning to in-person teaching. The number of participants was limited to twelve (12) only. With the use of semi-structured interviews, the researcher was able to obtain teachers' testimonies and experiences conducted in a one-on-one interview. Twelve teachers from different grade levels were the subject of the study. To gain a higher level of assurance, the size was chosen, and each question was concise. The line of questioning during the interview was limited to the purpose of extracting emerging themes that will arise from the study. In addition, this research wanted to identify difficulties and conflicts faced by teachers and recommend actions and coping strategies to address those conflicts.

**Significance of the Study :** The researcher is confident that the findings of this study can help in the future as a basis for learning and investigation and to develop the schools' plans to understand better the situation of teachers and learners and the whole community. The study will also help in the readiness not only for the teachers but also for the institution and will also serve as a tool to prepare for whatever the future may bring. The researcher believes that this study will be beneficial to the following individuals;

**School Administration** - They will have a thorough understanding of what is going on not only within the four walls of the classroom but also how teachers are overcoming the challenges of the pandemic's aftermath and how it has influenced the education system. The study will also assist school management in developing an action plan to solve the identified essential challenges, particularly for the well-being of teachers in the full implementation of in-person teaching.

**Teachers** - They will be able to inform the administration of their problems and collaborate with them to develop solutions and intervention plans to solve the learners' difficulties. Resolving the issues they have will allow them to focus on what is truly important: providing the children with the excellent education they deserve.

**Learners** - The very reason why schools exist. Through this study, they will gain an in-depth understanding of the challenges and adjustments they need to make after the pandemic.

**Researcher** - This research will benefit the researcher since she will be able to understand the teacher's problems better and establish a harmonious relationship between them. The study will also suggest solutions to all the themes that will arise in the study.

#### **Definition of Terms**

**Blended Teaching and Learning** - combines online and place-based learning. Blended learning is the term given to the educational practice of combining digital learning tools with more traditional classroom face-to-face teaching. In an actual blended learning environment, both the student and the teacher should be physically located in the same space.

**Challenges** - refers to obstacles, difficulties, or barriers that educators, students, and educational institutions may encounter in the process of teaching and learning, particularly in the context of the ongoing pandemic and the transition to online and blended instruction.

**COVID-19:** COVID-19 is a respiratory disorder caused by SARS-CoV-2, a coronavirus found in 2019 (Centers for disorder Control and Prevention, 2019).

**In-person learning** - is also known as face-to-face and on-site learning.

In-person learning occurs when students attend school and learn in the presence of a teacher. In-person learning takes place through real-time interactions between professors and students.

**Intervention Plan** - Student intervention plans are created to address a variety of academic and behavioral difficulties that kids may face. The intervention plan is tailored to each student's specific requirements and should contain expectations and results.

**Lived Experiences** – is a depiction of a person's experiences and decisions, as well as the knowledge gained from these experiences and choices. It is also used when describing a type of qualitative study that includes studies on culture and society, as well as linguistics and communication.

**Online classes** - are traditionally defined as those in which 100% of the delivery takes place in the online environment through asynchronous activities, synchronous meetings, or a combination of both asynchronous and synchronous methods.

**Pandemic** - An unexpected increase in the number of disease cases in a specific geographical area is referred to as a pandemic. A pandemic is a global disease outbreak that affects a larger geographical area, generally globally, ultimately infecting more people than an epidemic (Epidemic et al., 2021).

**Phenomenological research** – a type of qualitative research that focuses on the experiential, lived features of a particular construct - that is, how the phenomena are experienced at the moment it occurs, rather than what is thought about it or the meaning attributed to it subsequently.

**Transition** – any event that results in a change in relationships, routines, assumptions, or roles with the setting of self, work, family, health, and economics.

## II. REVIEW OF RELATED LITERATURE AND STUDIES

This chapter provides the pertinent studies and literature that the researcher considered to support the present study's significance.

**The Covid-19 pandemic and education system :** The global outbreak of the COVID-19 pandemic has affected almost all countries and territories. Robust measures of social distancing and lockdown implemented since the onset of the pandemic have resulted in significant alterations in social interactions, creating feelings of isolation and loneliness for many people (Smith & Lim, 2020). According to Keels (2020), the year 2020 marked a new period of change, requiring educators all around the world to adapt to new and innovative methods. Because of the COVID-19 pandemic, educators' roles were forced to adapt due to stay-at-home orders, decreased household incomes, sickness, and rising levels of infection and stress.

The United Nations Education, Scientific, and Cultural Organization (UNESCO) has acknowledged that the coronavirus pandemic influenced the global education system (UNESCO, 2020b). The World Health Organization (WHO, 2020a) declared coronavirus (COVID-19) a pandemic on March 11, 2020, after it infected over 118,000 people in 114 nations in three months. The education sector is one of the most hit by the COVID-19 pandemic, according to De Villa et. Al (2020), schools have become the most exposed to security and safety threats. The unanticipated shift to distance instruction affected over 1.6 billion students in more than 200 countries (Pokhrel & Chhetri, 2021). As a preventive measure to curb the spread of the coronavirus, many countries implemented strict social restrictions, such as keeping in place social distancing, remote work, and regional lockdowns (Kaur et al., 2021). Academic establishments globally have been profoundly affected and compelled to embrace a remote learning methodology (Dhawan, 2020);

Gillis & Krull, 2020). Innovative and cutting-edge teaching and evaluation techniques are desperately needed. However, the abrupt switch to online instruction raises several concerns, according to research, including time zone differences, technical difficulties, and disengaged students, which could present social and technical difficulties for teachers and students (Fatoni et al., 2020). Several governments worldwide have started a crisis response to lessen the pandemic's adverse effects on education. The Philippines is one of the countries most impacted by the virus worldwide and was placed in a state of calamity under Presidential Proclamation No. 929 s. 2020. Suspension and temporary closing of schools, companies, enterprises, and business operations has taken effect. To maintain educational continuity, Education Secretary Leonor Magtolis Briones officially opened the School Year 2020-2021 through DepEd Order No.12 series of 2020, signifying the formal start of the country's transition to distance learning (DepEd, 2020). As a result, instructional delivery has been redirected to a distinct task in the teaching and learning process (De Villa et al., 2020).

Due to the COVID-19 pandemic, the primary education system abandoned face-to-face classes and used multiple distant learning modalities for instruction for the first time in Philippine history. Institutions transitioned to emergency remote instruction that was logistically viable, generally with little time for preparation (Soriano et al., 2021). One of the most frequent obstacles to teaching throughout the epidemic has been a need for more readiness to use technology to carry on the learning process (An et al., 2021; Webb et al., 2021). Additionally, during the emergency and the quick changeover, students needed to efficiently prepare to engage in online learning (An et al., 2021). Wahab and Iskandar (2020) reiterate that the transition was considerable and abrupt, with many staff and students finding themselves in new territory with restricted access to computer equipment. Transitioning to and executing the new teaching and learning format has caused several problems, hazards, and challenges for instructors and students (Hiraoka & Tomoda, 2020). Alqabbani et al. (2021) state that to keep up with the classes, universities, particularly their instructors, were urged to employ remote teaching. Some of the online platforms employed so far include unified communication and collaboration platforms such as Microsoft Teams, Google Classroom, Canvas, and Blackboard, which allow teachers to design educational courses, training, and skill development programs (Petrie, 2020). Moreover, realistic evaluations and prompt feedback are crucial elements of education. Providing online learners with timely feedback and formative assessments is essential to distance learning over the Internet (Doucet et al., 2020), but the teachers and the educational system find this problematic.

During the COVID-19 pandemic, teachers transitioned to online teaching with little time to prepare, becoming both instructional designers and pedagogical facilitators using tools that few had fluently mastered. Their lack of experience teaching in a virtual environment was reported widely in the media, yet demand for these learning models has increased in the K–12 sector (Rice & Deschaine, 2020). In the same vein, technology is heavily used in instruction, leaving teachers underprepared and incompetent (Nilson & Goodson, 2018). According to Verde and Valero (2021), the pandemic changed the crucial environment in which study plans were carried out for two reasons: First, new platforms have arisen since the developed conditions call for different approaches other than the traditional curriculum. Second, professionals and students need training since the information and professional competencies needed to use these approaches are in demand. Further, based on the article of Calstatela (2021), everyone's daily rhythm and routine have been disrupted by the disappearance of the traditional classroom setting and the insufficient replacement of distance learning. Teachers' flexibility and devotion have been pushed to the most significant test to restore a sense of normalcy, preserve students' well-being, and pursue academic development. When it comes to their preparedness, the university's professors' anxieties and attitudes, according to Toquero (2020), have an essential role in determining whether the abrupt change may undermine the quality of the guidance forwarded to the learners.

Moreover, Villar (2022) stated that modular (print) instruction has become our country's most widely used distance learning technique, especially in public schools, to ensure learning continuity in both primary and lower secondary levels of education; this is because it can serve as an additional tool for online instruction for students who do not have cell phones or other gadgets. Despite teaching difficulties, there was an essential emphasis on student outcomes during COVID-19, and teachers shoulder the weight of implementing new programs and maintaining day-to-day order amid confusion and upheaval. As a result, there has been an increase in teacher anxiety, tension, and turnover (Steiner & Woo, 2021).

**Psychological State of Teachers :** The COVID-19 pandemic presented different challenges for teachers (Pentang, 2022). Due to the abruptness of such measures, uncertainty about their duration, and a lack of familiarity with remote education, the United Nations Educational, Scientific and Cultural Organization (UNESCO), 2020b has previously identified bewilderment and stress among teachers as one of the negative repercussions of school closures. The negative work-related feelings linked with the depletion of psychological resources have long been a matter of debate among educators, politicians, and researchers (Kim & Asbury, 2020). Longitudinal research discovered that as the pandemic proceeded in 2020, teachers' mental health deteriorated. Furthermore, teachers in the COVID-19 risk categories suffered the most significant decline in their mental health. This may arise because the long-term nature of the problem causes tiredness by reducing confidence in their abilities to do their duties and making it more difficult to manage behavior among learners (Buri & Kim, 2020). These abrupt shifts in the educational setting can have an impact on their work-life balance. Consequently, many experts, including teachers, are stressed and burned out while dealing with the pandemic (Santiago, 2023). Teachers are not equipped or prepared to teach digitally, so blended learning is not their preferred method of instruction. This perplexity produces discomfort and dissatisfaction among educators (Dziuban et al., 2018). Teachers are said to have gone out of their way to give their best when they moved to distance learning during the pandemic (Cabello et al., 2022).

A vast majority of instructors, particularly those in rural and impoverished areas, struggled with the transition due to poor technology assistance and training, unexpected and abrupt changes, and insufficient bandwidth (Goldberg, 2021). Thus, teachers appear to be susceptible to psychological stress, which might result in emotional tiredness. Teachers are expected to provide academic instruction, social-emotional support, and build relationships with students and families, often without adequate compensation or support from administration and leadership, which can result in stress, frustration, burnout, and, eventually, teacher turnover (Stauffer & Mason, 2013).

In addition to these challenges, many teachers have had to balance competing duties when preparing online classes and caring for their children at home, which has frequently led to increased parental stress and job overload (Hong et al., 2021). According to Arias et al., 2019, instructors teaching in the early levels of preschool and primary education had the highest anxiety scores, in contrast to previous studies in non-pandemic conditions, which found that high school teachers were the most afflicted by psychological symptoms. This could be because these teachers feel a greater responsibility for the younger children who require more care and protection due to their age. They may feel very pressured to carry out these duties of care adequately by responding to the children's needs and the concerns of their families (Etxebarria et al., 2020). Given the high prevalence of COVID-19 in many countries, we can also anticipate that a percentage of instructors have had to care for sick family members. Other teachers may have had to deal with the loss of family members, acquaintances, or colleagues. During the months of lockdown, many teachers faced similar obstacles while being separated from friends and family (Westphal et al., 2022). The majority of teachers who resigned during the pandemic identified stress as the primary motivator, followed by dissatisfaction with the way their school was run (Diliberti et al., 2021).

A local study of how teachers deal with anxiety in the Philippines discovered that the essential improvement instructors had made was to establish various creative teaching approaches. Even if interactions are minimal, this allows them to feel more engaged with their students (Taldiong et al., 2020). Following the pandemic's shift, nearly 9 out of 10 teachers are highly agitated and anxious. Furthermore, the survey data found that 81% of the educators who participated in the study worked more than 14 hours each day to complete their professional tasks (Schaffhauser, 2020). In the same vein, earlier research has observed that using information and communication technologies (ICT) to work from home can lead to stress, anxiety, fatigue, and a decrease in job satisfaction (Cuervo et al., 2018) and in times of pandemics, these technologies were only available to teachers. Education departments worldwide need to give teachers practical advice, claims Wilichowski (2021). It should outline how educators take on the role of content curators and offer suggestions so that students are adequately stressed by the circumstances and overloaded with lectures, lesson plans, and homework. Furthermore, as a recent study by De la Fuente et al. (2020) highlights, teacher-student relationships are also stressors for students, and the teacher's behavior predicts the students' emotional well-being and commitment, which are also essential factors in reducing their stress levels.

**Teacher Support :** With the disruption of education caused by the COVID-19 pandemic, school administrators and teachers working in private education institutions faced numerous stressors, including anxiety about supporting students, the possibility of being unemployed, increased parental expectations from school, and financial concerns (TEDMEM, 2020). Throughout the school closures, instructors continued to teach under harsh conditions: increased workloads and having to use new and unfamiliar technology without proper training. There needs to be more materials for online training, as well as high levels of physical and emotional stress and insufficient support (UNESCO-International et al. on Teachers for Education 2030, 2020; UIS, 2021). Teachers require assistance and support following the traumatic COVID-19 experiences and with warnings of additional issues coming. Teachers need the training to develop their social-emotional abilities and to build their own and their pupils' resilience for personal well-being (Plakhotnik et al., 2021). Staff well-being is critical to supporting this student learning experience. As a result, in addition to proposing various support activities to boost student learning, academic achievement, and future career chances, universities should also put in place a variety of resources to support staff. Pedagogy training, digital support, online wellness programs, high-quality COVID-19 information, peer learning, appreciative attitude, and positive thinking should all be encouraged. University staff support and well-being are essential for their adjustment to this "new normal" work context and for providing better service to students (Yamamoto, 2020). Teachers must be able to adapt to technological advancements to prepare their pupils for Education 4.0 in this digital age. This means that schools must also ensure that faculty members receive frequent and continual learning and skill training on how to deliver education successfully via both physical and distant means. Private educational institutions must begin to increase their investments in digital tools that professors must be proficient in using (Bisnar, 2022).



In-depth aspects of the teaching profession, teacher support, and training significantly impact teachers and the students who are learning from them. Both pre-service and in-service teachers need to learn about these essential components of the educational process. When educators can access an online community as support, their confidence in themselves may grow (Azukas, 2019). When teachers believe their technological demands are being satisfied and they are actively involved in the curriculum at their school when it comes to creating possibilities for their pupils to learn favorably, they have a higher degree of self-efficacy in their management system (Cardullo et al., 2021). When parents were forced to work from home, they struggled to fulfill their responsibilities as employees and housekeepers. These were obligations that, before the epidemic, posed no difficulty for parents because they had the help of instructors in caring for and promoting the well-being of their children (Bisnar, 2020).

**Strategies and Coping Mechanisms :** The primary factor in educational sectors that serves as a bridge between pupils and knowledge is the teacher. Teachers are professional educators whose primary responsibility is to educate, lead, train, and evaluate pupils; thus, teachers play an extremely essential role in the framework of education. As part of the learning process, the instructor should be able to connect directly with pupils to educate, lead, and assess them (Erlia, 2021). To develop quality relationships, teachers must have social skills. A competent teacher is easily approachable by their students. Furthermore, the instructor must manage the classroom effectively, as the classroom atmosphere can influence student progress in both academic and non-academic sectors (Cahyaningsih, 2021). According to Abulhul (2021), the learning method is triangular. It is a collaborative process that involves the instructor as facilitator, the student as a learner, and the school as the source of regulations to ensure credibility. Amid the COVID-19 pandemic, online learning implementation has encountered numerous challenges, including limited access to student supervision, low teacher ICT skills, students who do not actively participate in learning, limited infrastructure and internet access, and limited time for parents to accompany their children during online learning (Asmuni, 2020).

By providing project-based, participatory educational adventures, the most respected teachers have discovered how to turn pupils into enthusiastic participants in the teaching process. They understand that for students to take responsibility for their education, the curriculum must be relevant to their lives, learning activities must engage their natural curiosity, and assessments must measure real successes and be an integrated part of the learning process. It was essential to drastically alter the style of teaching and learning in response to the current pandemic conditions, including the instruments and tactics employed by higher education institutions and faculty members' experiences. Students' worry and stress have increased as a result of this change. Teachers may be naive about what online tools and resources they may utilize and which strategies they can employ, and they may require ongoing help during the epidemic process (Aytac, 2020). According to Chansanah, 2022 there is a need for training and professional development to increase teachers' digital and technological skills. Because numerous schools still have teachers who do not match the qualifications for early childhood teachers, the teacher's educational history should be reviewed. Proper technological training for teachers on how to provide virtual classrooms should be stressed, as it has been proven to be a necessity for practical online classes. The government must then provide basic infrastructure for online teaching to instructors (Kamal & Illiyan, 2021). A new typical mixed method of learning is being implemented to pursue global learning. In a conventional classroom setting, it is utilized to address real-world situations. It is a way to improve learning and concurrent teaching that provides beneficial learning implementation based on acceptance, technological requirements, and benefits. According to Li, Yang, Chu, Zainuddin, and Zhang (2020), the application of numerous activities in the teaching strategy to determine the learners' gaps in the practice of the new standard scenario represents teaching as an organized type of learning.

**Distance Learning :** The concept of distance education has been in existence before the current global pandemic. Its significance became apparent when the COVID-19 pandemic affected the entire world (Honra, 2022). Distance learning, also referred to as online learning or remote education, has gained significant traction, particularly with the emergence of digital technologies and the recent global changes triggered by events such as the COVID-19 pandemic. As schools closed and transitioned to remote learning due to the pandemic, ensuring student engagement became a crucial concern. Many students needed help in adapting to the new learning environment, which often needed more structure, social interaction, and support systems found in traditional classrooms. However, the shift from face-to-face to distance learning necessitated adjustments, particularly in the Philippines, where in-person teaching is widely practiced. Similarly, various challenges were encountered by all stakeholders in the education system, including educators (Honra, 2022). Furthermore, Abedmoneim (2022) highlighted that despite schools providing training to teachers to acquire proficient e-platform skills, these skills become futile due to the limited internet access experienced by both educators and students during online

classroom sessions. It is essential to acknowledge that preparing for distance education involves numerous hurdles, and resolving one challenge alone is insufficient as it may give rise to another. Therefore, it is imperative to ensure a reliable internet connection for teachers and students, as this is an essential tool for the effective delivery of instruction in this mode of education.

**Role of Technology :** The abrupt shift to and from online education has brought about a profound understanding that for educators to offer valuable learning experiences to students and maintain their active participation in virtual classes; they need to acquire proficient skills in utilizing technology (Camacho & Legare, 2021). During the pandemic, technology played a crucial role in facilitating distance learning, allowing educational institutions to continue teaching and students to continue learning despite physical school closures. Technology provides teachers and students with access to a wide range of learning resources, including online textbooks, educational websites, digital libraries, and multimedia content. This access helped maintain continuity in education and ensured that students could continue their studies remotely. The unexpected arrival of COVID-19 resulted in schools needing more time to prepare for the shift from traditional classroom teaching to online learning (Huck & Zang, 2021). Some private schools utilize Educational technology platforms and learning management systems (LMS) that serve as central hubs for delivering course materials, assignments, quizzes, and instructional videos. Teachers could organize and structure content effectively, track student progress, and provide personalized learning experiences tailored to individual student needs. Attempting to transition to online teaching without proper preparation can pose significant challenges, mainly when done hastily during an emergency. The lack of sufficient training in technology among teachers directly affects student learning, motivation, and achievement, as highlighted by Zweig and Stafford (2016). Technology also facilitated teacher professional development by providing access to online workshops, webinars, courses, and resources on effective online teaching practices, instructional design, and technology integration. Teachers could enhance their digital literacy skills and adapt pedagogical strategies for online environments.

Despite the advantages it offers, technology in remote learning has brought about difficulties like digital exhaustion, technical problems, worries about cyber security, and the necessity for teaching digital citizenship. Moreover, the digital gap has worsened pre-existing inequalities in educational access, especially for disadvantaged groups. Insufficient access, high costs, and unequal availability of devices all play a part in the digital gap (Kelly & Sisneros, 2020). This multifaceted digital gap can also have a detrimental impact on disparities in student achievement. Technical issues such as poor internet connectivity, device compatibility problems, and unfamiliarity with online tools and platforms hindered student engagement. These challenges contributed to frustration, disengagement, and decreased participation in remote learning activities. Additionally, Ishak et al. (2022) found that due to limited student access to devices, internet connectivity, and class time, teachers predominantly relied on smartphones to access the internet and deliver lessons. Despite these difficulties, they maintained their belief in the significance of technology in the classroom and its potential to enhance students' digital literacy and encourage responsible usage.

**Student Well-Being :** The mental health and well-being of Filipino children have been significantly affected by the COVID-19 pandemic (Malolos, et. al 2021). The transition to online classes has further added to the challenges faced by children, putting a strain on their mental well-being. Excessive reliance on technology has been linked to developmental delays and disturbances in sleep patterns (Hageman, 2020). Moreover, the strict confinement measures implemented to keep children at home have worsened the situation. A recent study conducted at the local level revealed that young individuals and students are particularly susceptible to experiencing a profound psychological impact as a result of the pandemic (Tee, 2020).

