

Travails of Educators in the Delivery of Instruction amidst the Pandemic

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ABSTRACT

Through a qualitative research approach, this study was performed to understand the many problems that teachers face and how they overcome them when teaching online classes during this pandemic. The study's participants were tertiary private school educators in Davao City. There were seventeen (17) participants in total, ten (10) for individual interviews, and seven (7) for focus group discussions, all chosen using the snowball sampling method. Data was collected using the Google Meet platform. Seven (7) themes emerged from the data analysis which were: Instructional and Virtual Classroom Problems, Technological Problems, Well-being Issues, Bolster personal and client management strategies, Employing Effective Communication, Personal Innovativeness, and Devotion in the workplace. To ensure teaching and learning continuity, the study's implications show how significant it is to support and encourage our educators, as they are the ones who ensure that their school provides high-quality education, and for IT professionals at the institution who was the ones to suggest an exciting and easy-to-manage LMS (Learning Management System), and a tool that will help us meet the needs of more of our teachers in the new normal education setting.

Keywords: *COVID-19, delivery of instruction, lived experiences, LMS, online platforms*

INTRODUCTION

Teachers are the foundation of every profession. A key person in the education system who instills knowledge, skills, and values in developing the overall personality of every individual. One must realize that teaching is about inspiring and motivating students to realize and exceed their potential. The greatest teachers of all time have devoted their lives to inspiring and empowering their students to achieve great things and be good human beings (Verma, 2020). Teaching is life – a profession like no other since the investment a teacher makes in the profession is far-reaching and requires enormous dedication.

The World Health Organization (WHO) declared COVID-19 as a global public health emergency of international concern on 30th January 2020 as well as a pandemic on the 11th of March 2020 (Cucinotta and Vanelli, 2020). The COVID-19 Pandemic has brought a lot of change in the lives of every individual, especially in the education system. As schools across the world shut down, the home-based education system became a norm.

Education has changed drastically and has been the cause of the rise of e-learning and digital platforms for the delivery of instructions for students. The quick turn to platforms like Zoom is disrupting curricula, particularly for professors less equipped to navigate the internet and the particularities of managing a classroom mediated by a screen and microphone (Iwai, 2020).

In the existing education system before the pandemic, online teaching was not a major form of education in schools and universities, therefore most of the teachers have no or minimal experience in online teaching (Dawadi & Simkhada, 2020). And despite the uncertainties brought to us by COVID-19, we put it in our hands to focus on what we can control and one of these is continuing education. And because of this pandemic, educators were abruptly forced to change and adopt new Learning Management Systems (LMS) through the use of technology for us to continue enforcing education even when the schools are closed.

As of April 19, 2020, Turkey's coronavirus cases have surpassed 86,000. The government has been taking several measures aiming to contain the spread of the virus. In mid-March, as one of those precautions, like many other countries, Turkey shut down its schools and universities. Shortly after, the education ministry announced that schools would shift to online education for students who did not fall far behind in their studies. Many in the field of education were caught unprepared and found themselves facing different challenges. For some teachers, the difficulties were related to their basic needs for class, such as a high-speed internet connection, a private space to carry out live classes, or even a decent computer. Others scrambled to prepare material for their students, while for some, online video conference applications took some getting used to (Bardavid, 2020).

At the University of the Philippines-Open University (UPOU), a single-mode DE institution in the Philippines, the term “open and distance e-learning” (ODEL) has been coined to

refer to the new mode of online or Web-based DE. More specifically, ODeL refers to “forms of education provision that use contemporary technologies to enable varied combinations of synchronous and asynchronous communication among learners and educators who are physically separated from one another for part or all of the educational experience” (Alfonso, 2012, n.p.). These pedagogical changes in DE underscore the fact that online technologies are not neutral: they are like “a ‘trojan mouse’ that teachers let into their practice without realizing that it will require them to rethink not just how they use particular hardware or software, but all of what they do” (Sharpe & Oliver, 2007, p. 49). Furthermore, pedagogical change is complex and often challenging not only for individual teachers but also for the DE institution as a whole (Arinto, 2016).