Furthermore, UNICEF has reported that children in the present era are confronted with a combination of three major threats: the direct repercussions of disease, disruptions in vital services, and escalating levels of poverty and inequality (UNICEF, 2020). These factors collectively contribute to an elevated likelihood of experiencing heightened levels of stress, anxiety, and depression. Given the rapid shift to remote instruction, educators and learners had limited time to prepare or mentally adapt to this new learning environment adequately. It is not surprising that a significant portion of teenagers from Generation Z, particularly those aged 13 to 17, perceive the adverse effects of the pandemic (American Psychological Association, 2020). Consequently, Generation Z has experienced heightened levels of stress and a greater tendency to express their mental well-being as subpar (Bethune, 2019). The lack of face-to-face interaction with teachers and peers during remote learning resulted in social isolation for many students. The absence of social connections and peer support networks negatively impacted student motivation, well-being, and sense of belonging.

**Managing Difficult Student Behavior :** Managing challenging students during the pandemic requires a thoughtful and adaptable approach that takes into account the unique challenges of remote or hybrid learning environments. In the study conducted by Benita et al. (2019) and Sezer (2018), it was found that teacher stress is linked to students' problematic behaviors. Teachers often spend more time addressing negative behaviors rather than focusing on delivering the curriculum. The research aimed to explore how primary and secondary school teachers perceive students' behaviors as problematic and whether their burnout levels influence this perception. The study revealed that lower levels of burnout in teachers make them more attentive to students and inclined towards using constructive and humanist approaches to address problematic behaviors. Conversely, higher levels of burnout in teachers were associated with more disciplinary actions towards students. Moreover, According to Allouh et al. (2021), primary teachers faced the most exasperating problem while teaching online, which was dealing with unmotivated students.

In a study by Huk (2019) involving 79 high school teachers, mainly from New York and New Jersey, self-report questionnaires were used to assess burnout, perception of school demands and resources, and irrational beliefs. The results of correlational analyses revealed that burnout was positively associated with school demands, such as student disrespect and lack of attentiveness, while negatively associated with school resources like support from administration and colleagues. Moreover, in the study of Herman (2021), findings indicate that the competence of teachers and their perceived effectiveness in managing student behavior and facilitating their engagement in learning are crucial in assisting students to adjust to the challenges posed by a pandemic. Resilience and Adaptability in Education Throughout the progression of distance education during the COVID-19 pandemic, the teaching community has encountered numerous challenges. Despite this, teachers have implemented various coping strategies and mechanisms to navigate the situation effectively. Consequently, this has led to enhancements in the teaching and learning process. Teachers have established support networks with their peers, administrators, and other professionals to exchange experiences, seek guidance, and offer emotional assistance. These networks have fostered a sense of unity and companionship during difficult circumstances. Just as the learning environment impacts student success, it also influences the effectiveness of teachers. When teachers feel supported and operate in a secure environment, their self-efficacy is heightened (Reaves & Cozzens, 2018). Perceptions of a safe workplace have also contributed to increased self-efficacy, thereby promoting improved student outcomes. Teachers exhibited flexibility and adaptability in their lesson planning and instructional strategies to cater to the evolving circumstances of remote or hybrid learning. They modified their teaching approaches, tasks, and evaluations to address the requirements of students in various learning settings.

In a research conducted by Gonzalez et al. (2023) titled "Educators' Experiences of Online Teaching during COVID-19: Implications for Post-Pandemic Professional Development," it was highlighted that the Great Online Transition (GOT) that occurred during COVID-19 has underscored the significance of understanding the digital skills necessary for blended and online learning in the post-pandemic period. Universities were compelled to resume in-person classes on campus following a period of lockdown. This prompted discussions on how to implement the insights gained during this period of mandatory adaptation and advancement in online teaching competencies. The results of an interview-based investigation on teachers' perspectives on online instruction during the pandemic were outlined in their publication. Over two years during the outbreak, 111 educators were interviewed. A hybrid theme analysis was employed to categorize the teachers' experiences. Their findings revealed that, despite the challenges brought about by the disruption caused by the pandemic, teachers gleaned several crucial insights: they utilized a range of digital resources to sustain content delivery and foster student engagement; they also acquired a more profound comprehension of curriculum design and evaluation; and they cultivated empathetic qualities to connect with students' situations. Leveraging these experiences, they put forth recommendations for enhancing digital competencies after the GOT. Additionally, to enhance their skills in online teaching, technology integration, and remote learning pedagogies, numerous teachers took advantage of professional development opportunities. By participating in webinars, workshops, and online courses, educators were able to stay updated on best practices and innovative approaches in education.

**Open Communication with Stakeholders :** Teachers upheld a policy of maintaining transparent and open lines of communication with students, parents, and school administrators. This approach aimed to address any concerns, provide timely updates, and foster collaboration in finding solutions. By establishing clear channels of communication, teachers were able to alleviate anxiety and uncertainty while also cultivating a sense of trust and partnership among all parties involved. Consequently, regardless of whether schools adopt online, in-person, or hybrid instructional models, effective communication between schools and families remains crucial.

To ensure successful student learning outcomes during the pandemic, teachers require guidance and support in maintaining continuous contact and communication with students and their families (Hamilton et al., 2020). A recent study focusing on the impact of online learning systems, driven by the pandemic, revealed that student-teacher interactions are at risk. This situation leads to stress for both parties, as mediated communication can result in misunderstandings and strained relationships. Therefore, it is essential to maintain a stable and conducive learning environment for students (Moawad, 2020).

**Parental Involvement :** As a result of the COVID-19 pandemic and the increasing prevalence of online learning, parental engagement in their children's education is equally vital as that of teachers. This is because parents play a crucial role in supporting, respecting, and guiding their children's academic endeavors while also overseeing and instilling discipline (Ribeiro et al., 2021). Parents have been responsible for supervising their children's online learning activities, ensuring their attendance in virtual classes, completion of assignments, and active engagement with educational materials. Numerous parents have been assisting their children with schoolwork, providing explanations, guidance, and support to help them comprehend concepts and finish assignments. According to Alinsunurin (2020), parental involvement is a crucial aspect of comprehensive education reform programs worldwide. It encompasses both home-based and school-based interactions between parents and their children. Home-based involvement involves the interactions that occur outside of school. In contrast, school-based involvement includes activities like parents observing their child in class, attending teacher-parent meetings, volunteering for school events, and supporting their child's classroom learning (Freund et al., 2018). Furthermore, apart from these stressors, an increased level of parental engagement was observed during the teachers' online lessons. The shift from traditional schooling to home-based learning led some parents to experience a certain degree of perplexity and misinterpretation of online education. Consequently, several parents began referring to this as 'home schooling,' despite its actual definition as parents educating their children at home (Kolak et al., 2021).

**Synthesis of Reviewed Literature and Studies :** Schlossberg's Theory is an essential systematic lens through which we can examine various types of life transitions, evaluate the challenges they pose, and assess their relative difficulty about the internal and external resources we can bring to bear on moving through such situations to a place of acceptance and resolution. The year 2020 ushered in a new period of change, requiring educators all around the world to adapt in new and imaginative ways. Based on the studies of Smith & Lim (2020), Keels (2020), Sintema (2020), and Pokhrel & Chheti (2020), the pandemic affected the whole world, especially the education sector. De Villa et al. (2020) also noted that schools have become the most vulnerable to pandemic-related security and safety issues. Consequently, the pandemic has changed the way educators instruct and interact with their students, as stated by Dhawan (2020), Gills & Krull (2020), and Fatoni (2020), due to the transition to remote learning that affected academic establishments and raised several concerns that presented social and technical difficulties for teachers and students. According to An et al. (2021), Wahab & Iskandar (2020), Hiraoka & Tomoda (2020), Petrie (2020), and Doucet et al. (2020), there is still more that can be done to foster the incorporation of technology into teaching methodically. We have a rare chance to reevaluate the role of educators, considering how using technology might inspire instructors and their pupils and what it can do for them and their present skill set. Although technology is only a tool, it can only produce effective learning if it is integrated correctly (Wilichowski, 2021).

It is imperative to consider that the education youth get during this crisis will have a lasting impact on society. Thus, to ensure that this education is of the highest possible standard, we must safeguard the mental health of those who deliver it (Etxebarria, 2021). The study of Santiago (2023), Cabello et al. (2022), Goldberg (2021), Hong et al. (2021), Aytac (2020), and Chansanah (2022) focused on the well-being of the teachers. It emphasized the need for training and professional development to increase teachers' digital and technological skills. In addition to physical health, teacher mental health must be prioritized to reduce stress and promote physical and psychological safety, hence reducing teacher burnout and turnover. Schools must prioritize adult programming and resources such as mental health, sick leave and vacation days, flexibility in lesson planning and collaborative academic expectations, as well as hiring additional teachers and mental health staff (Diliberti & Schwartz, 2021; Giannini et al., (2021), Kamal and Illiyan, (2021). Further, The use of multiple activities in the teaching approach in determining the learners' gaps in the practice of the new standard scenario reflects teaching as a systematic method of learning, according to Li, Yang, Chu, Zainuddin, and Zhang (2020). Distance education can revolutionize the field of education by broadening access, fostering adaptability, and harnessing technology to produce engaging and efficient learning experiences. Nevertheless, achieving its maximum potential demands continual research, cooperation, and innovation to tackle challenges and enhance learning outcomes for a diverse range of learners. The study of Honra (2022) and Abedmoneim (2022)

highlighted the significance of distance learning or remote instruction, especially with the advent of digital advancements and the recent global shifts prompted by occurrences like the COVID-19 outbreak. Further, studies by Camacho and Legare (2021), Huck and Zang (2021), and Zweig and Stafford (2016) discussed how technology played a crucial role in facilitating distance learning. Additionally, Kelly and Sisneros (2020) and Ishak et al. (2022) posited how unequal availability of devices all play a part in the digital gap and that predominantly rely on smartphones to access the internet and deliver lessons. The study by Malolos et al. (2021), Hageman (2020), and Tee, 2020 Bethune, 2019 tackled students' well-being and how children have been significantly affected by the COVID-19 pandemic.

Managing challenging students during the pandemic requires a thoughtful and adaptable approach that takes into account the unique challenges of remote or hybrid learning environments was highlighted in the study by Benita et al. (2019) and Sezer (2018), Allouh et al. (2021, Huk, (2019) and Herman (2021). By implementing these strategies with patience, flexibility, and a focus on individual student needs, educators can effectively manage challenging students during the pandemic and create a supportive learning environment for all students. Reaves & Cozzens (2018) and Reaves & Cozzens (2018) focused on the coping mechanisms employed by teachers during a pandemic. Moreover, Hamilton et al., (2020) and Moawad (2020) highlighted the importance of open communication with stakeholders. In the same vein, Ribeiro et al. (2021), Alinsunurin (2020), Freund et al. (2018), and Kolak et al. (2021) focused on parental involvement in children's education during a pandemic.

Technology served as a lifeline for distance learning during the pandemic, enabling continuity of education, fostering communication and collaboration, supporting personalized learning experiences, and facilitating teacher professional development. However, addressing equity issues and overcoming technological challenges remain ongoing priorities for ensuring inclusive and effective distance learning experiences in the future. While the transition to online and blended teaching poses challenges, it also offers opportunities for growth, innovation, and enhanced student learning experiences. By prioritizing professional development, supporting equitable access to technology, and fostering teacher adaptability, schools can navigate this transition successfully and ensure quality education for all students.

**Research Gap :** The study conducted on "Learning from the Shadows of the Past: Teachers' Lived Experiences in Blended Teaching" at a private school in Cabuyao City offers valuable insights. However, it also reveals a significant gap in research that requires additional exploration. One potential research gap that arises is the necessity to explore further the long-term consequences of the rapid shift to remote and hybrid learning on the mental health and well-being of educators. While several studies touch upon the significance of supporting teachers' mental health during the pandemic, there is limited research that examines the enduring impact of prolonged periods of remote teaching on the psychological welfare of educators beyond the immediate crisis response. Gaining an understanding of how the demands of remote instruction, such as increased screen time, heightened job stress, and limited opportunities for social interaction, contribute to teacher burnout and overall well-being is crucial for the development of targeted interventions and support systems. Furthermore, investigating the effectiveness of existing mental health resources and professional development initiatives in mitigating the adverse effects of remote teaching on educators' mental health can provide valuable insights for educational institutions striving to prioritize teacher well-being in the post-pandemic era.

### III. RESEARCH METHODOLOGY

**Research Design :** A qualitative research approach, specifically the descriptive phenomenological design, was used to determine the lived experiences of the teachers in returning to face-to-face teaching. A qualitative research approach seeks to interpret the underlying meaning of the gathered data based on human behavior, opinions, themes, occurrences, and motivations through observations associated with interviews and discussion that will help in the understanding of certain phenomena. Descriptive phenomenology is a method of qualitative research that focuses on the similarity of an experience within a particular group that describes a specific phenomenon (Creswell, 2013). Qualitative research is a method of in-depth studying and comprehending the meaning that individuals or groups attach to social or human matters. This research process entails the creation of new questions and methodologies, the collection of data in the context of the participant, the inductive construction of data analysis from details to broad themes, and the researcher's assessment of the relevance of data.

**Research Locale :** This research was carried out at Lady of Rose Academy, Inc., a medium-sized private school located at Sala, City of Cabuyao, Laguna. The researcher chose LRAI because, as the school principal, she wants to examine the lived experiences of teachers during the pandemic and is now back to routine in-person

teaching. Knowing their issues as a result of the findings will assist the school administration in developing prospective initiatives and projects to address the identified essential challenges in the full implementation of in-person classes. Also, to create new policies or to reconsider existing policies and guidelines associated with the full implementation of in-person courses and to develop an institutional program to address the identified significant problems, particularly those affecting the well-being of teachers, in the full implementation of in-person classes.

**Population and Sampling :** The participants of this study were one kindergarten teacher, six elementary and five junior high school teachers, and a total of 12 teachers. Purposeful sampling, also known as judgmental, selective, or subjective sampling, is a type of non-probability sampling in which researchers use their discretion in selecting people of the public to participate in their study. Purposeful sampling is a technique extensively employed in qualitative research for identifying and choosing information-rich cases to make the most use of limited resources (Patton, 2002). This entails identifying and selecting persons who are particularly educated about or experienced with a phenomenon of interest (Creswell & Plano Clark, 2011). Bernard (2002) and Spradley (1979) emphasize the importance of availability and willingness to participate, as well as the ability to share experiences and viewpoints in an eloquent, expressive, and reflective manner. Probabilistic or random sampling, on the other hand, is employed to ensure the generalizability of findings by minimizing the possibility of selection bias and controlling the potential influence of known or unknown confounders.

**Inclusion criteria :** The researcher used the following criteria to select the teacher participants: Teachers with more than three years of teaching experience and who have taught during the pandemic using an online modality. Participants can either be single, married with children, or without children.

Participants	No. Of Participants	Gender	Years in Teaching
Kinder	1	Female	15
Grade 1	1	Female	4
Grade 2	1	Female	4
Grade 3	1	Female	4
Grade 4	1	Female	4
Grade 5	1	Female	5
Grade 6	1	Female	12
Grade 7	1	Female	4
Grade 8	1	Female	4
Grade 9	1	Female	5
Grade 10	2	Female/Male	5
Total	12		

Table A shows the study participants. The participants are one from Kinder, one from Grade 1, 1 from Grade 2, 1 from Grade 3, one from Grade 4, 1 from Grade 5, and 1 from Grade 6, which comprises the Elementary Department. There is also 1 participant in Grade 7, 1 in Grade 8, 1 from Grade 9, and 2 from Grade 10 Junior High School Teachers, with a total of 12 participating teachers.

**Data Gathering Procedure :** First and foremost, the researcher wrote a letter of request to Lady of Rose Academy, Inc.'s school assistant directress. The purpose and objectives of the study were then expressed in the letter to the identified participants of the study. Upon approval, the interview session was scheduled based on the availability of the participants. Materials such as semi-structured interview questions and recorders were prepared, and the researcher firmly obtained the agreement of the participants before recording any activity. Third, one-on-one interviews were done. Following the interviews, the researcher transcribed the responses word for word, including fillers and expressions used throughout the interview. The researcher performed data transcription and tabulation for easy qualitative analysis. The transcribed data was placed in a Microsoft Word file and color-tagged and categorized to make it easier to examine the responses.

**Instrumentation and Validation :** The researcher used researcher-created guide questions. The questions were derived and inspired by the ideas and concepts utilized as the study's framework. To ensure the validity of the researcher-created guiding questions, they were validated by three (3) significant individuals who are thought to be knowledgeable about the subject. The validators were three (3) professors with instrument validation experience. The other two (2) validators were the researcher's adviser and a qualitative research paper specialist.

According to Ayre and Scally (2013), Lawshe's (1975) content validation is a method that verifies that an instrument (checklist, questionnaire, or scale) examines the subject area that it is designed to measure. A panel of subject matter experts analyzing the worth of certain aspects inside an instrument is one approach to attaining content validity; a content validity ratio will then be used. Based on the findings of the interview and the researcher's observations, this study aimed to address the difficulties raised in the central and corollary questions listed above to achieve a definitive conclusion. The strategy's purpose is to collect data and monitor teachers' experiences with the manifestation of Schlossberg's Theory of Transition using self-constructed instruments, such as a semi-structured interview questionnaire. Participants will be asked seven (7) guiding questions to gather relevant information.

The researcher used the following interview questions:

1. How would you describe the transition from in-person teaching to online distance learning, including your depth of knowledge when implementing or utilizing technology in your pedagogical practices?
2. What challenges did you face with the unexpected transition from in-person teaching to online teaching? Inside the school, outside school, and personally?
3. How did your self-efficacy or self-confidence play a role during the transition to teaching online during the pandemic?
4. What were the positive and negative experiences you encountered with students while teaching online?
5. During the transition to online teaching, in what ways did your school provide technology training and support for teachers who varied in level of technological experience, different content areas, or changing grade levels?
6. What was your experience regarding students' motivation, engagement, and achievement while teaching online?
7. What personal and professional challenges did you encounter with the transition to blended teaching? How did you manage the transition to blended teaching?

**Ethical considerations :** The researcher obtained consent from the participants through written correspondence detailing the research procedures and interview protocols. Following approval, individual virtual interviews were carried out while strict data privacy measures were upheld. Responses were treated with confidentiality, analyzed meticulously, and safeguarded to maintain the anonymity of the participants. Furthermore, compliance with the Data Privacy Act of 2012 was strictly adhered to in gathering and handling the information.

**Treatment of Qualitative Data :** The study aimed to describe the lived experiences, challenges, and coping mechanisms faced by the teachers during the paradigm shift in education brought about by the COVID-19 pandemic and in returning to in-person teaching after the pandemic. It also intended to find out the challenges teachers and learners faced in utilizing differentiated instruction and the coping strategies they used to overcome these challenges. After the interviews, the researcher analyzed the data by transcribing the interviews verbatim. Then, she extracted similar responses from the participants and categorized them by themes, code, and cluster. The emerging themes were extracted from the similar responses per line of the verbatim transcription. This process is known as the Interpretative Phenomenological Analysis (IPA) (Alase, 2017, as cited in Pacifico, 2022).

#### **IV. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

This chapter presents the analysis and interpretation of the data gathered in this study. This phenomenological study is intended to investigate the lived experience of challenges and coping mechanisms faced by teachers during the paradigm shift in education brought about by the COVID-19 pandemic and the return to in-person teaching after the pandemic. Methods of inquiry include phenomenological reflection on the data elicited through the investigation of students' experiences and investigation of the given phenomenon in the academic setting. As such, this research was guided by the following questions:

##### **Problem Number 1. What are the lived experiences of the teachers in blended teaching?**

Examples of responses about their live experience in blended teaching are presented in the tables provided. Interview Question 1. How would you describe the transition from in-person teaching to online distance learning, including your depth of knowledge when implementing or utilizing technology in your pedagogical practices?

**Table 1**

*Annotated Exemplar on the Participants' Description of the Transition from In-person Teaching to Online Distance Learning, including the Depth of their Knowledge when Implementing or Utilizing Technology in their Pedagogical Practices*

PARTICIPANTS	RESPONSES
P1	The transition from in-person teaching to online distance learning is a struggle for teachers like me.
P2	The transition from face-to-face learning to online classes is challenging for me because there is much adjustment, especially learning the new normal techniques and strategies in teaching.

When asked about the description of the transition from in-person teaching to online distance learning, including the depth of their knowledge when implementing or utilizing technology in their pedagogical practices, P1 found it a real struggle. At the same time, P2 was challenging because of the many adjustments made to the teaching techniques and strategies. For most educators, the shift from in-person instruction to online distance learning has indeed presented many difficulties. As someone adjusting to this change, they need help with a lot of modifications, especially learning the skills and methods required for this new teaching approach. The approach has shown how critical it is to adjust to both the technological and pedagogical changes needed to engage students quickly and successfully in a virtual setting. Even though there is a high learning curve, every obstacle offers teachers the chance to improve and innovate their teaching strategies. Some of them want to increase their depth of understanding in using technology as a tool to support meaningful and successful learning experiences for their students through persistence and ongoing learning.

In relation, the studies by Dhawan (2020) and Gillis and Krull (2020) revealed that academic establishments globally have been profoundly affected and compelled to embrace a remote learning methodology. Innovative and cutting-edge teaching and evaluation techniques are desperately needed. However, the abrupt switch to online instruction raises several concerns, according to research, including time zone differences, technical difficulties, and disengaged students, which could present social and technical challenges for teachers and students (Fatoni et al., 2020). Furthermore, Wahab and Iskandar (2020) reiterate that the transition was considerable and abrupt, with many staff and students finding themselves in new territory with restricted access to computer equipment. Transitioning to and executing the latest teaching and learning format has caused several problems, hazards, and challenges for instructors and students (Hiraoka & Tomoda, 2020).

Interview Question 2. What challenges did you face with the unexpected transition from in-person teaching to online teaching? Inside the school, outside school, and personally?

**Table 2**

*Annotated Exemplar on the Challenges Personally, and Inside and Outside School that Teachers Faced with the Unexpected Transition from In-person Teaching to Online Teaching*

PARTICIPANTS	RESPONSES
P3	One of the first challenges is ensuring access to the necessary technology, and luckily, the school acquired a learning management system that will be a great help in this transition. However, we all know that internet connection is one of the problems in the Philippines.
P4	Technical Difficulties, Engagement and Participation, and Professional Development: ... They have also highlighted areas where more resources and support are needed, such as professional development and access to technology.

When asked about the challenges they faced with the unexpected transition from in-person teaching to online teaching, the teachers shared that they have experienced varied challenges. P3 shared that they had to ensure access to technology. However, internet connection was one of the problems in the country. P4, on the other hand, summarized them as technical difficulties, students' engagement and participation, and teachers' professional development. These challenges highlight the complications of remote learning, ranging from technical difficulties arising from internet connectivity issues and device accessibility to the challenge of sustaining student engagement and participation in a virtual context. Furthermore, the requirement for quick, professional growth to use new technology and modify teaching strategies increases the need for continuous resources and support for teachers.



Despite these difficulties, the teachers' collective fortitude, inventiveness, and flexibility show a dedication to overcoming barriers and making sure that pupils have access to ongoing learning opportunities. It also highlights how important it is to continue funding professional development and providing equal access to technology to create more welcoming and productive online learning settings. Similarly, to maintain educational continuity, Education Secretary Leonor Magtolis Briones officially opened the School Year 2020-2021 through DepEd Order No.12 series of 2020, signifying the formal start of the country's transition to distance learning (DepEd, 2020). As a result, instructional delivery has been redirected to a distinct task in the teaching and learning process (De Villa et al., 2020). Due to the COVID-19 pandemic, the primary education system abandoned face-to-face classes and used multiple distant learning modalities for instruction for the first time in Philippine history. Institutions transitioned to emergency remote instruction that was logistically viable, generally with little time for preparation (Soriano et al., 2021). One of the most frequent obstacles to teaching throughout the epidemic has been a need for more readiness to use technology to carry on the learning process (An et al., 2021; Webb et al., 2021).

Interview Question 3. How did your self-efficacy or self-confidence play a role during the transition to teaching online during the pandemic?

**Table 3**

*Annotated Exemplar on How the Teachers' Self-Efficacy or Self-Confidence Play a Role during the Transition to Teaching Online during the Pandemic*

PARTICIPANTS	RESPONSES
P5	The pandemic brought uncertainty and stress, but as a teacher, I need to have self-confidence and self-efficacy so that I will be able to manage those stresses, take care of my physical and mental health, and stay resilient.
P6	Since I am the kind of teacher who is cheerful inside the school, especially inside the classroom, I have to maintain the behavior they see in me at school, even when we do online classes. I always have to make sure they interact in every class.

When asked about how the teachers' self-efficacy or self-confidence played a role during the transition to teaching online during the pandemic, P5 shared that having self-confidence helped her manage the uncertainty and stress brought by the pandemic. For P6, she said that she must maintain her cheerfulness inside the school, especially inside the classroom. As teachers, being confident allows them to prioritize their physical and emotional health while managing challenges. Maintaining a happy and engaging attitude, even in virtual classrooms, is a commitment that highlights the flexibility and resilience needed to maintain meaningful relationships with students. Regardless of the form of education, this emphasizes the critical role that self-confidence plays in creating a welcoming and helpful learning environment.

Equally, according to Verde and Valero (2021), the pandemic changed the crucial environment in which study plans were carried out for two reasons: First, new platforms have arisen since the developed conditions call for different approaches other than the traditional curriculum. Second, professionals and students need training since the information and professional competencies required to use these approaches are in demand. Further, based on the article of Calstatela (2021), everyone's daily rhythm and routine have been disrupted by the disappearance of the traditional classroom setting and the insufficient replacement of distance learning. Teachers' flexibility and devotion have been pushed to the most significant test to restore a sense of normalcy, preserve students' well-being, and pursue academic development. When it comes to their preparedness, the university's professors' anxieties and attitudes, according to Toquero (2020), have an essential role in determining whether the abrupt change may undermine the quality of the guidance forwarded to the learners.

Moreover, Villar (2022) stated that modular (print) instruction has become our country's most widely used distance learning technique, especially in public schools, to ensure learning continuity in both primary and lower secondary levels of education; this is because it can serve as an additional tool for online instruction for students who do not have cell phones or other gadgets. Despite teaching difficulties, there was an essential emphasis on student outcomes during COVID-19, and teachers shoulder the weight of implementing new programs and maintaining day-to-day order amid confusion and upheaval. As a result, there has been an increase in teacher anxiety, tension, and turnover (Steiner & Woo, 2021). Interview Question 4 What were the positive and negative experiences you encountered with students while teaching online?

**Table 4**

*Annotated Exemplar on the Positive and Negative Experiences the Teachers Encountered with Students while Teaching Online*

PARTICIPANTS	RESPONSES
P7	... On the positive side, I found that students enjoyed the flexibility of being able to learn at their own pace and access course materials whenever they needed them. However, there were also some challenges. Technical difficulties and internet connectivity issues sometimes disrupt the learning process. Additionally, limited social interaction in the online setting made the students bond and build relationships with their peers and teachers. Furthermore, students may face distractions at home, which affect their focus during online classes.
P8	Positive Experiences: Flexibility in enabling a better work-life balance, being innovative in my teaching methods and professional development, for I have enhanced my digital literacy and adaptability, and I have become more resilient than before. Adverse Experiences: Technical Issues, Lack of Personal Connection, ... and maintaining student engagement and participation in online classes ...

When asked about the positive and negative experiences the teachers encountered with students while teaching online, P7 divulged that even while students valued the flexibility of online learning, there were still difficulties that periodically interfered with the learning process. These difficulties included technical problems and poor internet access. In addition, the absence of social interaction in the virtual environment impeded students' capacity to form relationships with teachers and peers, and home distractions interfered with their ability to concentrate in class. Meanwhile, P8 explained that gaining flexibility for a better work-life balance, developing new teaching strategies, and advancing professional growth by increasing digital literacy, adaptability, and resilience were all positive experiences. On the other hand, unfavorable experiences included struggling with technological problems, a lack of interpersonal interaction, and the difficulty of keeping students interested and involved in online courses. Accordingly, Erlia (2021) stated that the primary factor in educational sectors that served as a bridge between pupils and knowledge was the teacher. Teachers were professional educators whose primary responsibility was to educate, lead, train, and evaluate pupils; thus, teachers played an extremely essential role in the framework of education. As part of the learning process, the instructor should be able to connect directly with pupils to educate, lead, and assess them.

Moreover, Aytac (2020) explained that by providing project-based, participatory educational adventures, the most respected teachers have discovered how to turn pupils into enthusiastic participants in the teaching process. They understood that for students to take responsibility for their education, the curriculum must be relevant to their lives, learning activities must engage their natural curiosity, and assessments must measure real successes and be an integrated part of the learning process. It was essential to drastically alter the style of teaching and learning in response to the current pandemic conditions, including the instruments and tactics employed by higher education institutions and faculty members' experiences. Students' worry and stress have increased because of this change. Teachers may be naive about what online tools and resources they may utilize and which strategies they can employ, and they may require ongoing help during the epidemic process. Interview Question 5. During the transition to online teaching, in what ways did your school provide technology training and support for teachers who varied in level of technological experience, different content areas, or changing grade levels?

**Table 5**

*Annotated Exemplar on the Ways the School Provide Technology Training and Support for Teachers who Vary in Level of Technological Experience, Different Content Areas, or Varying Grade Levels*

PARTICIPANTS	RESPONSES
P9	During the pandemic, our school provides computers and an internet connection to all the teachers so we can conduct a lesson. Also, our school lets us still be part of different seminars that will help us to be more innovative in teaching and guiding students during the pandemic.
P10	Our school has provided a Learning management system that students can easily access and use for their classes. There had been training before the actual usage of the LMS. Beginner sessions focused on basic platform functionalities, while advanced sessions

could delve into more creative uses of technology for specific content areas. Teachers within the same grade level could have shared best practices and troubleshoot challenges together. This peer support system could be beneficial for navigating age-appropriate online tools and activities.

When asked about how the school provided technology training and support for teachers who varied in level of technological experience, different content areas, or varying grade levels, P9 shared that all the teachers at their school had computers and internet connectivity during the pandemic so they could conduct classes. Furthermore, the school persisted in enabling their involvement in a range of seminars designed to promote creativity in instruction and assist students in navigating the difficulties presented by the pandemic. On the other hand, P10 disclosed that students can readily access and utilize the learning management system that the school had made available for them to use in their lessons. The actual use of the LMS was preceded by training. Advanced sessions might explore more inventive uses of technology for curriculum areas, while beginner sessions concentrate on the fundamental features of the platform. It would have been possible for teachers teaching the same grade to collaborate on problem-solving and exchange best practices. When it comes to using age-appropriate internet resources and activities, this peer support system may be handy.

Ensuring that instructors have access to computers and the Internet allows them to carry out lessons in an efficient manner. Offering training sessions and seminars customized for various grade levels, content areas, and technology proficiency also shows a dedication to continuous professional growth. Putting in place a Learning Management System improves organization and accessibility for instructors and students alike, and its efficient use is made possible by organized training sessions. The grade-level emphasis on peer assistance emphasizes how crucial teamwork is for overcoming obstacles and putting creative teaching strategies into practice throughout the pandemic. These initiatives show a thorough approach to equipping educators with the skills and information required to adjust to remote learning settings successfully. According to Chansanah (2022), there was a need for training and professional development to increase teachers' digital and technological skills. Because numerous schools still had teachers who did not match the qualifications for early childhood teachers, the teacher's educational history should be reviewed. Proper technological training for teachers on how to provide virtual classrooms should be stressed, as it has been proven to be a necessity for practical online classes. The government must then provide basic infrastructure for online teaching to instructors (Kamal & Illiyan, 2021). A new typical mixed method of learning was being implemented to pursue global learning. In a conventional classroom setting, it was utilized to address real-world situations. It was a way to improve education and concurrent teaching that provided beneficial learning implementation based on acceptance, technological requirements, and benefits. Interview Question 6 What was your experience regarding students' motivation, engagement, and achievement while teaching online?

**Table 6**  
*Annotated Exemplar of the Teachers' Experiences regarding Students' Motivation, Engagement, and Achievement while Teaching Online*

PARTICIPANTS	RESPONSES
P1	One example of my experience regarding students' motivation, engagement, and achievement while teaching online is that they can make it; they graduate even though there are some struggles in teaching online.
P3	In online teaching, a teacher needs to demonstrate and show flexibility and acquire various approaches to motivate and engage students effectively. As I was exposed to technology, I explored and discovered different forms of motivation, such as games, icebreakers, or energizers, which other teachers also utilize. I found great enjoyment in incorporating these elements into my teaching as they not only brought excitement to the students but also sparked my enthusiasm. Furthermore, I am pleased that even with the resumption of complete face-to-face or in-person teaching, I am still able to use and apply the strategies and techniques I discovered during online distance learning.

When asked about the teachers' experiences regarding students' motivation, engagement, and achievement while teaching online, P1 said that despite specific challenges associated with teaching remotely, her experience with students' drive, engagement, and accomplishment while doing so shows that they are capable of succeeding; they graduated. Meanwhile, P3 shared that she welcomed flexibility in her transition to online teaching and experimented with a variety of tactics, such as games and icebreakers, to engage students successfully. These methods not only gave the students more energy but also reinvigorated her teaching style,

Which she still used now that they were going back to in-person education. Students overcome obstacles to graduate, demonstrating resiliency and willpower. To create involvement and passion in both them and their pupils, teachers adapt by introducing a variety of motivational approaches, such as games and icebreakers. The fact that these tactics—which are refined through online training—remain useful when in-person instruction resumes shows how successful they are over time. Comparably, the study by Ang et al. (2021) looked at how undergraduates at one university defined and developed resilience in the face of the COVID-19 epidemic. We also asked students about their perceptions of and preferences for obtaining resilience training. A cross-sectional descriptive qualitative study was carried out. A semi-structured interview guide was used to conduct Skype instant message interviews with twenty-seven students. Five topics emerged from the theme analysis: resilience as lasting and withstanding, resilience as learning or earning, resilience as the building blocks of resilience, and a blended platform for resilience training. Participants characterized resilience as an enduring and withstanding quality that is crucial for college students. Both internal and external variables can contribute to resilience development. Motivation and the drive to succeed were examples of intrinsic variables that increased resilience. Relational in character, extrinsic influences were found to increase resilience; these included friends, family, teachers, and religion. When creating resilience training, students offered various suggestions, one of which was to employ a hybrid platform. Students also recommended employing reflective practice as a pedagogy in resilience training, as well as videos and accounts from resilient people. Future training on resilience should focus on interpersonal and personal aspects, and it should start early in the academic year for university students. The COVID-19 epidemic has made an already tricky academic environment even more so; therefore, this study's findings will be helpful in expanding the body of scholarship on resilience and creating future resilience education.

As such, a recent study by De la Fuente et al. (2020) highlighted that teacher-student relationships were also stressors for students, and the teacher's behavior predicts the students' emotional well-being and commitment, which were also important factors in reducing their stress levels.

Interview Question 7. What personal and professional challenges did you encounter with the transition to blended teaching? How did you manage the transition to blended teaching?

**Table 7**  
*Annotated Exemplar on the Personal and Professional Challenges the Teachers Encountered with the Transition to Blended Teaching and How they Managed them*

PARTICIPANTS	RESPONSES
P5	I have experienced more technical issues integrating technology into teaching, such as internet connectivity issues or hardware malfunctions. Students engaged in both virtual and physical settings can be difficult, as attention decreases may vary, and distractions can be more prevalent in online environments.
P7	During the transition to blended teaching, I faced personal and professional challenges. I had to get used to the new way of teaching and find a balance between in-person and online instruction. I also had to learn how to use new technologies and engage students effectively in both settings. Professionally, I had to come up with new teaching strategies and make sure all students had equal access to resources. To manage the transition, I attended workshops and training to learn more about blended teaching. I also connected with other teachers to share ideas and experiences. This collaboration provided support and helped me handle the challenges of blended teaching.

When asked about the personal and professional challenges that the teachers encountered with the transition to blended teaching and how they managed the transition to blended teaching, P5 divulged that in her experience, integrating technology into the classroom brought about technical issues like hardware malfunctions and internet connectivity problems. Managing pupils in both virtual and physical settings proved challenging due to distractions and varying attention spans, prompting her to adjust to blended learning and develop innovative teaching techniques. She sought additional training, connected with fellow educators, and engaged in partnerships to overcome the challenges of blended learning, ensuring equal access to resources for all students. There are two main difficulties encountered when switching to blended learning, with a focus on pedagogical method adaptation and technical obstacles. It recognizes the need for professional and personal adaptations to enable fair access and participation for every student amidst the change in teaching modalities. A proactive attitude to efficiently address the complexity of blended teaching is demonstrated by the proactive efforts taken, such as attending workshops and pursuing peer collaboration. It presents a thoughtful method of recognizing problems,

looking for answers, and utilizing support systems to improve instructional strategies in the context of blended learning. As already noted, according to Stoian et al. (2022), the COVID-19 epidemic has had an impact on education. Beyond this, the return to in-person instruction and its consequences require consideration. To improve face-to-face education by contextually tailoring it to students' needs, their research focused on identifying the aspects of online education that students preferred during the pandemic, explicitly learning, teaching, assessment, and interaction with peers and teachers. A survey was administered to a representative group of students from Politehnica University of Timisoara, Romania, asking them to select the educational path that best suited their career goals and their preferred mode of instruction. The findings showed that the targeted students had a variety of preferences, including peer collaboration on group projects, more accessible and more individualized communication with teachers, access to resources and test-taking via online educational platforms, and peer support from teachers through electronic means. These results highlighted doable recommendations that resulted in a balance between traditional classroom instruction and online learning—likely in the form of blended learning—that the key players in the education system should consider ensuring a viable education for the future.

**Problem Number 2. What themes emerged from the responses of the teacher participants?**

The themes that emerged from the responses of the participants about their lived experience in blended teaching are presented in this section.

Interview Question 1. How would you describe the transition from in-person teaching to online distance learning, including your depth of knowledge when implementing or utilizing technology in your pedagogical practices?

**Theme A**  
*Transition Complexity, Tech Role*

PARTICIPANTS	RESPONSES	Subordinate THEMES
P1	"... is a struggle for teachers like me..."	A Struggle
P2	"... challenging for me because there is a lot of adjustment, especially learning the new normal techniques and strategies in teaching..."	Challenging
P10	"... can be a challenging but rewarding experience. It requires a change in mindset and teaching style. ..."	Challenging but Rewarding
P3	"... an important and major change that I have experienced as a teacher..."	An Important and Major Change
P7	"... has been a big change. Instead of being in the same classroom, we used technology to connect with pupils..."	
P4	"... has been a significant shift, both for educators and students alike. The use of technology in the teaching process has been paramount in making this transition successful..."	
P9	"... marks an important transition in the way education is provided, requiring several adjustments on the part of both teachers and students..."	
P12	"... is very new to me but at the same time adventurous..."	New and Adventurous
P5	"... has several things to consider like adapting to the new curriculum, by breaking down lessons into smaller that can be delivered online and use multimedia elements to make lessons engaging and interesting to the students..."	Several Things to Consider
P8	"... involves adapting teaching methodologies, curricula, and student engagement strategies to an online environment..."	
P6	"...It's very difficult..."	Very Difficult
P11	"... mixed emotions, ...Marami kang bagay na dapat aralin upang makasabay ka sa mga students na magagaling din sa technology..."	Mixed Emotions

With a theme, Transition Complexity, Tech Role, the participants shared their responses to their descriptions of the transition from in-person teaching to online distance learning, including their depth of knowledge when implementing or utilizing technology in their pedagogical practices. P1 described it as A Struggle. Likewise, P2 said it was challenging because there were many adjustments to be made, particularly while acquiring the new

standard methods and approaches in education. However, the fact that I have gained so much knowledge about various techniques and strategies from taking online classes also aids in my ability to handle new obstacles. To make the lesson more engaging, the students are offered a ton of entertaining and exciting exercises. Additionally, I experiment with utilizing PowerPoint to create more imaginative, vibrant presentations with captivating transitions during the online course. Furthermore, my ability to teach is enhanced by my online teaching experience and the additional entertaining and engaging activities available online. For P10, it was also Challenging but Rewarding. She said that making the switch from in-person instruction to online distance learning may be gratifying and challenging at the same time. It called for a shift in perspective and method of teaching. Classroom technology was a significant component of in-person instruction, and it can often be challenging to duplicate virtually. Similarly, P3, P7, P4, and P9 posited that it was an Important and Major Change. P3 said that the transition to online teaching during the pandemic was a significant change for me as a new teacher despite being tech-savvy. This period posed considerable challenges, marking a pivotal phase in my teaching career. At the same time, P7 shared that transitioning from in-person to online teaching involved adapting to technology like Zoom and Google Meet for synchronous classes.

Utilizing learning management systems for assignments and feedback became essential, requiring both teachers and students to adjust to new engagement methods. Despite challenges, the commitment to providing quality education through online learning remains steadfast. Meanwhile, P4 revealed that transitioning from in-person to online teaching is a significant shift, emphasizing the pivotal role of technology. Educators needed to adapt quickly, redesigning lessons and embracing various digital tools. Maintaining engagement became crucial, prompting creative methods like interactive tools and digital assessments. Professional development became essential, addressing technology use and equity issues. Overall, this transition underscores the transformative impact of technology and the importance of adaptability and continuous learning in education; for P9, the transition to online learning is a significant shift in education, demanding adjustments from both teachers and students. Through technology and innovative teaching methods, teachers can create engaging online learning experiences.

On the other hand, P12 considered it as New and Adventurous. She said that transitioning from in-person teaching to online learning is a new and adventurous journey for me, filled with struggles and new experiences. While initially daunting, with the support of colleagues, school, and my passion for technology, I overcame my fears and embraced the change. However, for P5 and P8, there were Several Things to Consider. P5 said that transitioning to online teaching involves adapting the curriculum by breaking down lessons and integrating multimedia elements for engagement. Teachers must also familiarize themselves with various learning platforms to suit their teaching style and students' needs. For P8, transitioning to online teaching requires adapting methodologies, curricula, and engagement strategies. Proficiency in digital tools like LMS and video conferencing is essential, along with creating interactive experiences to support diverse learning styles and encourage collaboration.