In Davao City, research entitled “Use of Online Teaching Platform by the AdDU Teachers” conducted last Summer 2019-2020 was conducted by the University Research Council (URC) to 77 faculty members amidst the outbreak of COVID-19. Using the Zoom Webinar as a medium for their survey tool, 50.6% of teachers found ‘reliability of connection’ as the most challenging in terms of the shift to online teaching delivery. For faculty responses, 59.7% answered ‘No’ on whether or not online delivery of teaching achieved the same objective as one delivered in a traditional classroom. Teachers also share the same sentiments with students as online delivery teaching lacks simulation and exposure activities (76.09%) some subjects were highly technical and teachers should dominate the instruction (71.74%) (Vargas and Caasi, 2020).

Many higher education institutions utilize learning management systems and platforms to engage with students online as much as they do face-to-face to provide flexible learning opportunities, offering personalized learning, and seamless educational experiences to students while adopting a blended mode of learning delivery (Giridharan, 2020).

The coronavirus pandemic has made a profound impact on teaching. As a result of the crisis, instructors worldwide had to quickly adapt and shift to remote teaching. But when it comes to learning, students must receive an assured and consistent quality education in whatever means of instruction delivery.

The schools are closed until further notice and we have to adapt to a new lifestyle. Teachers and administrators are working hard during lockdown trying to keep students on track, shifting to online learning within the shortest time (Plitnichenko, 2020). It has provided drastic alterations in the educational system all over the world.

The current situation of this research is to determine the different challenges that teachers encounter online during this time of the pandemic, and how educators overcome those struggles in doing online classes despite our current situation. This will lead the researchers to make further research about the effectiveness of online teaching by understanding the levels of effectiveness of online classes in terms of instruction, media literacy, student-teacher relationship, and time management.

To improve online instructors' teaching effectiveness, use various e-learning methods and strategies, such as dynamic presentations, laboratory tutorials, simulations, conceptual discussions, interaction, and collaboration with students to support their activity, exploration, and knowledge development (Juan et al., 2011). Students' ability to access technological and communication sophistication is a must and a vital need in their study trips. Thus, the enactment of online learning in all circumstances must be prepared to be obeyed and implemented. In other words, the use of information technology in tertiary institutions is closely related to the student's study process and can improve their learning quality. With the ease of internet access, students can quickly get information from online sites (Pibriana & Ricoida, 2017).

The present COVID-19 pandemic has brought extraordinary challenges and has affected the educational sectors, and no one knows when it will end (Tria, 2020). As the pandemic reaches its toll on educational institutions globally, higher education institutions have been forced to move learning online due to institutional shutdowns.

The implementation of online learning posed different risks, problems, and challenges to both teachers and students, especially in higher education institutions (HEIs) (Bao, 2020). Teachers have been forced to become more flexible and adaptable to the abrupt changes to the new normal, prompting researchers to conduct a study to better understand the challenges faced by the teaching workforce in delivering instruction to students.

This study was conducted to determine the struggles every teacher is experiencing. Not only the government agencies, parents, and students do have these anxiety and stressful days during this pandemic but also the educators who are trying their best to bring effective education during this time of the pandemic.

The relevance of this study is to provide information on how institutions can show significant support for their teaching staff, as they are the ones who ensure that their school provides a high-quality education through the use of a Learning Management System that will assist them in online instruction delivery.

Research Questions

The researchers conducted the study to answer the following questions:

1. What are the lived experiences of Educators in the delivery of instruction amidst the pandemic?
2. How do they manage the challenges in online classes?
3. How do their experiences shape their commitment to continue their dedication as educators?

Theoretical Lens

This study is anchored on the Social Learning Theory of Albert Bandura and the theory of online education developed by Garrison, Anderson & Archer (2000) for theoretical generalization of the study.

The Social Learning Theory of Albert Bandura plays a vital role in learning, he states that an individual's behavior is learned in the environment by either observation, imitation, or modeling. Social learning theory says that we learn through observation. This can take the form of someone physically demonstrating a behavior or task or describing a task verbally (Spencer, 2015).