However, for P6, it took work. She said that the sudden shift to online teaching is challenging, especially for computer-literate individuals, let alone older teachers. Learning new platforms like Google Classroom and innovative systems is daunting, affecting how lessons are delivered online. However, P11 said he had Mixed Emotions about it. He divulged that transitioning to online learning brought mixed emotions of nervousness and joy. Despite the challenges of adapting to this new teaching method amidst the pandemic, he was glad that the learning process persisted. However, as a newcomer to online teaching, he felt anxious about keeping pace with tech-savvy students. However, with his technological know-how and support from colleagues, the transition has been smoother, particularly as he became more accustomed to it. Indeed, the transition from in-person teaching to online distance learning, including their depth of knowledge when implementing or utilizing technology in their pedagogical practices, is full of challenges and struggles. Difficulties are faced during the transition, including the need to adapt to new technologies and teaching methods. It highlights the initial obstacles teachers encountered in adjusting to online teaching.

With this change, the use of technology in pedagogical methods plays a vital role. Teachers talk about how to deliver classes, engage students, and measure learning using different digital tools, platforms, and software. The significance of technology in enabling online education is emphasized in the responses. Student Engagement is another issue involved in the change. Most teachers find ways to keep students interested in the virtual classroom. Instructors talk about using multimedia components, interactive exercises, and imaginative presentations to increase student involvement. It emphasizes how crucial student participation is to the success of online instruction.

It requires adaptability and flexibility. Instructors discuss how important it is to modify curricula, instructional methods, and strategies to fit the online learning environment. It highlights how adaptable one must be to negotiate the difficulties of remote learning successfully. Another critical issue in the change is equity and access, particularly regarding students' access to technology and the Internet. It underscores the importance of addressing disparities in digital access to ensure equitable learning opportunities for all students. However, despite the difficulties, there still is learning and growth. There are educational possibilities that come with remote instruction. Instructors talk about learning new skills, experimenting with creative teaching techniques, and participating in professional development. They were considered the benefits of the change, such as advancement in one's career and personal life.

Question No. 2. What challenges did you face with the unexpected transition from in-person teaching to online teaching? Inside the school, outside school, and personally?

**Theme B**  
***Pedagogical, Professional, Personal, and Technological Challenges***

PARTICIPANTS	RESPONSES	Subordinate THEMES
P1	... Molding them into good behavior is one of the challenges. ... ... not all of them are advanced in using technology..."	Molding of students' behavior, knowledge of technology and gadgets
P2	... learning the new normal itself ... how to use Google Meet, the new learning management system, and the loss of internet connection or poor signals..."	The New Normal
P3	"... ensuring access to the necessary technology... internet connection is one of the problems in the Philippines.	Access to Internet
P4	Technical Difficulties, students' engagement, and participation... Professional Development..."	Technical Difficulties, Students' Engagement, and Professional Development
P5	"... technical issues, such as unstable internet connections, keeping my students engaged, attending our class and some students that are easily distracted or interested.	
P6	"... lack of computers to use. ... transportation from home to school and vice versa. Lastly, our protection ..."	Computer Availability Teachers' Protection
P7	... limited interaction with pupils. .. adapting teaching methods and materials for virtual delivery, ... new ways to facilitate hands-on activities and group work ... technical issues, ... maintaining discipline and managing behavior ...Outside of school, ... creating a good learning environment at home. Parental support was also important, but not all parents were available or equipped to provide this level of support; it was difficult to create a sense of community and connection in the online setting and get used to the new technology and online platforms. ... Managing my time and workload ... keeping pupils motivated and engaged ...	Effectiveness and Limitations ICT capabilities Internet/WIFI access Engaging students in active learning Parental support and ICT capabilities Students' engagement and motivation
P12	... connection is not that stable ... the struggles that my students are mostly sick and cannot come to our online class, but some students are just too lazy to open their devices and connect with their classes...	
P8	Inside the school, I experience limited access to technology... Outside the school, Home Environment, and Parental Involvement ... I navigate and troubleshoot various digital platforms and tools...	

P9	"... Inside the school, I faced technological difficulties ...figure out how to work online with my colleagues on support tasks and curriculum development while exploring new communication methods. Outside the school, ... to make certain that all students had equal access to online resources and support..."	Technological Difficulties Collaboration with other teachers Ensuring Equal Access to Online Resources and Support
P10	"...learn new technology fast to keep lessons engaging. Outside of school, managing my home environment for online classes while everything else was still going on ... Personally, the lack of in-person interaction with students ..."	Learning New Technology Quickly Managing Home and Environment Lack of In-person Interaction with Students
P11	... INSIDE THE SCHOOL -Ako ay nangapa sa paggamit ng iba't-ibang meeting apps .... -Nanibago ako sa mga strategies and activities na pwede at hindi pwedeng gawin sa online classes lamang. -Nahirapan din ako sa pagtatatype ng mga exams sa LMS. PERSONAL -Hindi ako nakakasiguradong natututo sa akin ang mga bata dahil nasa kaniya-kaniyang bahay sila. -Hindi ko sure kung honest bang sinasagutan ng mga bata ang kanilang exams. -Hindi ko masyadong nahahasa ang aking Classroom management skills dahil online.	Personal and Pedagogical Adaptations

With the theme of pedagogical, Professional, Personal, and Technological Challenges, the teachers shared the challenges they faced with the unexpected transition from in-person teaching to online teaching, Inside the school, outside school, and personally. P1 stated that molding students' behavior and knowledge of technology, as well as gadgets, were some of them. Said that the challenges of transitioning to online teaching, both inside and outside the school, involve difficulties in behavior management, adapting to virtual learning platforms, and ensuring effective learning for pre-elementary students. Additionally, the reliance on parental support and varying technological abilities further complicates the adjustment process. For P2, it was The New Normal; the main challenge, both inside and outside school, and personally, is adapting to the new normal. Learning to navigate Google Meet, a new learning management system, and dealing with internet connectivity issues are unexpected challenges.

Meanwhile, P3 said it was Access to the Internet. She divulged that one of the initial challenges is ensuring access to necessary technology, with the school acquiring a learning management system to aid in the transition. However, internet connectivity issues in the Philippines pose a significant obstacle, with weak or nonexistent connections hindering online distance learning. Additionally, concerns arise regarding the effectiveness of executing lessons and validating children's learning through this medium, leading to questioning the efficacy of teaching methods. Equally, for P4 and P5, they were Technical Difficulties, Student Engagement, and Professional Development. She explained that teachers and students encountered technical issues with internet connectivity and device access, struggled to maintain student engagement in virtual environments, and faced the need for rapid adaptation to online teaching methods. These challenges have demanded resilience, creativity, and adaptability from educators, underscoring the importance of additional resources and support, particularly in professional development and technology access.

On the other hand, P6 said the challenges were Computer Availability and Teachers' Protection. They included a need for more updated computers provided by the school, transportation difficulties between home and school, and the need for isolation to fulfill tasks safely. For P7, P8, and P12, they were Effectiveness and Limitations, ICT Capabilities, Internet/WIFI Access, Engaging Students in Active Learning, Parental Support and ICT Capabilities, Student Engagement, and Motivation. They said that the transition to online teaching presented numerous challenges. Inside the school, limited interaction with pupils, adapting teaching methods for virtual delivery, and addressing technical issues hindered learning. Discipline and behavior management became more difficult without physical presence. Outside of school, creating a conducive learning environment at home and securing parental support was challenging. Establishing a sense of community took much work due to limited interaction. Adapting to new technology, managing workload, and keeping pupils engaged posed significant challenges, requiring continuous effort and adaptation of teaching strategies.



P9, on the other hand, said they were Technological Difficulties, Collaboration with other Teachers, and Ensuring Equal Access to Online Resources and Support. She said that transitioning to online instruction posed various challenges professionally and personally. Inside the school, I encountered technological difficulties and had to collaborate with colleagues while exploring new communication methods. Outside the school, ensuring equal access to online resources for all students, especially those with special needs or limited technology access, was challenging. As a teacher, adapting to using technology and teaching online requires rapid skill acquisition. For P10, they were learning new technology quickly, managing the home and environment, and lacking in-person interaction with students. She said that transitioning to online teaching presented challenges both at school and outside. Inside the school, rapid adaptation to new technology was necessary to maintain engaging lessons. Managing a home environment for online classes amidst other responsibilities posed difficulties. The absence of in-person interaction with students was challenging, missing the energy and ability to gauge the classroom atmosphere.

Meanwhile, P11 said it was Personal and Pedagogical Adaptations. She said that during the transition to online teaching, I encountered challenges with meeting apps, learning management systems, and adapting teaching strategies. Typing exams in the LMS also presented difficulties. I feel that uncertainty about student learning at home, exam honesty, and less practical classroom management skills online are prominent issues. Many educators faced technological challenges, including trouble connecting to the Internet, learning new digital platforms, and needing more essential hardware. The sudden shift to online learning required teachers to rapidly adapt to new techniques and resources, often needing help with learning management systems and virtual meeting apps. Keeping student participation and engagement high in virtual classrooms proved challenging, with educators grappling to maintain attention and motivation without face-to-face interaction. The transition to online teaching had both personal and professional impacts on teachers, necessitating ongoing professional development to meet diverse learner needs and adapt lesson plans. Challenges also arose in adapting curricula and managing behavior in virtual settings, prompting instructors to reconsider teaching methods and assessment approaches. Additionally, obstacles emerged in creating a conducive home learning environment and securing parental support, with some students facing distractions or lacking access to suitable study spaces and not all parents equipped to support online education.

Interview Question 3. How did your self-efficacy or self-confidence play a role during the transition to teaching online during the pandemic?

**Theme C**  
*Enables Adaptation, Innovation, and Success as Educators*

PARTICIPANTS	RESPONSES
P1	"... I am confident that the tasks given to me were all done well."
P2	"...the teacher must be confident all the time and ready all the time to teach and share new learning with the student."
P3	"... I didn't give up, with the help of my colleagues and the school administration, we executed the transition to teaching online during the pandemic very well."
P5	"... I will able to manage those stress, take care of my physical and mental health, and stay resilient."
P6	Since I am the kind of teacher who is cheerful inside the school, especially inside the classroom, I have to maintain the behavior they see in me at school, even when we do online classes. I always have to make sure they interact in every class.
P7	"Believing in my skills and knowledge allowed me to adapt and continuously improve my online teaching methods."
P8	"... embrace challenges, having a positive mindset and being resilient in overcoming obstacles during the transition.
P9	in determining my personal goals, level of patience in the face of difficulty, and how much motivation to carry out certain teaching behaviors, including the use of digital teaching or technologies as the main resources during the pandemic.
P10	"... made it easier for me to manage the work-life balance (an outside-of-school problem) and swiftly adjust to new technology..."
P11	... naging matapang akong harapin ang mga doubts and uncertainties ko na may kinalaman sa technologies. ...
P12	.... However, when using technology, I can say that I enjoy it. I explore more online activity sites that I can use for our daily activities.

With a theme, Enables Adaptation, Innovation, and Success as Educators, the teachers shared that the challenges encountered during the transition from in-person to online teaching were multifaceted. Inside the school, difficulties ranged from adapting to new technology and learning management systems to navigating online teaching strategies and typing exams in the LMS. Personally, uncertainties arose regarding student learning effectiveness and exam honesty, while struggles with classroom management skills in an online setting were evident. Outside of school, technical issues such as unstable internet connections and managing home environments for online classes were prominent. Additionally, maintaining student engagement and participation posed challenges, along with ensuring equal access to resources and support for all students. Overall, the transition required resilience, adaptability, and quick learning of new skills from educators while highlighting the need for additional resources and support in various aspects of online teaching.

During the challenging transition to remote teaching, educators leaned heavily on their adaptability and resilience to navigate the obstacles that arose. Despite the uncertainties brought about by the pandemic, they remained steadfast in their commitment to providing quality education. With a positive mindset and a willingness to confront challenges head-on, teachers embraced the shift to online instruction. They approached each hurdle with confidence, believing in their abilities to overcome them, even in the face of uncertainty. Drawing on their skills and knowledge, instructors continuously refined their online teaching techniques to meet the needs of their students better. Their unwavering confidence in their expertise propelled them forward, enabling them to conquer the challenges presented by the transition. Throughout this journey, self-efficacy and self-confidence played pivotal roles in helping educators manage stress and uncertainty. By trusting in their capacity to navigate the complexities of online instruction, teachers remained resilient, ensuring that they could continue to provide practical learning experiences for their students. Equally, the study by Huang and Wang (2023) aimed to build a structural equation modeling to examine the effects of teacher support on students' academic achievement, with a focus on the mediating roles of academic self-efficacy and student engagement. The sample consisted of 651 university students who experienced emergency online learning during COVID-19. The findings demonstrate that the overall academic achievement of university students was significantly influenced by teacher support. Additionally, the impacts of teacher support on students' academic achievement were progressively mediated by academic self-efficacy and student involvement. Implications for research are also covered.

Question No. 4. What were the positive and negative experiences you encountered with students while teaching online?

<b>Theme D</b>		
<b><i>Technological and Pedagogical Challenges, Student Engagement, and Social Interaction</i></b>		
PARTICIPANTS	RESPONSES	Subordinate THEMES
P1	"I cannot handle those noisy pupils, but I can make those papers work well. ... not all activities done by the students were their answers; ... need more time to teach, but the signal is not good.	Difficulty in Handling Students' Attitudes and Honesty Well-done Paper Works
P2	"...I can manage my time well, unlike during face-to-face classes. The negative experience is that I am not sure 100% if my student learned from me or understood the lessons at all..."	Practice Time Management Uncertainty about student learning and comprehension
P3	... discovered various methodologies and sources of motivation, ... ... students started experiencing and feeling bored during online classes. ... students who consistently have absences during online classes, .... to complete the class record when scores are missing from these students.	Exploring Effective Online Teaching Strategies and Addressing Challenges with Student Engagement and Participation
P4	"... can allow for more personalized learning experiences... students to develop or improve their technology skills. However, the negative experience is that not all students have equal access to	Balancing the Positive Potential and Negative Realities of

P5	technology and reliable internet connections. ... "Technical difficulties during online class, lack of personal interactions with the students, distractions, and lack of focus of the students. ... take responsibility for their learning, which develops self-discipline, time management skills, and the ability to work independently.	Online Learning Technical Difficulties, Limited Social Interactions, Distractions in Class, Developed Abilities and Capabilities
P6	... to see them enjoying the online classes.... As for negative experiences, ... various ways for them to cheat on quizzes, especially in the examination. ...	Enjoying Online Classes Prone to Cheating
P7	... On the positive side... students enjoyed the flexibility of being able to learn at their own pace and access course materials whenever they needed them.... Technical difficulties and internet connectivity issues ..., limited social interaction ... distractions at home...	
P8	"Positive Experiences: Flexibility in enabling a better work-life balance; Negative Experiences : Technical Issues, ... ; Lack of Personal Connection, ... maintaining student engagement and participation in online classes ..."	
P9	"... better communication, more flexibility, and access to digital resources, ... technological obstacles ... a lack of human interaction, issues with time management,..."	
P10	"... students to learn at their own pace and around their schedules, ..., it can be harder to read student body language and facial expressions ... Technical problems like internet connectivity ..."	
P11	POSITIVE -May mga students na open camera .... marami silang natutunan sa aking sa subject ko na HTML. .... lumabas ang talento sa technology gaya ng pag-eeedit ng mga videos. NEGATIVE -... halatang nandadaya tuwing exams. -... students na nagdadahilan na walang camera pero meron naman.	ICT capabilities of students Prone to Cheating Absenteeism
P12	... they can easily react to what I say.... experience a lot of new sites and activities together, and explore the use of their phones and devices. On the negative side,..lack of connection ... A any excuse to be absent in one subject... limited time to connect with them	

With a theme, Technological and Pedagogical Challenges, Student Engagement, and Social Interaction, the teachers shared the positive and negative experiences they encountered with students while teaching online. P1 said that they had difficulty handling students' attitudes and honesty and well-done paperwork. She shared that online teaching presents both positive and negative experiences. On the bright side, managing noisy students becomes more accessible, allowing for practical focus on assignments. However, a downside emerges as not all student activities reflect their efforts, often being completed by parents.

Additionally, connectivity issues frequently disrupt teaching, requiring more time than available due to poor signal quality. For P2, they were able to Practice Time Management, but they needed more certainty about Student Learning and Comprehension; on the positive side, there was improved time management that allowed for timely completion of paperwork in online classes. However, there needed to be more certainty regarding students' comprehension as some were absent or off-camera yet achieved perfect scores. It took much work to assess participation levels compared to face-to-face classes. Seeing students actively engage with the curriculum, use interactive tools, and participate in online classes are examples of positive experiences. On the other hand, unpleasant experiences include difficulties keeping students' attention, like inattentiveness, cheating on tests, and distractions. In the realm of student engagement and participation, positive experiences in online education are marked by the sight of students actively immersing themselves in the curriculum, leveraging interactive tools, and eagerly participating in virtual classrooms. Conversely, encountering challenges in maintaining students' attention, grappling with inattentiveness, instances of cheating during assessments, and various distractions present negative experiences.

Technological challenges serve as a significant aspect of both positive and negative experiences in online learning. Positively, students demonstrate adaptability to online platforms and enhance their digital literacy skills. However, negative experiences stem from constraints arising from students' access to technology, internet connectivity issues, and encountering technical hurdles during online sessions. Assessment and progress monitoring exhibit a dichotomy of experiences in online education. The adaptability of online learning, individualized learning plans, and enhanced resource accessibility contribute positively. Conversely, challenges persist in accurately evaluating student learning, confirming comprehension, and effectively tracking progress. Social interaction and connection are pivotal aspects of the online learning experience. While the flexibility and convenience of online learning are highlighted as positive experiences, negatives encompass limited social interaction, a lack of personal connections with peers and teachers, and difficulties in fostering meaningful relationships within the virtual classroom setting.

Adaptability and innovation are crucial for educators navigating the online teaching landscape. Positive experiences include teachers innovating teaching methodologies, devising new strategies to engage students, and enhancing digital literacy skills through professional development. Nevertheless, negative experiences revolve around the ongoing struggle to sustain student engagement and participation in online classes compared to traditional classroom settings. Student behavior and accountability represent fundamental components of the online learning environment. Positive experiences emerge as students take ownership of their learning journey, cultivate self-discipline, and exhibit independence. Conversely, negatives encompass issues such as absenteeism, instances of cheating during assessments, and students utilizing excuses to evade active participation in the learning process.

As such, in a study by Gonzalez et al. (2023) entitled "Teachers' Experiences of Teaching Online during COVID-19: Implications for Post-Pandemic Professional Development", they reported that the Great Online Transition (GOT) that took place during COVID-19 has made it more critical than ever to comprehend the digital capabilities needed for blended and online learning in the post-pandemic era. Higher education institutions were required to resume face-to-face instruction on campus after being placed under quarantine. This raised concerns about how to apply the lessons learned during this time of compulsory acquisition and innovation in online teaching competencies. The outcomes of an interview-based study on teachers' perceptions of online instruction during the pandemic were presented in their paper. Over two years, throughout the epidemic, 111 instructors were questioned. To organize the experiences of the teachers, they used a hybrid theme analysis. Their findings demonstrated that, despite the difficulties brought on by the pandemic's disruption, teachers learned a few key lessons: they used a variety of digital tools to continue delivering content and encouraging student interaction; they also gained a deeper understanding of course design and assessment; and they developed empathetic qualities to relate to students' circumstances. They used these experiences as a foundation to produce suggestions for enhancing digital competencies after the GOT. Essentially, one of the most frequent obstacles to teaching throughout the epidemic has been a need for more readiness to use technology to carry on the learning process (An et al., 2021; Webb et al., 2021). Interview Question 5. During the transition to online teaching, in what ways did your school provide technology training and support for teachers who varied in level of technological experience, different content areas, or varying grade levels?

**Theme E**

***Comprehensive Learning and Material Support and Training Initiatives***

PARTICIPANTS	RESPONSES
P1	Our school provides more technology training, and those teachers who are advanced in technology share their knowledge with the teachers who need to become more familiar with using the computer.
P2	... sending their teachers to different seminars regarding the new LMS, ... The school also provided us with teaching materials since we have online classes and our own PCs in our classrooms.
P3	... acquired a learning management system that teachers utilized for teaching and providing learning materials to students. Furthermore, seminars and training were also conducted
P4	..., we used the Learning Management System (LMS), wherein students could join Google Meet links for online lessons. They were also able to view past lessons and complete activities.
P5	... provides or conducts technology training and support for the teachers, which enhances our teaching skills. Some of this training and seminars equip us with the necessary skills and knowledge to effectively integrate technology into our teaching practices.

- P6 ... we were provided with our desktop computers. It is complete. Includes headphones and a camera. Internet connections were installed, and we were given training for the Learning Modality ... They also provide our safety ..."
- P7 ... my school provided technology training and support for teachers with different levels of technological experience, different content areas, and varying grade levels. They organized workshops and training ... subject-specific guidance was also given to support teachers in their specific content areas...
- P8 Our school organized professional development workshops and training sessions focused on essential digital tools, online teaching strategies, and best practices for remote instruction.
- P9 Our school provides computer and internet connection to all the teachers so we can conduct a lesson, and also ... different seminars ....
- P10 Our school has provided a Learning management system ...
- P11 Ang aming school ay pina-attend ako sa seminar .... ... Ang aming school din ay nagavail ng mga Learning Management Systems ... Bawat classroom ay kompleto kami sa kagamitan at internet.
- P12 Our school provided us orientation with the different uses of .... they provided us the complete set of technology and the individual room where we conduct our online classes.  
...
- 

The theme, Comprehensive Learning and Material Support and Training Initiatives, shared their responses on the ways their school provided technology training and support for teachers who varied in level of technological experience, different content areas, or varying grade levels. They said that their schools demonstrated a solid commitment to supporting their teachers through the transition to online teaching. The school provided comprehensive technology training and support, ensuring that educators of all skill levels can effectively integrate technology into their teaching practices. Workshops and seminars covered essential digital tools, online teaching strategies, and best practices for remote instruction, fostering collaboration and peer mentoring among teachers. Additionally, the school equipped teachers with the necessary hardware, including desktop computers, internet connections, and individual classrooms for conducting online classes. Furthermore, the implementation of a Learning Management System (LMS) facilitated seamless communication and content delivery between teachers and students. Through continuous professional development and access to resources, their schools empowered their educators to navigate the challenges of online teaching with confidence and innovation.

In response to the shift to online teaching, schools prioritize the professional development of their instructors through a series of workshops and training sessions. These sessions are designed to equip teachers with the essential skills and knowledge required for effective online instruction. Covering topics such as best practices for remote teaching, online pedagogical strategies, and the utilization of digital technologies, the workshops catered to educators across various subject areas and grade levels, addressing their specific needs and challenges. One key aspect of this professional development initiative is the introduction of Learning Management Systems (LMS) to facilitate online instruction. Teachers receive comprehensive training on how to navigate these platforms efficiently, with beginner seminars focusing on basic functionalities and advanced sessions exploring innovative ways to integrate technology into subject-specific contexts. Encouraging collaboration and peer support, teachers are encouraged to share best practices and troubleshoot challenges together, fostering a supportive community of practice. Recognizing the diverse needs of educators, schools also provide subject-specific guidance to ensure that teachers have the resources and techniques necessary to deliver high-quality online instruction in their respective subject areas. This targeted support enables instructors to tailor their teaching approaches to the unique demands of their disciplines.

Furthermore, schools prioritize access to technology and resources by providing teachers with individual classrooms, desktop computers, internet connections, and other essential facilities needed for conducting online classes. This investment in infrastructure ensures that educators have the necessary tools to deliver engaging and effective online instruction, ultimately enhancing the learning experience for students in the virtual classroom. Interview Question 6. What was your experience regarding students' motivation, engagement, and achievement while teaching online?

**Theme F**

**Complex Experiences in the Utilization of Teaching Strategies, Technological Issues, and Individual Student Characteristics**

PARTICIPANTS	RESPONSES	SUBORDINATE THEMES
P1	... they can make it; they graduated even though there are some struggles in teaching online.	Students Resilience
P2	... they give attention once the teacher prepares some fun and learning activities...	Give Full Attention
P3	... I explored and discovered different forms of motivation, such as games, ice breakers, or energizers...	Discovers Different Forms of Motivation
P6	... at first, I had a hard time motivating them. Sadness is also carried, and they are only at home. Sometimes, they feel too lazy to attend online classes. ... I have to call their parents to ask why the child is not attending online classes. ... I persuaded not only the kids who were too lazy to join online classes but all of them. ..	Collaborating with Parents/Guardians
P7	..., some students have shown high levels of motivation and engagement, actively participating in virtual lessons and completing assignments with enthusiasm. ... However, some students struggle with staying motivated and engaged online. ... Sometimes, poor internet connectivity or difficulty accessing LMS platforms can also lead to frustration and lower motivation among students. ... some students struggled to stay focused and motivated...	Different Levels of Student Engagement and Motivation
P8	While some students demonstrated increased motivation and engagement due to the flexibility and autonomy of online learning, others needed help with maintaining focus and participation in the absence of face-to-face interaction and structured classroom environments...	
P9	... While some students excelled in the online learning environment, others had difficulties that hindered their capacity to remain inspired, involved, and successful in their studies.	
P11	Ang mga students ay nakikinig naman sa umpisa pero hindi naman maiiwasan na sila ay mapagod at mawalan ng atensyon.	
P12	... They feel that the system is just helping them to pass the year level but not in terms of growing their skills. With this, we teachers always remind them to be more active and to engage them with different activities where they can showcase their talent and skills.	
P10	The flexibility of online learning allowed some students with busy schedules or those who were typically shy in class to participate more actively. Others have struggled because the lack of face-to-face interaction and the distractions of the home environment could make it harder for some students to stay motivated. Students who were self-directed learners could sometimes manage their time effectively and excel in the online environment. On the other hand, students who struggle with self-discipline or time management could stay caught up with the structure of a traditional classroom	

With the theme, Complex Experiences in the Utilization of Teaching Strategies, Technological Issues, and Individual Student Characteristics, the teachers divulged their experiences regarding students' motivation, engagement, and achievement while teaching online. P1 confirmed that she experienced Student Resilience. She shared that an example of her expertise concerning student motivation, engagement, and achievement in online teaching was witnessing their ability to persevere and succeed despite the challenges. At the same time, P2 affirmed that the students Gave their Full Attention to classes because she prepared some fun and learning activities. For P3, she discovered different forms of motivation, such as games, icebreakers, and energizers. Meanwhile, P6 said she experienced collaboration with parents/guardians because of absenteeism, which helped her persuade the whole class to attend their sessions regularly. On the other hand, P7, P8, P9, P11, P12, and P10 met Different Levels of Student Engagement and Motivation. They said that in the transition to online learning, a diverse range of student experiences emerged.

While some students thrived in the virtual setting, demonstrating heightened motivation and engagement, others grappled with maintaining focus and participation without the structure of face-to-face interaction. Challenges such as poor internet connectivity and difficulty accessing learning platforms exacerbated frustrations and hindered motivation among certain students. Despite initial enthusiasm, some students found it challenging to sustain their attention and drive over time. Additionally, while the flexibility of online learning benefited some students with busy schedules or those who were typically reserved in class, others felt disconnected from the educational experience and struggled to grow their skills. As educators, it remained crucial to encourage active participation and provide opportunities for students to showcase their talents and abilities, fostering a supportive and engaging online learning environment.

The landscape of student engagement and motivation in online learning proves to be diverse for teachers. While some students exhibit remarkable drive and engagement, actively participating and completing tasks with enthusiasm, others struggle to maintain motivation and attendance in virtual classes. In response, teachers explore innovative teaching strategies to bolster student engagement. These strategies include interactive activities, multimedia presentations, and tailored assignments aimed at sustaining student interest and participation. However, challenges such as slow internet connections, home distractions, and difficulties with learning management systems persist. Teachers address these obstacles by providing personalized learning experiences and individualized support to meet the unique needs of their students. Despite these challenges, positive outcomes emerge, including increased student autonomy, adaptability, and participation. Many students thrive in the virtual environment, taking ownership of their education and achieving academic success. Recognizing the importance of fostering engagement and support, teachers prioritize creating a welcoming and inclusive online learning environment. They offer guidance, resources, and encouragement to support students' academic journey and ensure their success. Likewise, in the study by Zhu et al. (2021), they examined how to integrate technology and successful teaching practices in a blended learning (BL) graduate course in the United States. Data were gathered using a variety of methods, such as (1) semi-structured interviews with students, (2) midterm and final course assessments, (3) two rounds of online discussions, (4) online reflection journals for four weeks, and (5) reflections from the teacher. Thematic analysis and descriptive statistics were used to examine the qualitative and quantitative data. Several techniques were used to determine the study's credibility. In BL, effective and ineffective teaching techniques and technological applications were recognized. The results showed that students valued having in-person conversations with their teachers and peers. Inappropriate asynchronous discussions, however, were thought to be less productive in Blended Learning. The results showed that students valued having in-person conversations with their teachers and peers. Inappropriate asynchronous discussions, however, were thought to be less productive in Blended Learning.

Furthermore, prompt feedback from instructors and peers inspired students and raised the caliber of their work. Although learning technologies were essential to BL, their application has to be made more straightforward and efficient. Technical assistance was necessary to lessen the cognitive strain on students. Interview Question 7. What personal and professional challenges did you encounter with the transition to blended teaching? How did you manage the transition to blended teaching?

**Theme G**

***Adaptation, Professional Development, Effective Management Strategies, and Addressing Learning Loss***

PARTICIPANTS	RESPONSES	SUBORDINATE THEMES
P1	... It is not easy to teach now because we come from online teaching. Students are difficult to please. You need more time to explain the lesson.	Difficulty Pleasing Students
P2	...adjustment in knowing how to use the different materials and strategies for having online classes. ... Second, basic writing and reading skills. ... naaawa ako sa mga batang hindi pa maalam magbasa at magsulat ng maayos. ... it is also part of our job to teach them how to read and write, but sometimes a teacher is not only a teacher; they are a nurse, coach, and referee all in one. So it is essential to learn that learning starts at home with the help of their parents...	Adjustment in Using Different Materials and Strategies, basic writing and reading schools Addressing Learning Loss
P3	... the discipline required from the students in an online distance learning setup is different from when they are	Different Discipline, Students Familiarity

	physically present in the classroom... students are used to studying merely in front of their devices. ...uncontrollable noise and misbehavior among students.	with their Device in Studying, Misbehavior
P4	... allows for more personalized and differentiated instruction. However, tailoring instruction to meet the diverse needs of students in both online and in-person settings ... Facilitating effective collaboration and communication among students in both online and in-person settings ... Creating opportunities for meaningful interaction, fostering a sense of community, and promoting active engagement....	Personalized and Differentiated Instruction, Difficulty in Tailoring Instruction, Facilitating Effective Collaboration and Communication, Creating Opportunities, and Promoting Active Engagement
P5	I have experienced more technical issues integrating technology into teaching, such as internet connectivity issues or hardware malfunctions. ...attention decreases may vary, and distractions can be more prevalent in online environments.	Technical issues Varying Decrease in Students' Attention Span
P6	I learned a lot... more liberated in using the computer, good time management ...	More Liberated in Using the Computer, Good Time Management ...
P7	I had to get used to the new way of teaching and find a balance between in-person and online instruction. ... had to learn how to use new technologies and engage students effectively in both settings... had to come up with new teaching strategies and make sure all students had equal access to resources. ...The challenge of addressing learning loss in students because of using the MELCS during a pandemic.	Resilience  Addressing Learning Loss
P8	The pressures and uncertainties associated with navigating the complexities of blended teaching, meeting the diverse needs of students, and managing the dual demands of in-person and online instruction. Professionally, challenges in developing cohesive blended learning curricula that seamlessly integrate in-person and online components, align with learning objectives and cater to diverse learning needs. ... designing fair, equitable, and practical assessment and evaluation strategies ...	Professional and Personal Challenges
P10	... Learning new technologies and mastering online platforms added an extra layer of stress... Different strategies were needed to keep students interested in both the in-person and online environments.	Development of more Efficient Teaching Strategies
P11	...Isa na dito ang learning loss ng mga students.	Addressing Learning Loss
P12	The problems that I encountered with the transition to blended teaching are the problems with communication and relationships with my students.	Effective Communication and Relationship

With a theme, Adaptation, Professional Development, Effective Management Strategies, and Addressing Learning Loss, the teachers shared their responses about the personal and professional challenges they encountered with the transition to blended teaching and how they managed the transition. P1 said that she had difficulty Easing the students. She added that she needed more time to explain the lesson, while P2 stated that she made adjustments in using different materials and strategies, as well as basic writing and reading skills. In P3's case, there were other disciplines, such as students' familiarity with their devices in studying and their misbehavior. For P4, they were Personalized and Differentiated Instruction, Difficulty in Tailoring Instruction, Facilitating Effective Collaboration and Communication, Creating Opportunities, and Promoting Active Engagement. On the other hand, P5 divulged that the challenges were Technical issues and a Varying Decrease in Students' Attention Span. Meanwhile, P6 said that students were more liberated when using the computer, and she was able to develop good time management skills and address the learning loss of the students. Equally, P7 had the chance to practice Resilience because she needed to adjust to the new teaching style and strike a balance between face-to-face and virtual learning.



It was necessary to develop new teaching techniques, ensure that all students had equitable access to resources, and learn how to use new technologies to engage students in both locations effectively. For P10, it was the Development of more Efficient Teaching Strategies. She said that there was an additional layer of stress associated with learning new technologies and navigating online platforms. Different tactics were required to maintain students' interest in both the in-person and online contexts. P11 said it addressed the learning loss of the students. For P12, it was Effective Communication and Relationship.

As the education landscape shifts towards blended learning, instructors encounter a myriad of technological hurdles. Hardware failures and unreliable internet connectivity become recurring adversaries, disrupting the seamless flow of lessons. Moreover, there is a pressing need to swiftly acquaint themselves with new technologies to integrate them into their teaching repertoire. Transitioning from online to blended learning necessitates a fundamental overhaul of teaching methodologies. Striking a delicate balance between face-to-face interactions and virtual instruction becomes paramount. Educators grappled with tailoring their approaches to cater to the diverse needs of learners, adapting strategies to accommodate both in-person and remote modalities. For students, acclimatizing to the new learning environment proves to be a formidable challenge. Having grown accustomed to the autonomy of online learning, the transition back to traditional classrooms is met with resistance. Disruptions, misconduct, and an overall lack of adjustment permeated the classroom atmosphere during this transitional phase, impeding the learning process. According to a recent study conducted by the University of San Carlos (USC) and Thames International School, students from private schools across the Philippines have experienced a decline in their science and mathematics learning due to the disruptions caused by the COVID-19 pandemic. The study, known as the Philippine Assessment for Learning Loss Solutions (PALLS), evaluated 3,600 students in Grades 1-12 from 18 private schools nationwide. The assessment carried out in the final quarter of the previous year revealed that the average scores for science and mathematics were below the passing percentage set by the Department of Education.

In contrast, English scores were barely passing. The exams were based on the "Most Essential Learning Competencies" for these subjects, with students answering 75 multiple-choice questions from their previous grade level. The study also highlighted that as students' progress to higher grade levels, the severity of learning loss becomes more pronounced, with older students achieving lower scores. This was supported by the study of Zhdanov (2022), which found that reduced instructional time—provided by teachers by the national curriculum—is likely to result in a loss of learning. Recognizing the need for upskilling in blended teaching, educators fervently engage in professional development endeavors. Workshops, training sessions, and collaborative efforts with peers serve as conduits for enhancing proficiency in navigating the complexities of blended instruction and surmounting the associated obstacles.

In the realm of interpersonal dynamics, communication and relationship-building emerge as focal points. Some educators need help in fostering meaningful connections with students in the blended learning paradigm, potentially impeding the overall learning experience. Navigating these challenges demands innovative communication strategies and proactive efforts to nurture a conducive learning environment. The COVID-19 pandemic presented different challenges for teachers (Pentang, 2022). Due to the abruptness of such measures, uncertainty about their duration, and a lack of familiarity with remote education, the United Nations Educational, Scientific and Cultural Organization (UNESCO), 2020b has previously identified bewilderment and stress among teachers as one of the negative repercussions of school closures. The negative work-related feelings linked with the depletion of psychological resources have long been a matter of debate among educators, politicians, and researchers (Kim & Asbury, 2020). Longitudinal research discovered that as the pandemic proceeded in 2020, teachers' mental health deteriorated. Furthermore, teachers in the COVID-19 risk categories suffered the most significant decline in their mental health. This may arise because the long-term nature of the problem causes tiredness by reducing confidence in their abilities to do their duties and making it more difficult to manage behavior among learners (Buri & Kim, 2020).

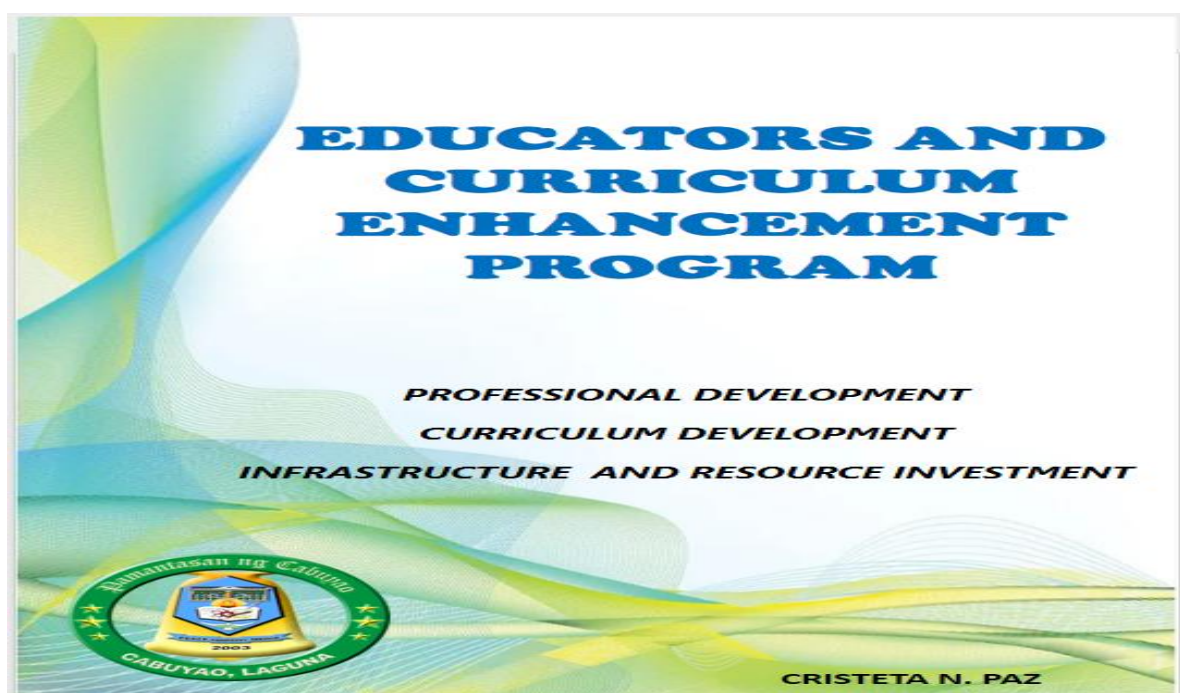
These abrupt shifts in the educational setting can have an impact on their work-life balance. Consequently, many experts, including teachers, were stressed and burned out while dealing with the pandemic (Santiago, 2023). Teachers were not equipped or prepared to teach digitally, so blended learning was not their preferred method of instruction. This perplexity produced discomfort and dissatisfaction among educators (Dziuban et al., 2018). Teachers were said to have gone out of their way to give their best when they moved to distance learning during the pandemic (Cabello et al., 2022). Moreover, a vast majority of instructors, particularly those in rural and impoverished areas, struggled with the transition due to poor technology assistance and training, unexpected and abrupt changes, and insufficient bandwidth (Goldberg, 2021).

Thus, teachers appeared to be susceptible to psychological stress, which might result in emotional tiredness. Teachers were expected to provide academic instruction, social-emotional support, and build relationships with students and families, often without adequate compensation or support from administration and leadership, which can result in stress, frustration, burnout, and, eventually, teacher turnover (Stauffer & Mason, 2013). In addition to these challenges, many teachers have had to balance competing duties when preparing online classes and caring for their children at home, which has frequently led to increased parental stress and job overload (Hong et al., 2021).

According to Arias et al. (2019), instructors teaching in the early levels of preschool and primary education had the highest anxiety scores, in contrast to previous studies in non-pandemic conditions, which found that high school teachers were the most afflicted by psychological symptoms. This could be because (among other things) these teachers felt a greater responsibility for the younger children who required more care and protection due to their age. They may feel very pressured to carry out these duties of care adequately by responding to the children's needs and the concerns of their families (Etxebarria et al., 2020).

**Question No. 3 Based on the findings, what institutional programs can be proposed?**

Based on the summary of findings related to the shift towards online and blended teaching, a program aimed at assisting educators in successfully adapting to this transition is suggested. Given the difficulties brought about by the pandemic and the subsequent return to in-person instruction after the pandemic, various factors, such as the potential eruption of the Taal Volcano, rising temperatures from climate change, and transportation disruptions in our country, necessitate modifications to blended teaching strategies. With this, an institutional program is being proposed:



**Rationale :** Blended teaching, which combines traditional face-to-face instruction with online learning, offers a versatile approach to education that can enhance both teaching and learning processes. Effective blended teaching requires careful planning and implementation to maximize its benefits. To ensure a successful teaching and learning experience, it is essential to have a well-designed curriculum that guides the institution. Additionally, educators should engage in continuous professional development to enhance their skills. Moreover, technological support is crucial to adapting to and meeting the needs of our learners in the 21st century. The proposed program for enhancing educators' proficiency in delivering high-quality instruction effectively, specifically in online and blended learning environments, is based on the findings of the study. The findings prioritize three key areas: Professional Development, Curriculum Development, and Student Engagement. By addressing the specific needs and challenges identified in these areas, the plan aims to foster a comprehensive development of the teaching and learning process.

**1. Continuous Professional Development:** Continuous professional development (CPD) is crucial for educators in blended teaching to navigate and leverage both in-person and online instruction effectively. As technology and educational practices evolve, ongoing training ensures that teachers are proficient in the latest digital tools and platforms, enhancing their ability to deliver engaging and high-quality lessons. CPD programs should focus not only on technical skills but also on pedagogical strategies tailored to blended learning environments. Based on the findings of the study, challenges faced by the teachers include student engagement and strategies they need to employ to motivate their students.

Regular workshops, webinars, and collaborative learning communities provide valuable opportunities for educators to share experiences and best practices. By participating in CPD, teachers can stay up-to-date with educational research and innovations, applying new insights to improve student outcomes. Institutions should allocate time and resources to support CPD, recognizing that well-trained teachers are crucial to the success of blended learning initiatives. Ultimately, continuous professional development fosters a culture of lifelong learning among educators, ensuring that they remain adaptable and skilled in a rapidly changing educational landscape.