This theory may offer valuable guidance within the framework of online learning or blended learning. It tells how we can organize and understand the new learning environments. This theory also helps in understanding other confounding variables like learner motivation. A triadic reciprocal model of Albert Bandura shows three factors that can influence behavior: the environment, the individual, and the behavior itself. This model was used in this study to understand the determinants of the delivery of instruction to learners in online learning.

Online learning as a means through which social construction may occur, allows for both asynchronous and/or synchronous collaboration through video conferencing, chat rooms, blogs, discussion boards, etc. It is, therefore, necessary, according to Prensky (2001), for educators to tailor their teaching to match the skills, experiences, and expectations of their 'digital native' students, while at the same time not compromising on the quality of the teaching. (Mbatia, 2012).

Another theoretical lens focused on this study is based on the theory of online education. The "community of inquiry" model for online learning environments was developed by Garrison, Anderson & Archer (2000), their theory is based on the concept of three distinct "presences": cognitive, social, and teaching (Picciano, 2017). The Community of Inquiry theoretical framework represents a process of creating a deep and meaningful (collaborative-constructivist) learning experience through the development of three interdependent elements – social, cognitive, and teaching presence. This study focuses more on the teaching side; Teaching Presence is the design, facilitation, and direction of cognitive and social processes to realize personally meaningful and educationally worthwhile learning outcomes (Anderson et al., 2000).

METHOD

This chapter is the presentation of the research design, the research respondents, and data gathering procedure, and ethical considerations.

Research Design

The qualitative phenomenological research design was used in this study. The researchers used this research design because it studies the lived experiences of the participants which provides insights and a better understanding of how people interpret their experiences.

According to Susan DeFranzo (2011), Qualitative Research is primarily exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research. Qualitative Research is also used to uncover trends in thought and opinions, and dive deeper into the problem. Qualitative data collection methods vary using unstructured or semi-structured techniques. Some common methods include focus groups (group discussions), individual interviews, and participation/observations. The sample size is typically small, and respondents are selected to fulfill a given quota.

Participants

The participants of the study were selected tertiary private school instructors in Davao City. There were seventeen (17) participants, ten (10) for individual interviews, and seven (7) individuals for the focus group discussion.

The participants were working and doing online teaching to have their classes. They came from different HEIs to ensure that this study will cater to various levels and programs of the instructors to avoid bias.

These faculty members were engaged in online classes during this time of pandemic that met the target of the research. And because of the pandemic, having to conduct face-to-face interviews and looking for respondents was difficult; thus researchers applied the snowball sampling technique as a purposeful tool for gathering in a qualitative study. Snowball sampling is a non-probability sampling technique that is used by researchers to identify potential subjects in studies where subjects are hard to locate. This type of sampling technique works like chain referral. After observing the initial subject, the researcher asks for assistance from the subject to help identify people with a similar trait of interest (Explorable.com, 2020).

Instrument

To answer the questions in this study, the researchers made a set of questions for the participants. The interview guide (see Appendix A) is composed of questions in English and Visayan that will answer the research question of the study, the first question is focused on the lived experiences of Educators in the delivery of instruction amidst the pandemic which focuses on the experiences in the delivery of instructions in conducting online classes. The second question is on how the participants manage the challenges in online classes by understanding what classroom management styles they apply in online classes and the final question focused on how their experiences shape their commitment to continue their dedication as an educator during the pandemic for their future classes.

Three (3) experts who were knowledgeable about the subject validated these questions. This was done to ensure that the researcher was not biased in any way while the research. Following the validation of the questions, the researchers made several changes to improve the questions and make them more useful in the study.

Procedures

The Jose Maria College Foundation, Inc. Research Office requested and approved this research study, and before the interview, the researcher ensured that the questions were confirmed by experts. After that, a letter was written to the participants.

Rapid integration of online education in higher education has become a big challenge to educators, which brought researchers to focus on identifying this. Studies have suggested various issues, but the issues were not categorized and combined under any topical classification to provide online educators with an organized overview of the issues (Mayes et al., 2011). Data collection was attained through interviews and focus group discussions with the participants.