**2. Curriculum Development:** It is essential to develop a well-rounded curriculum for blended teaching that seamlessly combines online and face-to-face elements. The curriculum should capitalize on the strengths of both modes of instruction, offering a range of teaching methods to enhance learning. Incorporating multimedia resources, collaborative activities, and adaptable assessments are vital components to ensure an engaging and inclusive learning experience. Additionally, integrating technology through learning management systems is crucial for efficient content delivery. Continuous feedback from students and educators is necessary for ongoing improvements in curriculum development. Educational institutions can enhance student engagement and achievement in blended teaching environments by focusing on curriculum development.

**3. Infrastructure and Resource Investment:** Infrastructure and resource investment plays a crucial role in the success of blended teaching by providing educators and students with the necessary tools and support. One of the challenges that teachers experience is the need for internet connectivity. Reliable internet connectivity is essential for uninterrupted access to online platforms and resources. Schools must invest in high-quality hardware like computers, tablets, and interactive whiteboards to enhance both in-person and online learning. A robust Learning Management System (LMS) is also vital for organizing course materials, tracking student progress, and facilitating communication between teachers and students. In addition to technology, creating conducive physical spaces that support blended learning is essential. Classrooms should have audio-visual equipment and flexible seating arrangements to accommodate different teaching styles and group activities. Regular maintenance and upgrades of technological infrastructure help prevent technical issues that can disrupt learning. Investing in digital resources such as e-books, online journals, and multimedia content enriches the curriculum and provides diverse learning materials.

**Objectives :** Investing in infrastructure and resources is essential for the success of blended teaching. It guarantees that educators and students have the necessary tools and support to thrive in this learning environment. Reliable internet connectivity is crucial for uninterrupted access to online platforms and resources. Schools and institutions must invest in an enhancement plan for blended teaching that focuses on continuous professional development, curriculum development, and infrastructure and resource investment. The objectives of the enhancement plan are threefold. Firstly, it aims to provide educators with ongoing training to master the use of digital tools and innovative teaching strategies, ensuring they can deliver engaging and effective blended lessons. Secondly, it focuses on curriculum development, aiming to design a flexible, inclusive, and interactive curriculum that seamlessly integrates online and in-person components to cater to diverse learning needs. To support these objectives, the plan prioritizes the integration of multimedia resources and collaborative activities that enhance student engagement and learning outcomes. Additionally, it aims to ensure that technological infrastructure, such as high-speed internet and modern hardware, is reliable and accessible to all students and educators. Investing in a robust Learning Management System (LMS) is crucial for efficiently organizing and delivering course content. The enhancement plan also includes the creation of conducive physical learning spaces equipped with the latest audio-visual tools to support blended teaching methods.

**Scope :** The institutional plan aims to improve the proficiency of educators in delivering high-quality blended instruction, thereby enhancing student engagement and learning outcomes. This plan focuses on three main areas: Continuous Professional Development (CPD), Curriculum Development, and Infrastructure and Resource Investment.

**Reflection :** The enhancement plan for blended teaching underscores the importance of a comprehensive and strategic approach to achieving educational goals. The focus on continuous professional development (CPD) shows a dedication to equipping educators with the necessary skills to incorporate technology into their teaching methods effectively. This ensures that teachers are not only proficient with digital tools but also skilled in utilizing innovative pedagogical strategies to meet the needs of diverse students. The curriculum development component of the plan is praiseworthy as it aims to create a flexible and inclusive learning environment. By integrating multimedia resources and promoting collaborative activities, the curriculum seeks to boost student engagement and accommodate different learning styles. This adaptability is essential in sustaining student interest and fostering a deeper understanding of the subject matter. The investment in infrastructure and resources highlights the plan's commitment to providing a reliable and supportive learning environment. Ensuring high-speed internet connectivity, up-to-date hardware, and a robust Learning Management System (LMS) is crucial for the effective delivery of blended learning. The emphasis on creating conducive physical learning spaces equipped with advanced audio-visual tools further demonstrates a holistic approach to supporting both in-person and online learning.

**Definition of Terms : Assessment** -The process of gathering, interpreting, and using information about student learning to make informed decisions about instruction, curriculum, and educational policies.

**Blended Learning** -An educational method that integrates conventional in-person teaching with online learning tasks and materials, offering students the advantages of adaptability, customization, and chances for both independent and collaborative learning.

**Curriculum Development** - The process of designing, implementing, and evaluating educational programs and materials to meet specific learning objectives and standards, ensuring alignment with educational goals and student needs.

**Communities of Practice** - Groups of educators who share a common interest, profession, or learning goal and engage in collaborative learning, knowledge sharing, and problem-solving to improve their practice and achieve common objectives.

**Differentiated Instruction** - An instructional approach that involves adapting teaching methods, materials, and assessments to accommodate the diverse learning needs, preferences, and abilities of students, ensuring that all students have access to meaningful learning experiences.

**Learning Loss** - The decrease or regression in students' academic skills, knowledge, and performance over time, often resulting from extended periods of interrupted or disrupted learning, such as during school closures or other educational disruptions.

**Learning Management System (LMS)** - A software application or platform used to manage and deliver online courses and educational resources, including course content, assignments, assessments, and communication tools.

**Mentorship Program** - A structured relationship between an experienced educator (mentor) and a less experienced educator (mentee) aimed at providing guidance, support, and professional development opportunities to enhance the mentee's skills and effectiveness in their role.

**Student Engagement** - The degree to which students are actively involved and invested in their learning, including their participation, interest, and motivation to learn.

### ENHANCEMENT PLAN FOR PROFESSIONAL DEVELOPMENT

Key Result Area	Objectives	Strategies	Time Frame	Persons involved	Resources Needed	Success Indicators
Continuous Professional Development	Empower educators to deliver high-quality instruction	Conduct a series of workshops and webinars, e.g. INSET,	July-August 2024	Experienced educators and instructional designers	Funds for professional development programs	95% of educators report increased competency

	effectively. Enhance educators' competency in online and blended learning environments. Foster a culture of continuous improvement and innovation.	covering key topics like online teaching tools, pedagogical strategies, student engagement, and time management.  Establish collaborative learning communities and mentorship programs.		with hands-on activities and collaborative discussions.  Principal  Teachers	Training materials and resources. Venues for workshops and meetings.	and confidence in delivering blended instruction. Improvement in student engagement and learning outcomes as evidenced by performance data and feedback.
<b>Monitoring Indicators</b>			<b>Evaluation Methods</b>			
<ul style="list-style-type: none"> <li>Number of workshops and webinars conducted.</li> <li>Attendance and participation rates of educators in CPD activities.</li> <li>Feedback from educators on the quality and relevance of CPD programs.</li> <li>Pre- and post-training assessments to gauge improvement in educators' skills.</li> </ul>			<ul style="list-style-type: none"> <li>Surveys and questionnaires were distributed to participants after each CPD activity.</li> <li>Observation and analysis of teaching practices through classroom visits or virtual class recordings.</li> <li>Interviews and focus groups with educators to gather qualitative data on the impact of CPD.</li> <li>Analysis of student performance data to identify correlations with educator training.</li> </ul>			

### ENHANCEMENT PLAN FOR CURRICULUM DEVELOPMENT

Key Result Area	Objectives	Strategies	Time Frame	Persons involved	Resources Needed	Success Indicators
Curriculum Development and Assessment Support	Enable educators to design engaging lesson plans and implement varied assessment methods effectively. Address learning loss caused by the pandemic. Ensure the curriculum aligns with academic standards and educational	Develop instructional materials and activities that align with the MATATAG Curriculum and other relevant standards.  Provide workshops on designing coherent and engaging instructional sequences.  Offer support in	1st quarter of the School Year 24-25 (July-September)	Principal Coordinator Teachers	Workshop materials and resources.  Venue for workshops and training sessions	95% of educators are able to design and implement effective lesson plans. Positive feedback from educators and students on curriculum relevance and engagement. Improved student performance and reduced

	goals.	implementing diverse instructional strategies and assessment methods.				learning loss.
<b>Monitoring Indicators</b>			<b>Evaluation Methods</b>			
<ul style="list-style-type: none"> <li>Number and quality of instructional materials developed and utilized.</li> <li>Educator participation in curriculum development workshops.</li> <li>Feedback from educators and students on the curriculum.</li> </ul>			<ul style="list-style-type: none"> <li>Review and analysis of lesson plans and instructional materials.</li> <li>Surveys and focus groups with educators and students to assess curriculum effectiveness.</li> <li>Analysis of student assessment data to determine the impact on learning outcomes.</li> <li>Regular curriculum review meetings to incorporate feedback and make necessary adjustments.</li> </ul>			

**ENHANCEMENT PLAN FOR INFRASTRUCTURE AND RESOURCE INVESTMENT**

Key Result Area	Objectives	Strategies	Time Frame	Persons involved	Resources Needed	Success Indicators
Infrastructure and Resource Investment	<p>Mitigate technical challenges faced by educators and students.</p> <p>Ensure reliable internet connectivity and access to necessary hardware and software.</p> <p>Efficiently utilize a robust Learning Management System (LMS).</p>	<p>Provide necessary hardware, software, and internet connectivity.</p> <p>Conduct training sessions on the effective use of LMS and other digital tools.</p> <p>Establish a help desk or support team for technical issues.</p>	June-July (before the start of School Year)	<p>IT Support Staff</p> <p>Help desk or support team members.</p> <p>Principal</p> <p>Teachers</p>	<p>Budget for Computers and LMS</p> <p>Budget for Training</p>	<p>Reliable internet connectivity and functional LMS were reported by 95% of educators and students.</p> <p>Timely resolution of technical issues and effective communication channels for reporting problems.</p> <p>Positive feedback on the adequacy and usability of provided hardware and software.</p>
<b>Monitoring Indicators</b>			<b>Evaluation Methods</b>			
<ul style="list-style-type: none"> <li>Inventory of hardware and software provided to educators and students.</li> </ul>			<ul style="list-style-type: none"> <li>Surveys and feedback forms to assess the adequacy and functionality of provided resources.</li> <li>Analysis of LMS usage data to track engagement and identify any issues.</li> </ul>			

<ul style="list-style-type: none"><li>• Participation rates in LMS and digital tool training sessions.</li><li>• Frequency and resolution times of technical issues reported to the help desk.</li></ul>	<ul style="list-style-type: none"><li>• Regular review meetings with IT support staff to discuss technical challenges and solutions.</li><li>• Interviews with educators and students to gather feedback on infrastructure and resource effectiveness.</li></ul>
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## V. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

### Summary of Findings

The purpose of this phenomenological study was to describe the lived experiences, challenges, and coping mechanisms faced by the teachers during the paradigm shift in education brought about by the COVID-19 pandemic and in returning to in-person teaching after the pandemic. Twelve participants participated in semi-structured interviews that provided the participants an active voice for others to listen to their experiences during the COVID-19 pandemic. After the interviews, the researcher analyzed the data by transcribing the interviews verbatim. Then, she extracted similar responses from the participants and categorized them by themes, code, and cluster. The emerging themes were extracted from the similar responses per line of the verbatim transcription. This process is known as the Interpretative Phenomenological Analysis (IPA) (Alase, 2017, as cited in Pacifico, 2022).

In the first theme, Transition Complexity, Tech Role, the participants shared their responses to their descriptions of the transition from in-person teaching to online distance learning, including their depth of knowledge when implementing or utilizing technology in their pedagogical practices. The transition from traditional in-person classes to online distance learning represents a significant change for teachers, requiring them to adjust their teaching methods and utilize technology effectively. This aligns with the concept of transition complexity as teachers navigate the challenges of incorporating new technologies into their pedagogical practices and adapting to the demands of online teaching. They highlighted the initial obstacles faced by teachers as they adjusted to new technologies and teaching methods. The importance of technology in pedagogical practices was emphasized, with teachers sharing insights on delivering classes, engaging students, and assessing learning through various digital tools and platforms.

In the second theme, Pedagogical, Professional, Personal, and Technological Challenges, the teachers shared the challenges they faced with the unexpected transition from in-person teaching to online teaching, inside the school, outside school, and personally. These challenges encompass both professional aspects, such as adjusting pedagogical strategies, and personal aspects, such as maintaining work-life balance and emotional well-being. Many educators needed help with technological issues such as internet connectivity problems, adapting to new digital platforms, and a lack of necessary hardware. The sudden switch to online learning forced teachers to adjust to new methods and tools quickly, often finding it challenging to navigate learning management systems and virtual meeting applications. Maintaining high levels of student engagement and participation in virtual classrooms proved to be a struggle, as educators worked to keep students motivated and attentive without the benefit of face-to-face interaction. Furthermore, challenges were encountered in establishing a conducive home learning environment and obtaining parental support, as some students faced distractions or needed access to suitable study spaces. At the same time, not all parents were equipped to assist with online education.

In the third theme, Enables Adaptation, Innovation, and Success as Educators, the teachers shared that the challenges encountered during the transition from in-person to online teaching were multifaceted. Despite the challenges, teachers in the study demonstrated resilience, adaptability, and a commitment to overcoming obstacles. They embraced opportunities for professional development, honed their technological skills, and implemented innovative teaching strategies to enhance student learning. This aligns with the idea that transitions can lead to personal and professional growth as individuals develop new skills and techniques to navigate change successfully. Within the school environment, they faced difficulties ranging from adapting to new technology and learning management systems to navigating online teaching strategies and conducting exams through the LMS. On a personal level, uncertainties arose regarding the effectiveness of student learning and the honesty of exams, while struggles with managing classrooms in an online setting were evident. Outside of school, technical issues such as unstable internet connections and managing home environments for online classes were prominent. Additionally, maintaining student engagement and participation proved to be challenging, along with ensuring equal access to resources and support for all students.

Overall, the transition demanded resilience, adaptability, and the rapid acquisition of new skills from educators while also highlighting the need for additional resources and support in various aspects of online teaching. In the fourth theme, Technological and Pedagogical Challenges, Student Engagement, and Social Interaction, the teachers shared the positive and negative experiences they encountered with students while teaching online. The findings highlight the challenges associated with maintaining student engagement and social interaction in online learning environments. Teachers must adapt their teaching methods to foster meaningful connections with students and create a supportive online community. Additionally, technological challenges such as internet connectivity issues can impact student engagement and participation, underscoring the need for effective communication and support mechanisms. Technological challenges play a significant role in both positive and negative experiences of online learning. On the positive side, students show adaptability to online platforms and improve their digital skills. However, negative experiences arise from issues such as limited access to technology, internet connectivity problems, and technical difficulties during online sessions.

In the fifth theme, The Comprehensive Learning and Material Support and Training Initiatives, teachers shared their responses on the ways their school provided technology training and support for teachers who varied in level of technological experience, different content areas, or changing grade levels. The findings illustrate the role of schools in providing teachers with training, resources, and support to navigate the transition to blended teaching successfully. Professional development workshops, peer collaboration, and access to technology and learning management systems facilitate teachers' adaptation to new teaching environments and practices. In response to the shift to online teaching, schools prioritize the professional development of their instructors through a series of workshops and training sessions. Schools are placing a high priority on equipping teachers with the necessary skills and knowledge for effective online instruction through a series of seminars and training sessions.

In the sixth theme, Complex Experiences in the Utilization of Teaching Strategies, Technological Issues, and Individual Student Characteristics, the teachers divulged their experiences regarding students' motivation, engagement, and achievement while teaching online. The findings highlight the diverse experiences of teachers and students during the transition to blended teaching. Teachers must navigate technological issues, adapt teaching strategies, and address the unique needs of individual students. This aligns with the idea that personal characteristics, contexts, and experiences influence transitions. The landscape of student engagement and motivation in online learning varies for teachers.

The teachers shared their experiences and challenges with the transition to blended teaching in the seventh theme, which focused on Adaptation, Professional Development, Effective Management Strategies, and Addressing Learning Loss. The findings underscore the role of adaptation, professional development, and effective management strategies in addressing challenges and promoting success in blended teaching. Teachers employ various coping mechanisms, such as time management strategies, professional development opportunities, and personalized support for students, to navigate the complexities of blended learning effectively. As the education landscape evolves towards blended learning, instructors face numerous technological obstacles. Hardware failures and unreliable internet connectivity frequently disrupt the smooth flow of lessons. Additionally, teachers must quickly familiarize themselves with new technologies to incorporate them into their teaching methods.

**Impact of the Study :** The research offered valuable knowledge about the experiences of teachers during the educational paradigm shift caused by the pandemic. By conducting semi-structured interviews and interpretative phenomenological analysis (IPA), the study thoroughly examined the challenges, uncertainties, and successes that teachers encountered during the transition to online distance learning. It provided a deeper understanding of the complexity of this transition, which encompassed technological, pedagogical, personal, and professional aspects. Through thematic analysis, the study identified the strategies that teachers employed to navigate the transition effectively. These strategies included embracing professional development opportunities to enhance technological proficiency, adapting teaching methods to suit online environments, fostering collaboration with peers, and prioritizing student engagement and support. Furthermore, the study shed light on the coping mechanisms that teachers utilized to overcome challenges and maintain resilience during the transition. These coping mechanisms involved seeking support from colleagues and administrators, implementing time management techniques, prioritizing self-care and emotional well-being, and fostering adaptability and flexibility in their teaching approach.



By capturing teachers' experiences, strategies, and coping mechanisms, the study provided valuable insights for future practices and interventions aimed at supporting educators in similar transitions. It offered guidance for educational institutions, policymakers, and administrators to develop targeted support mechanisms, professional development initiatives, and technological resources that addressed the specific needs and challenges faced by teachers during shifts to online distance learning.

**Recommendation for Future Research :** The research primarily examined the experiences, challenges, and strategies utilized by educators as they transitioned from traditional in-person classes to online learning. There was minimal discussion regarding the educational setbacks encountered by students due to the abrupt switch to online education during the health crisis. The researcher suggests that a mixed-methods strategy be adopted by future researchers, incorporating both quantitative assessments of academic achievement and qualitative data collection techniques like interviews, focus groups, or surveys. This method can offer a thorough insight into the intricate factors contributing to learning setbacks and how they relate to students' personal experiences and socio-economic circumstances and how the upcoming implementation of the MATATAG curriculum in the academic year 2024-2025 will effectively address the learning challenges faced by students during the pandemic. Through additional academic research in these fields, future researchers can provide valuable perspectives on the impact of learning deficits caused by the use of the Most Essential Learning Competencies during the pandemic. This information can then be utilized to develop effective strategies, based on evidence, to aid in students' academic recovery and pave the way for their future success.

**Conclusions :** This study aimed to understand the lived experiences, challenges, and coping mechanisms faced by the teachers during the paradigm shift in education brought about by the COVID-19 pandemic and in returning to in-person teaching after the pandemic. This study was driven by Schlossberg's (1981, 2011) transition theory, namely the 4 Ss, and confirmed that an individual's situation, self, support, and strategies impacted how the teachers coped with an unexpected transition to remote learning.

The COVID-19 pandemic presented different challenges for teachers (Pentang, 2022). The abrupt switch to online instruction raises several concerns, according to research, including time zone differences, technical difficulties, and disengaged students, which could present social and technical difficulties for teachers and students (Fatoni et al., 2020). Based on the findings, the following conclusions are drawn: (1) Throughout the pandemic, technology played a crucial role in enabling remote learning and ensuring that education continued despite physical limitations. It provided access to educational resources, facilitated virtual classrooms, and supported communication between teachers and students. The challenges faced by educators include professional adjustments in pedagogical strategies, as well as personal struggles in maintaining work-life balance and emotional well-being. Many educators have encountered difficulties with technology, such as internet connectivity issues, adapting to new digital platforms, and a lack of essential hardware. One of the concerns is the need for more training in technology among teachers, which directly affects student learning, motivation, and achievement, as highlighted by Zweig and Stafford (2016). (3) Teachers in the study exhibited resilience, adaptability, and a solid dedication to overcoming challenges. They seized chances for growth, improved their technological competencies, and utilized inventive teaching methods to enrich the educational experience of their students. (4)

The challenges also include those associated with sustaining student engagement and social interaction in virtual learning settings. Educators should adjust their instructional approaches to cultivate genuine relationships with students and establish a nurturing online environment. Moreover, technological barriers like connectivity issues can influence student engagement and involvement, emphasizing the importance of efficient communication and support systems. (5) Schools play a crucial role in equipping teachers with the necessary training, resources, and assistance to transition to blended teaching effectively. Professional development sessions, peer cooperation, as well as access to technology and learning management systems all contribute to helping teachers adjust to new teaching methods and environments. (6) Educators are required to navigate through technological challenges, adjust instructional methods, and cater to the distinct requirements of each student. This is in line with the concept that personal traits, environments, and past experiences shape transitions. The realm of student participation and drive in virtual education differs for teachers. (7) The study emphasized the critical role of adaptation, ongoing professional development, and effective management strategies in overcoming challenges and promoting success in blended instruction. Educators employ a variety of tactics to navigate the complexities of blended learning, such as efficient time management, continuous professional growth opportunities, and personalized support for students. By embracing these approaches, educators can enhance the effectiveness of blended instruction and better meet the diverse needs of learners in today's educational landscape.

The study's findings indicated that the teachers had faced difficulties related to changes in teaching methods, affecting their approach to instruction and student learning outcomes due to the disruptions caused by the pandemic. Despite these challenges, teachers have acknowledged the situation and have become more resilient in their role as educators. Teachers need to concentrate on critical areas, such as implementing efficient teaching practices to address areas where students may need more support. Moreover, it enhances students' abilities and improves their existing skills. Consequently, educational institutions should acknowledge the challenges faced by their teachers and offer assistance through workshops, seminars, and training sessions to enhance teaching methods and aid in adapting to the new normal of face-to-face instruction. This will ultimately provide teachers with the opportunity to grow and increase their effectiveness in the classroom.

**Recommendations :** Based on the comprehensive findings from the research on teachers' experiences in blended teaching, several recommendations can be made to address the challenges identified and enhance the effectiveness of online and blended learning environments: (1) Given the crucial role that technology has played in supporting education during the pandemic, it is essential to persistently invest in and employ technological resources to enrich learning experiences even beyond this crisis. Educational institutions should prioritize continuous professional development for educators to strengthen their competency in effectively utilizing digital platforms. (2) Institutions must prioritize offering professional development opportunities that focus on pedagogical adaptations and technology integration to empower educators in navigating the complexities of blended learning environments. Moreover, initiatives such as wellness programs and flexible scheduling arrangements should be implemented to promote work-life balance and emotional well-being among educators. To tackle technological challenges, schools need to invest in infrastructure improvements to ensure reliable internet connectivity and access to essential hardware for both educators and students. Tailored training programs should also be developed to enhance teachers' proficiency in utilizing digital platforms effectively, thus mitigating the impact of insufficient technology training on student learning outcomes, motivation, and achievement, as highlighted by Zweig and Stafford (2016). (3)

In light of the resilience, adaptability, and commitment exhibited by educators in the research, it is vital to persistently cultivate a climate of professional advancement and creativity in educational establishments. Administrators should give utmost importance to offering continuous opportunities for professional development. Such development not only augments teachers' proficiency in technology but also enables them to delve into and apply innovative instructional approaches that enhance students' learning encounters. Moreover, by establishing avenues for educators to collaborate and exchange knowledge, the potential impact of these endeavors can be significantly enhanced. Promoting the sharing of achievements, difficulties, and inventive approaches among teachers can stimulate collective progress and nurture a nurturing community of practitioners. Additionally, acknowledging and commending the tireless efforts and accomplishments of teachers who have triumphed over obstacles and implemented imaginative teaching methodologies can serve as powerful motivators and reinforce a culture of continuous improvement. (4) To address the difficulties linked to maintaining student engagement and social interaction in online learning environments, educators must give priority to techniques that encourage authentic connections and a nurturing online atmosphere.

This entails modifying teaching methods to establish sincere relationships with students, utilizing technology to facilitate interactive learning experiences, and encouraging collaborative and social interaction opportunities. (5) Educational institutions must give precedence to offering continuous and thorough professional development workshops centered on blended teaching techniques, technology incorporation, and efficient utilization of learning management systems (LMS). These workshops need to be customized to cater to the unique requirements and learning preferences of educators, providing them with practical training and effective tactics for incorporating blended learning methods. Additionally, schools should provide technical assistance services to aid teachers in resolving technology-related problems and optimizing the utilization of accessible resources. (6) Offer teachers the necessary tools and strategies to encourage student involvement and enthusiasm in the realm of virtual education. This might encompass integrating interactive components in online lessons, nurturing peer cooperation and discourse through virtual platforms, and utilizing technology resources to amplify student motivation and engagement. (7) Provide a wide range of support services to help teachers navigate the challenges of blended instruction. This could involve offering access to instructional mentors, tech experts, and administrative staff who can offer advice, help troubleshoot issues, and provide customized professional development opportunities based on specific requirements. Promote the practice of self-reflection among educators to consistently assess and improve their teaching methods in blended learning settings. By encouraging self-evaluation, peer input, and collaborative reflection, teachers can pinpoint areas needing enhancement and implement successful tactics to boost student achievement.

In summary, based on the comprehensive findings from the research on teachers' experiences in blended teaching, the following three key areas are essential for addressing challenges and enhancing the effectiveness of blended learning environments: continuous professional development and support, curriculum development and infrastructure, and resource investment. By focusing on these three key areas, educational institutions can effectively address the challenges of blended teaching and enhance the overall learning experience for both educators and students.

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**APPENDIX E**

**RESEARCH INSTRUMENT VALIDATION FORM**

Research Title	LEARNING FROM THE SHADOWS OF THE PAST: TEACHERS' LIVED EXPERIENCES IN BLENDED TEACHING
Lead Researcher:	Cristeta N. Paz
Validator	
Affiliation	
Type of Research Instrument	Qualitative Research

The purpose of this form is to validate the research instrument to ensure its reliability and validity in collecting accurate data. Please rate the research instrument based on the following criteria. Use the following rating scale: 5 = Strongly Agree 4 = Agree 3 = Neutral 2 = Disagree 1 = Strongly Disagree

No.	Review Questions	5	4	3	2	1
1	The research instrument is clear and easy to understand.	X				
2	The research instrument measures what it intends to measure and is relevant to the research questions.	X				
3	The research instrument covers all aspects of the research questions and provides comprehensive data.	X				
4	The research instrument provides consistent results and is reliable.	X				
5	The research instrument measures what it intends to measure and accurately reflects the research questions.	X				
6	The research instrument is appropriate for the research methodology being used.	X				
7	The research instrument provides accurate and precise data.	X				
8	The research instrument encourages participants to provide detailed and insightful responses (for qualitative research instrument)	X				
9	The research instrument produces consistent results regardless of who administers, scores, or interpret is.	X				
10	The research instrument has standardized scoring procedures (for quantitative research instrument)	X				
Please provide any additional comments or suggestions regarding the research instrument.						

**APPENDIX F**

**Survey Questionnaire**

1. How would you describe the transition from in-person teaching to online distance learning including your depth of knowledge when implementing or utilizing technology in your pedagogical practices?
2. What challenges did you face with the unexpected transition from in-person teaching to online teaching? Inside the school, outside school, and personally?
3. How did your self-efficacy or self-confidence play a role during the transition to teaching online during the pandemic?
4. What were the positive and negative experiences you encountered with students while teaching online?
5. During the transition to online teaching, in what ways did your school provide technology training and support for teachers who varied in level of technological experience, different content areas, or varying grade levels?
6. What was your experience regarding students' motivation, engagement, and achievement while teaching online?
7. What personal and professional challenges did you encounter with the transition to blended teaching? How did you manage the transition to blended teaching?



**APPENDIX H**

**Transcribed Responses**

**Question No. 1 How would you describe the transition from in-person teaching to online distance learning including your depth of knowledge when implementing or utilizing technology in your pedagogical practices?**

<b>PARTICIPANTS</b>	<b>TRANSCRIBED RESPONSES</b>
P1	The transition from in-person teaching to online distance learning is a struggle for teachers like me. Knowledge of computers is very important. Some pupils do well online with the help of their parents, but average pupils do worse in the online setting.
P2	I would say that the transition from face-to-face learning to online classes is challenging for me because there is a lot of adjustment, especially learning the new normal techniques and strategies in teaching. But it also helps me to cope with new challenges because I have learned a lot about different strategies and techniques during online classes. There are lots of fun and enjoyable activities given to students to make the class more interactive. Also, during online classes, I explore making presentations more creative and colorful with exciting transitions using PowerPoint. And that experience of teaching online, with the help of more fun and exciting activities, adds to my skills in teaching.
P3	The transition from in-person teaching to online distance learning has been an important and major change that I have experienced as a teacher. At that time when the pandemic hit, I was still new to teaching because I had only been working for a year in this institution. Even though I know that I am knowledgeable when it comes to technology and I am the kind of person who can easily discover and learn new things, it was still a very challenging phase of my teaching career.
P4	The transition from in-person teaching to online distance learning has been a significant shift, both for educators and students alike. The use of technology in the teaching process has been paramount in making this transition successful. The transition to online distance learning has been a learning curve for everyone involved. It has necessitated the use of technology in unprecedented ways and has transformed teaching practices. This experience has also highlighted the importance of adaptability, continuous learning, and creativity in the teaching profession.
P5	For me, the transition from in-person teaching to online distance learning has several things to consider like adapting to the new curriculum, by breaking down lessons into smaller ones that can be delivered online and using multimedia elements to make lessons engaging and interesting to the students. In online learning teaching, as a teacher, I also need to be familiarized with the various learning platforms and tools that best suit learning teaching style and learning needs of my students.
P6	It's very difficult. Suddenly everything changed. It's hard to work even if you're computer literate. What about the older teachers? From learning Google Classroom or the innovative Learning Modality Systems to the ways we deliberate lessons online.
P7	The transition from teaching in person to teaching online has been a big change. Instead of being in the same classroom, we used technology to connect with pupils. I have learned how to use tools like Zoom and Google Meet to have synchronous classes with my pupils. I have become skilled at using a learning management system (LMS) to share assignments or tests, provide feedback on my pupil's work, and assign grades for completed assignments or tests. However, it has been a learning process for both me and my pupils, as we had to find new ways to keep pupils engaged and motivated online. Despite the challenges, I am committed to providing a quality education to my pupils through online distance learning.
P8	This change involves adapting teaching methodologies, curricula, and student engagement strategies to an online environment. Implementing technology in pedagogical practices during this transition requires proficiency in various digital tools, learning management systems, and online communication platforms. My depth of knowledge in this area encompasses understanding the principles of online pedagogy, and familiarity with educational technology tools such as Learning Management Systems (LMS), video conferencing software, and digital assessment tools. Additionally, I recognize the

	importance of creating engaging and interactive online learning experiences that cater to diverse learning styles and promote student collaboration and participation.
P9	The transition from in-person instruction to online distance learning marks an important transition in the way education is provided, requiring several adjustments on the part of both teachers and students. All things considered, teachers can design effective and interesting online learning experiences for students by utilizing technology and implementing innovative instructional methods.
P10	The transition from in-person teaching to online distance learning can be a challenging but rewarding experience. It requires a change in mindset and teaching style. In-person classes rely heavily on the classroom which most of the time can be difficult to replicate online.
P11	Ang paglipat from Face to face to Online Distance Learning ay masasabi kong mixed emotions, ito ay pinaghalong kaba at saya. Masaya ako dahil kahit pandemya ay hindi matitigil ang teaching and learning experience sa ating bansa. Masaya din ako dahil kahit papaano ay marami akong matututunan sa bagong mode of learning. Naramdaman ko din ang kaba, dahil bago lang ako sa ganitong paraan ng pagtuturo ay nakakapanibago. Marami kang bagay na dapat aralin upang makasabay ka sa mga students na magagaling din sa technology. Pero dahil kahit papaano ay may alam naman ako sa teknolohiya at sa tulong na din ng aking mga kapwa guro ay hindi naman ako ganoong nahirapan lalo na nung ako ay nasanay na.
P12	The transition from in-person teaching to online distance learning is very new to me but at the same time adventurous. I experienced many struggles but a lot of new experiences where I want to excel more. From the traditional way of teaching where you come to school early in the morning and prefer a whole lot of things including arranging the room and environment before starting the class. When we faced the pandemic, I was scared to start a different kind of way of conducting classes but with the help of my co-workers, the support of the school, and also my love of using technology I overcame that fear.

**Question No. 2 What challenges did you face with the unexpected transition from in-person teaching to online teaching? Inside the school, outside school, and personally?**

<b>PARTICIPANTS</b>	<b>TRANSCRIBED RESPONSES</b>
P1	<p>The challenges that I face with the unexpected transition from in-person teaching to online teaching, inside the school, outside the school, and personally, are:</p> <p>1<sup>st</sup> inside the school: As a pre-elementary teacher, kids need to learn how to write, read, comprehend, etc. Molding them into good behavior is one of the challenges. Behavior is one of the most difficult to implement; not being in the classroom in front of their teacher is a big challenge.</p> <p>2nd, outside the school, wondering if you can study without being in the classroom. The materials get delivered, and they set up their own study time and pace. Sometimes it's difficult for them and us teachers because not all of them are advanced in using technology. That's why I also need to adjust our platform personally.</p> <p>Although it is a big adjustment, teaching online is not effective for kids, especially now that the behavior of students is not properly developed because they learn at their own pace and are assisted by their parents.</p>
P2	Inside the school, outside the school, and personally, probably for me, the main challenge is learning the new normal itself. I must learn how to use Google Meet, the new learning management system, and the loss of internet connection or poor signals. Those are the unexpected challenges for me.
P3	One of the first challenges is ensuring access to the necessary technology and luckily, Lady of Rose Academy, Inc. acquired a learning management system that will be a great help in this transition. But we all know that internet connection is one of the problems in the Philippines. Because of that, there are times when the connection is weak, slow or there's no internet connection at all, so teaching online distance learning becomes a big

	<p>problem.</p> <p>There was also a time that I was thinking about how I could execute the lessons properly and how could I validate what the children were learning through online distance learning. At some point, I questioned myself if my teaching was still effective.</p>
P4	<p>Technical Difficulties: Teachers and students alike faced challenges with internet connectivity, access to necessary devices, and navigating new digital platforms.</p> <p>2. Engagement and Participation: Keeping students engaged in a virtual environment proved to be a significant challenge. Without the physical classroom environment, some students may feel disconnected or unmotivated.</p> <p>3. Professional Development: Many teachers had to quickly learn how to use new technologies and adapt their teaching methods for online learning, often with little training or preparation.</p> <p>These challenges have required resilience, creativity, and adaptability from educators. They've also highlighted areas where more resources and support are needed, such as professional development and access to technology.</p>
P5	<p>Some challenges that I encountered with the unexpected transition from in-person teaching to online teaching, like technical issues, such as unstable internet connections, keeping my students engaged, attending our class, and some students that are easily distracted or interested.</p>
P6	<p>First, the a lack of computers to use. Although our school provided some desktop computers for teachers it is not updated. Second, transportation from home to school and vice versa. Lastly, our protection that we have to isolate ourselves to do our tasks.</p>
P7	<p>The unexpected transition from in-person teaching to online teaching brought several challenges. Inside the school, one of the main difficulties was the limited interaction with pupils. Another is adapting teaching methods and materials for virtual delivery, which was also a challenge. We had to find new ways to facilitate hands-on activities and group work since we couldn't be physically present. Additionally, technical issues, such as connectivity problems and glitches, caused interruptions and made it difficult for pupils to stay focused and involved in the virtual classroom. Furthermore, maintaining discipline and managing behavior became more challenging without their physical presence in the same room. It was harder to control distractions and ensure that pupils followed classroom rules and guidelines.</p> <p>Outside of school, there were challenges in creating a good learning environment at home. Some pupils didn't have a quiet space to concentrate and participate in online classes. Parental support was also important, but not all parents were available or equipped to provide this level of support, which could have impacted the pupils' learning experience. Moreover, it was difficult to create a sense of community and connection in the online setting because pupils were unable to interact and socialize in person.</p> <p>Personally, one of the main challenges I faced was getting used to the new technology and online platforms. It took time and effort to learn how to use different tools and make sure they were accessible to all pupils. Managing my time and workload also became more difficult with online teaching. I had to plan and prepare lessons in advance to make them engaging and interactive. Additionally, keeping pupils motivated and engaged was a constant challenge. The online learning environment can be isolating, and distractions at home can affect pupils' focus. I had to find creative ways to keep them interested and motivated, which required continuous effort and adapting my teaching strategies.</p>
P8	<p>Inside the school, I experience limited access to technology because sometimes due to multiple devices working during school hours, there are times where we experience slow internet connection, and also it is a big challenge when it comes to Curriculum Adaptation where there is a need to modify lesson plan and teaching materials to suit an online format.</p> <p>Outside the school, the Home Environment and Parental Involvement an examples of challenges. There are some of my students share their struggles to focus on school matters because their homes are not conducive to their learning and there are some of them who were not able to submit their activities because they lack familiarity with digital tools so do their parents.</p> <p>Personally, navigating and troubleshooting various digital platforms and tools can be overwhelming and stressful. The isolation of online teaching and the lack of face-to-face</p>

	interaction with students take a toll on my mental and emotional well-being thinking what I have imparted was not enough for the students.
P9	There were a variety of barriers that I had to overcome as a result of the unplanned change from in-person to online instruction, both professionally and personally. Inside the school, I faced technological difficulties since I didn't have enough knowledge of online resources. Also, I have to figure out how to work online with my colleagues on support tasks and curriculum development while exploring new communication methods. Outside the school, it was difficult to make certain that all students had equal access to online resources and support, especially for those with special learning needs, restricted internet connectivity, or limited access to technology. I have to figure out how to help students who could have trouble with distance learning as well as address these differences. As a teacher, I discovered that we had to pick up new information and abilities about using technology and teaching online quickly.
P10	The switch to online teaching was a tough task. At school, I had to learn new technology fast to keep lessons engaging. Outside of school, managing my home environment for online classes while everything else was still going on proved tricky. Personally, the lack of in-person interaction with students was tough – I missed the energy and ability to read the room.
P11	Ang mga challenges na aking napagdaanan ay ang mga sumusunod: a. INSIDE THE SCHOOL -Ako ay nangapa sa paggamit ng iba't-ibang meeting apps gaya ng Zoom at Google Meet. Hindi ko masyado itong nagagamit, noong pandemya lang. -Ako ay nangapa din sa paggamit ng mga Learning Management Systems gaya na lamang ng FnB and Techteach na ginamit namin sa aming school. -Nanibago ako sa mga strategies and activities na pwede at hindi pwedeng gawin sa online classes lamang. -Nahirapan din ako sa pagtatatype ng mga exams sa LMS. PERSONAL -Hindi ako nakakasiguradong natututo sa akin ang mga bata dahil nasa kaniya-kaniyang bahay sila. -Hindi ko sure kung honest bang sinasagutan ng mga bata ang kanilang exams. -Hindi ko masyadong nahahasa ang aking Classroom management skills dahil online.
P12	There are many challenges that I faced with the unexpected transition in the way of teaching. There are some times when the connection is not that stable and we need to wait until the signal turns back strong, time is very important but it is mostly consumed by waiting and loading. Also, the struggles are that my students are mostly sick and cannot come to our online class, but some students are just too lazy to open their devices and connect with their classes. We teachers are always giving them a lot of consideration.

**Question No. 3 How did your self-efficacy or self-confidence play a role during the transition to teaching online during the pandemic?**

PARTICIPANTS	TRANSCRIBED RESPONSES
P1	During the transition to teaching online, it was “a big challenge for a teacher like me,” but I am confident that the tasks given to me were all done well.
P2	Facing the student during online classes makes no difference at all for me; probably we interact online with headphones or earphones, but as a teacher, I believe that before you face your student, the confidence that you had before online classes is still the same. I mean, the teacher must be confident all the time and ready all the time to teach and share new learning with the students.
P3	As I have mentioned in the second question, there did come a time when I questioned myself if my teaching was still effective. But I didn't give up, with the help of my colleagues and the school administration, we executed the transition to teaching online during the pandemic very well.
P4	Self-efficacy mustn't be the only factor in the teaching profession. Support from institutions, access to necessary resources, and opportunities for professional development are also crucial in facilitating a successful transition to online teaching. Building self-efficacy is a process. It requires patience, effort, and a positive mindset. It's also important to have a supportive network of peers and mentors to turn to for advice and encouragement.
P5	The pandemic brought uncertainty and stress, but as a teacher, I need to have self-

	confidence and self-efficacy so that I will be able to manage those stress, take care of my physical and mental health, and stay resilient.
P6	Since I am the kind of teacher who is cheerful inside the school, especially inside the classroom, I have to maintain the behavior they see in me at school even when we do online classes. I always have to make sure they interact in every class.
P7	My self-efficacy and self-confidence played a crucial role in my successful transition to online teaching. Believing in my skills and knowledge allowed me to adapt and continuously improve my online teaching methods. This mindset helped me overcome the challenges and uncertainties that came with the transition.
P8	I can not say that I have high self-efficacy or confidence but I always look at the brighter side of life. As an educator, there are always different challenges that will come my way. With that, the moment I decided to teach, I already embraced challenges having a positive mindset and being resilient in overcoming obstacles during the transition.
P9	My self-efficacy plays an important role in determining my personal goals, level of patience in the face of difficulty, and how much motivation to carry out certain teaching behaviors, including the use of digital teaching or technologies as the main resources during the pandemic.
P10	During the pandemic change, self-confidence—the trust in my capacity to manage online instruction—was essential. Having high self-efficacy probably made it easier for me to manage the work-life balance (an outside-of-school problem) and swiftly adjust to new technology. Although the lack of face-to-face interaction (personal obstacle) may harm confidence, self-efficacy would ideally inspire me to come up with original ideas for connecting with students virtually.
P11	Malaki ang naging tulong ng self efficacy at self confidence sa akin during online classes dahil sa dalawang ito ay naging matapang akong harapin ang mga doubts and uncertainties ko na may kinalaman sa technologies. Kung hindi ka magiging confident na kaya mo palang matuto ay hindi mo talaga kakayanin kaya kailangan ay open minded sa mga changes kundi maiiwan ka.
P12	I find it hard to connect with my students, especially with my advisory class due to the distance, I cannot know them more and I just know them based on the past experiences of their teachers when they are in the classroom. I also find it hard to check their assessment because it is easy for everyone to just search for the answer on the internet. But in using technology, I can say that I enjoy it. I explore more online activity sites that I can use for our daily activities.

**Question No. 4 What were the positive and negative experiences you encountered with students while teaching online?**

<b>PARTICIPANTS</b>	<b>TRANSCRIBED RESPONSES</b>
P1	The positive experience that I have encountered with my students online is that I cannot handle those noisy pupils, but I can make those papers work well. The negative things that I encountered were that not all activities done by the students were their answers; instead, they were their parents. Sometimes I need more time to teach, but the signal is not good.
P2	The positive experience for me is that I have more time for myself to finish all the paperwork on time because I can manage my time well, unlike during face-to-face classes. The negative experience is that I am not sure 100% if my students learned from me or understood the lessons at all because some of my students during online classes, if not off cam, were absent, but the activities that I gave that day always had perfect scores. And to add to that, during face-to-face classes, I know who is active and who is not active at all during the recitation or simple Q&A.
P3	During the period of online teaching, I successfully discovered various methodologies and sources of motivation, like games or ice breakers, that will help in the facilitating of teaching. In particular, the utilization of video presentations emerged as an effective means of making students engaged in the online learning environment. However, there came a time when students started experiencing and feeling boredom during online classes. This is because of the long hours of sitting and facing their

	<p>devices. Moreover, some students consistently have absences during online classes, frequently making excuses and encountering difficulties in submitting their activities. It becomes challenging for us teachers to complete the class record when scores are missing from these students.</p>
P4	<p>As a teacher, the positive experience is that online learning can allow for more personalized learning experiences. Students can work at their own pace, revisit materials as needed, and receive individualized feedback from teachers. Furthermore, engaging in online learning often requires students to develop or improve their technology skills. This can be a positive experience as it equips them with valuable digital literacy skills that are increasingly important in today's world.</p> <p>However, the negative experience is that not all students have equal access to technology and reliable internet connections. This can create barriers to participation and learning. Without the structure of a physical classroom, students may face more distractions at home, making it challenging to maintain focus and concentration on their studies. Online learning requires students to take more responsibility for their learning and be self-motivated. Some students may struggle with managing their time effectively or staying motivated without the presence of a teacher physically present.</p>
P5	<p>Negative Experiences:</p> <p>Technical difficulties during online classes such as internet connections, and software glitches which are sometimes challenging can be frustrating and disrupt the flow of our discussions.</p> <p>-Lack of personal interactions with the students, it can be more challenging to gauge the student's understanding and build strong teacher and student relationships.</p> <p>-Distractions and lack of focus of the students.</p> <p>Positive Experiences:</p> <p>- As a teacher, I observed that some of my students take responsibility for their learning, which developed self-discipline, time management skills, and the ability to work independently.</p>
P6	<p>When it comes to positive experiences, I am happy to see them enjoying the online classes. Some look lazy but you have no choice but to make a way for them to enjoy online classes. As for negative experiences, there are various ways for them to cheat on quizzes, especially in the examination. We can't stop that because the only things we see on the screen are their faces. What if they have someone next to them who is teaching just to get a high score or worse is using another website to come up with answers?</p>
P7	<p>During my experience teaching online, I encountered both positive and negative experiences with students. On the positive side, I found that students enjoyed the flexibility of being able to learn at their own pace and access course materials whenever they needed them. However, there were also some challenges. Technical difficulties and internet connectivity issues sometimes disrupt the learning process. Additionally, limited social interaction in the online setting made the students bond and build relationships with their peers and teachers. Furthermore, students may face distractions at home, which affect their focus during online classes.</p>
P8	<p>Positive Experiences: Flexibility in enabling a better work-life balance; Being innovative in my teaching methods; and Professional Development for I had enhanced my digital literacy and adaptability and I become more resilient than before.</p> <p>Negative Experiences: Technical Issues, there were times were I could not meet students due to slow internet connection and vice versa; Lack of Personal Connection, since it is challenging to build trust and establish a supportive and collaborative learning environment. ; and Student Engagement, maintaining student engagement and participation in online classes can be more challenging compared to traditional classroom settings due to various distractions and the passive nature of online learning.</p>
P9	<p>While there were many advantages to online learning for students, such as better communication, more flexibility, and access to digital resources, there were negative aspects as well, like technological obstacles, not all the students having computers or internet, a lack of human interaction, issues with time management, some of them focus in playing online games while the teacher is conducting a lesson and learning that wasn't self-controlled. For online teaching to be effective, teachers must be aware of these difficulties and offer support and guidance to students so they can succeed in the virtual</p>

	learning environment.
P10	Asynchronous learning allows students to learn at their own pace and around their schedules, which can be a big benefit for students with busy lives. Online learning platforms like learning management systems offer a variety of interactive tools and resources that can enhance the learning experience for both students and teachers. On the other hand, it can be harder to read student body language and facial expressions online, making it difficult to gauge their understanding of the material. Technical problems like internet connectivity issues or malfunctioning software can disrupt lessons and be frustrating for both students and teachers. Online learning can lack the sense of community and connection that comes with in-person classes.
P11	POSITIVE -May mga students na open camera silang nakikinig sayo. -May mga students na nagchachat at nagpapasalamat sa akin dahil marami silang natutunan sa aking sa subject ko na HTML. -May mga students na lumabas ang talento sa technology gaya ng pag-eedit ng mga videos. NEGATIVE -May mga students na halatang nandadaya tuwing exams. -May mga students na gumagamit ng google kapag nasagot sila sa recitation -May mga students na nagdadahilan na walang camera pero meron naman. para lang sila ay malayang magawa ang gusto nila.
P12	The positive experience that I encountered with my students is first, they can easily react to what I say. They can use reaction emojis and express their feeling so that we know that they are listening. Next, we experience a lot of new sites and activities together and explore the use of their phones and devices. On the negative side, there are sometimes that I didn't recognize the students due to a lack of connection compared to the face-to-face classes where I can know if the student is sick. Also, students can make any excuse just to be absent in one subject, and we teachers can do nothing but excuse them. There is also limited time to connect with them, unlike the face-to-face classes that we are together from morning to afternoon.

**Question No. 5 During the transition to online teaching, in what ways did your school provide technology training and support for teachers who varied in level of technological experience, different content areas, or varying grade levels?**

<b>PARTICIPANTS</b>	<b>TRANSCRIBED RESPONSES</b>
P1	Our school provides more technology training, and those teachers who are advanced in technology share their knowledge with the teachers who are not familiar with using the computer.
P2	In our school, the admin also helps the teachers cope with the new normal strategies by sending their teachers to different seminars regarding the new LMS, and those seminars provide us, the teachers, with opportunities to develop our professionalism. The school also provided us with the teaching materials since, since we have online classes, we have our own PCs in our classrooms.
P3	Lady of Rose Academy, Inc. acquired a learning management system that was utilized by teachers for teaching and providing learning materials to students. Furthermore, seminars and training were also conducted to enhance the knowledge and skills of teachers in online distance learning. Most especially that the teaching methods used by teachers are guided and based on the Most Essential Learning Competencies (MELCs), which is new to us teachers, developed by DepEd to address the changes brought about by the pandemic.
P4	During the transition to online teaching, we used the Learning Management System (LMS), wherein students could join Google Meet links for online lessons. They were also able to view past lessons and complete activities.
P5	Yes, our school provides or conduct technology training and support for the teachers, which enhance our teaching skill. Some of this training and seminars equips as a necessary skills and knowledge to effectively integrate technology into our teaching practices.
P6	When the new academic year started in the middle of the pandemic, here at the private school, we were provided with our own desktop computers. It's complete. Includes headphones and camera. Internet connections were installed and we were given training

	for the Learning Modality System that we will use for the children. They also provide our safety so our school has improved that each teacher will work alone in their designated classrooms.
P7	During the transition to online teaching, my school provided technology training and support for teachers with different levels of technological experience, different content areas, and varying grade levels. They organized workshops and training sessions to help teachers learn how to use online tools like learning management systems (LMS) and video conferencing. These sessions were provided to meet the specific needs of teachers at different skill levels. Additionally, subject-specific guidance was also given to support teachers in their specific content areas, ensuring they had the necessary tools and strategies for online instruction.
P8	Our school organized professional development workshops and training sessions focused on essential digital tools, online teaching strategies, and best practices for remote instruction. These workshops were tailored to meet the diverse needs of educators across different content areas and grade levels and they also encouraged peer mentoring and collaboration among teachers to share expertise, exchange ideas, and provide mutual support in adapting to online teaching.
P9	During the pandemic our school provides computer and internet connection to all the teachers so we can conduct a lesson, and also our school let us still be part of different seminars that will help us to be more innovative in teaching and guiding students during the pandemic.
P10	Our school have provided a Learning management system wherein students can easily access and use it for their classes. There had been training before the actual usage of the LMS. Beginner sessions focused on basic platform functionalities, while advanced sessions could delve into more creative uses of technology for specific content areas. Teachers within the same grade level could have shared best practices and troubleshoot challenges together. This peer support system could be especially helpful for navigating age-appropriate online tools and activities.
P11	Ang aming school ay pina-attend ako sa seminar na halos isang buwan. Doon ay tinuruan kami ng mga teaching strategies na angkop para sa online classes. Tapos ay tinuro ko din ito sa aking mga kapwa guro. Ang aming school din ay nagavail ng mga Learning Management Systems na siyang gagamitin naming mga guro at students. Tinuruan din nila kami doon ukol sa pggamit. Bawat classroom ay kompleto kami sa kagamitan at internet.
P12	Our school provide us orientation with the different use of LMS for more proffer and systematic way of conducting the classes. Next is they provided us the complete set of technology and individual room where we conduct our online classes. And when we have questions and suggestions, the LMS provider help us with it.

**Question No. 6 What was your experience regarding students' motivation, engagement, and achievement while teaching online?**

<b>PARTICIPANTS</b>	<b>TRANSCRIBED RESPONSES</b>
P1	One example of my experience regarding students motivation, engagement, and achievement while teaching online is that they can make it; they graduated even though there are some struggles in teaching online.
P2	In my two years of teaching online classes, when it comes to motivation, especially for those in lower levels, they really give attention once the teacher prepares some fun and learning activities. Online, like, for example, 4 pictures and 1 word game activities, or by simply typing the answers using their keyboards through meet chats. It boosts their attention for them to listen and learn from you about their engagement, and with motivation games and fun activities, the student's engagement to participate online is present. Since there is engagement in activities up to your last presentations at the end of my class, I have this short evaluation of just 1–5 questions regarding the topic that we have discussed. The student will answer those five questions in front of an open camera for me to evaluate if they really understand my lesson. Actually, I always mention fun, learning, and engaging activities because I believe, as a teacher, that for you to get their attention, you must provide their needs with just a simple motivational activity so that



	you will get their attention up to the end of the lesson.
P3	In online teaching, it is essential for a teacher to demonstrate and show flexibility and acquire various approaches to motivate and engage students effectively. As I am exposed to technology, I explored and discovered different forms of motivation, such as games, ice breakers or energizers, which are also utilized by other teachers. I found great enjoyment in incorporating these elements into my teaching as they not only brought excitement to the students but also sparked my own enthusiasm. Furthermore, I am pleased that even with the resumption of full face-to-face or in-person teaching, I am still able to use and apply the strategies and techniques I discovered during online distance learning.
P4	Online learning often requires students to take greater responsibility for their learning. This increased independence can lead to a sense of empowerment and ownership over their education, which can positively impact motivation and achievement. The flexibility of online learning can benefit some students by allowing them to balance other commitments, explore their interests, and learn in an environment that suits their individual needs. This flexibility can contribute to increased motivation and engagement.
P5	When it comes to motivation on online learning it can offer us flexibility and convenience, which may enhance motivation for some students. But for this others may struggle with self-discipline and motivation without traditional classroom settings. In engagement in effective online teaching requires engaging students through interactive activities. The are engaging discussions, multimedia presentations, and interactive assignments can help maintain student interest and participation.
P6	During the pandemic, at first I had a hard time motivating them. Sadness is also carried and they are only at home sometimes they feel lazy to attend online classes. I have even reached the point where I have to call their parents why the child is not attending online classes. What the parents know is that he attends online classes consistently. So my achievement in that part, is that I persuaded not only the kids who were too lazy to join online classes, but all of them. I explained to them carefully the importance of attending class. At the same time, I make sure that each of my classes will end with what they learned and that they were happy.
P7	In my experience teaching online, I noticed both positive and negative aspects of students' motivation, engagement, and achievement. On the positive side, some students have shown high levels of motivation and engagement, actively participating in virtual lessons and completing assignments with enthusiasm. They demonstrate a strong desire to learn and take ownership of their education. This motivation and engagement contribute to their overall achievement, as they consistently perform well academically. However, there are also students who struggle with staying motivated and engaged online. They missed the social interactions and personal connections they had in traditional classrooms. Sometimes poor internet connectivity or difficulty accessing LMS platforms can also lead to frustration and lower motivation among students. Additionally, without the structure of physical classroom, some students struggled to stay focused and motivated. Distractions at home and the temptation to multitask affected their engagement and achievement in online learning.
P8	While some students demonstrated increased motivation and engagement due to the flexibility and autonomy of online learning, others struggled with maintaining focus and participation in the absence of face-to-face interaction and structured classroom environments. I faced challenges in maintaining consistent student engagement, often experimenting with innovative teaching strategies and interactive digital tools to create dynamic online learning experiences. Additionally, students' academic achievement varied significantly, with some students thriving in the online environment and others facing learning gaps and academic challenges. Recognizing the diverse learning needs of students, educators provided individualized support, differentiated instruction, and personalized learning experiences to address students' academic needs, foster their learning progress, and promote academic success in the online learning environment.
P9	While teaching online, I had a variety of experiences with students' motivation, involvement, and achievement. While some students excelled in the online learning environment, others had difficulties that hindered their capacity to remain

	inspired,involved,and successful in their studies. As a teacher, I made an effort to provide a welcoming and inclusive online learning environment, change lessons to fulfill every need of my students, and offer guidance and resources to enable them to achieve.
P10	The flexibility of online learning allowed some students with busy schedules or those who were typically shy in class to participate more actively. Others have struggled because the lack of face-to-face interaction and the distractions of the home environment could make it harder for some students to stay motivated. Students who were self-directed learners could sometimes manage their time effectively and excel in the online environment. On the other hand, students who struggled with self-discipline or time management could fall behind without the structure of a traditional classroom.
P11	Ang mga students ay nakikinig naman sa umpisa pero hindi naman maiiwasan na sila ay mapagod at mawalan ng atensyon. Pero masasabi ko na naging maayos at may natutunan nman ang mga bata sa akin. Isa sa mga achievement ko nung online ay naging SSG adviser ako. Dahil online po iyon, mas naging extra challenge para sa amin at mga student leaders na gumawa ng mga programa. Dahil sa pagtutulungan at suporta sa isa't-isa ay natapos namin ang school year ng may mga programs na nagawa kada buwan.
P12	Students engagement and achievement can be easily determined but the motivation is harder to find. They feel that the system is just helping them to pass the year level but not in terms of growing in their own skills. With this, we teachers always remind them to be more active and to engage them with the different activity where they can showcase their talent and skills.

Question No. 7 What personal and professional challenges did you encounter with the transition to blended teaching? How did you manage the transition to blended teaching?

<b>PARTICIPANTS</b>	<b>TRANSCRIBED RESPONSES</b>
P1	As a personal and professional challenge that I encounter with the transition to blended teaching, in my own personal experience, it is difficult to teach now because we come from online teaching. Students are difficult to please. You need more time to explain the lesson.
P2	At first, there is an adjustment in knowing how to use the different materials and strategies for having online classes. In the past three years, I've learned a lot from those training and seminars. But blended learning introduces to us as teachers another challenging yet exciting activity. After a year of having online classes without students, I personally want to have a normal face-to-face because in that way I can perform, I can evaluate, and I can teach at all without thinking about any kind of problems like no internet or poor connection. Besides that, I can personally see my students (not only during online classes, but also off-camera). For me, since it happened, there have been problems emerging during the face-to-face classes, and those are the behaviors of the students. As a teacher, you are not just teaching academically; it is also part of your job to teach them how to become good students and role models. In my observation, some of the students lack discipline, like a simple po and opo; they don't really know how to use them. Second are the basic writing and reading skills. As a teacher, naaawa ako sa mga batang hindi pa maalam magbasa at magsulat ng maayos. And as a teacher, it is also part of our job to teach them how to read and write, but sometimes a teacher is not only a teacher; they are a nurse, coach, and referee all in one, so it is really important to learn that learning starts at home with the help of their parents.As a teacher, I can say that I manage and face those challenging problems, especially in behavior, with full patience and passion, not only to teach them but to put in their minds and hearts to become a good role model student. They must obey the rules and regulations inside the classroom, respect their classmates and teachers, and actively participate inside the class with the partnership of their parents at home. Traditionally speaking, the thing you must teach the children is to be disciplined first.
P3	After more than two years of having online distance learning, shifting to blended teaching need a careful preparation. It is challenging because the discipline required from the students in an online distance learning set up is different from when they are physically present in the classroom. Additionally, the students themselves had used to studying merely in front of their devices.

	There were instances of uncontrollable noise and misbehavior among students, as they were not yet used to being inside a physical classroom, everything seems new for them. However, as days went by, everyone gradually adjusted to the new setup.
P4	Blended learning allows for more personalized and differentiated instruction. However, tailoring instruction to meet the diverse needs of students in both the online and in-person settings can be a professional challenge for educators. Facilitating effective collaboration and communication among students in both online and in-person settings can be a professional challenge. Creating opportunities for meaningful interaction, fostering a sense of community, and promoting active engagement require intentional design and facilitation.
P5	For me I've experienced more on technical Issues Integrating technology into teaching such as internet connectivity issues, or hardware malfunctions. Students engaged in both virtual and physical settings can be difficult, as attention decreases may vary, and distractions can be more prevalent in online environments.
P6	I learned a lot. I became more liberated in using the computer which is a big help for me to become more productive during online classes. I had good time management to ensure that I could do all the tasks on the given day that was given to us. I've been used to online classes since the pandemic, but the fun is still different when you can literally and physically interact with the students.
P7	During the transition to blended teaching, I faced personal and professional challenges. Personally, I had to get used to the new way of teaching and find a balance between in-person and online instruction. I also had to learn how to use new technologies and engage students effectively in both settings. Professionally, I had to come up with new teaching strategies and make sure all students had equal access to resources. To manage the transition, I attended workshops and training to learn more about blended teaching. I also connected with other teachers to share ideas and experiences. This collaboration provided support and helped me handle the challenges of blended teaching.
P8	The pressures and uncertainties associated with navigating the complexities of blended teaching, meeting the diverse needs of students, and managing the dual demands of in-person and online instruction. Professionally, challenges in developing cohesive blended learning curricula that seamlessly integrate in-person and online components, align with learning objectives, and cater to diverse learning needs. Additionally, designing fair, equitable, and effective assessment and evaluation strategies that accurately measure student learning and progress in a blended learning environment posed challenges due to the diverse nature of instructional methods and learning experiences.
P9	To effectively manage a transition to blended learning, teamwork, professional development, and personal resilience were all important. By recognizing issues and making the most of available resources, I might be effectively deal with the complexities of blended learning and give students engaging and productive learning experiences.
P10	Having transitioned online instruction with in-person classes required careful time management and planning to ensure both environments were engaging and effective. Learning new technologies and mastering online platforms added an extra layer of stress, especially for those less comfortable with technology. Different strategies were needed to keep students interested in both the in-person and online environments. While in-person sessions focused on the advantages of face-to-face engagement, online activities required to be lively and engaging.
P11	Sa blended learning ay paunti-unti ay bumabalik na ang normal na experience sa pagtuturo pero may mga problems padin na nararanasan padin kahit hanggang ngayon. Isa na dito ang learning loss ng mga students. dahil noong pandemic ay naging limitado ang pagtuturo, maraming lessons competenciers at learning targets ang hindi na achieve kaya ngayon ay nararamdaman namin ito. Ngayong normal na ulit ang mode of teaching, ay mas nakikita yung mga learning loss ng mga bata na nakakaapekto sa kasalukuyan. Kaya ang mga guro ngayon ay mas doble effort sa pagtuturo upang maibsan ang gap na nawala sa mga bata at maibalik ang mga learnings na nawala sa kanila.
P12	The problems that I encountered with the transition to blended teaching is that the problem with communication and relationship with my students.

**APPENDIX H  
STATISTICIAN/DATA ANALYST COMMITMENT FORM**

I, DR. EDNA M. MANAIG, a data analyst, hereby confirm my commitment to assist and provide guidance to the above-named student researcher/s in their research project. I understand that my role is to provide statistical/qualitative advice and assistance and that the student researcher/s is/are responsible for the overall design, implementation, and reporting of their research project.

I agree to:

- ✓ Provide advice and guidance on the research design, sampling, data collection, and analysis methods, and presentation of results.
- ✓ Review and verify the statistical/qualitative analysis conducted by the student researcher/s and ensure its accuracy and validity.
- ✓ Help in the interpretation and reporting of the research findings.
- ✓ Ensure that the statistical/qualitative methodology used is appropriate for the research question and data collected.
- ✓ Keep all data and results confidential.
- ✓ Acknowledge the contribution of the student researcher/s and the research adviser/s in all publications and presentations arising from this research project.
- ✓ I understand that my involvement in this research project is voluntary and that I am not entitled to any financial compensation or credit beyond that agreed in this commitment form.



**DR. EDNA M. MANAIG, Ed.D.  
Data Analyst**

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Most of all, I thank God Almighty for His blessings and spiritual assistance and for giving her the courage, wisdom, and strength needed to finish this study. The glory is Yours now and forever.

cnpaz

**DEDICATION** This piece of work is lovingly dedicated  
To our Almighty God  
For giving her strength and wisdom

And

To her loving family  
for their support, love, understanding, and prayers.  
c.n.p.