To conform to the restrictions set forth by the COVID-19 rules, the researchers collected data using the Google Meet platform. Our interviewees were also given a letter of agreement to ensure that their responses were kept confidential throughout the interview.

After the interview and gathering of the data, the researchers let the data analyst analyze the given transcripts following the data analysis flow chart. The final themes, it was discussed and the researcher formed implications that could help the next direction of this study.

Before the final output was printed and released for future studies, it was thoroughly verified by a panel of experts.

Data Analysis

The purpose of data analysis is to provide order to the collected data, the researchers followed the flow provided in the Data analysis in qualitative research of Creswell, 2009.

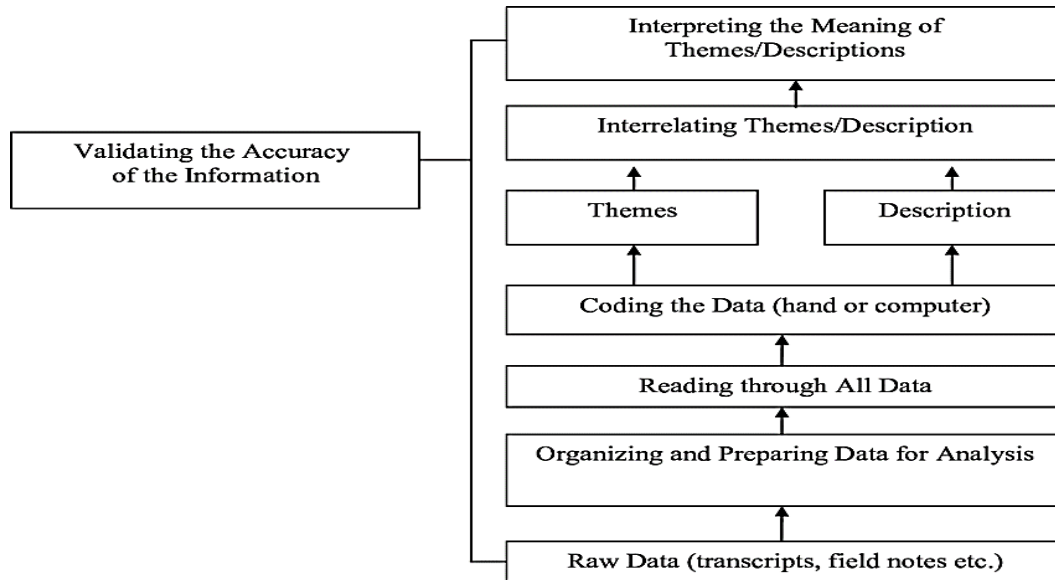


Figure 1: Data analysis in qualitative research (Creswell, 2009)

RESULTS

This part of the study will draw on the major themes, core ideas, and codes present in the findings from the interview process and subsequent data analysis.

During these challenging times, instructors' experiences were overlooked because they were believed to be teachers who could easily adapt to any form of instruction. As a result, the key themes that emerged following data analysis were; *Instructional and Virtual Classroom Problems, Technological Problems, Well-being Issues, Bolster personal and client management strategies, Employing Effective Communication, Personal Innovativeness, and Devotion in the workplace.*

Themes 1, 2, and 3 answered the question "*What are the lived experiences of Educators in the delivery of instruction amidst the pandemic?*" While themes 4 and 5 answered the research question "*How do they manage the challenges in Online Class?*" Themes 6 and 7 answered the question "*How do their experiences shape their commitment to continue their dedication as educators?*"

Table 1 showed the results of the research question "*What challenges have you encountered?*" most of our interviewees agreed that the way instructional tasks were assigned

to them was comparable. The results below showed 3 essential themes, which are the *instructional and virtual classroom problems*, *technological problems*, and *well-being issues of our instructors during the online class*.

Table 1. Lived experiences of educators in the delivery of instruction amidst the pandemic

Issues Probed	Essential Themes	Codes/ Categories	Core Ideas
On the challenges encountered by teachers	Instructional and Virtual Classroom Problems	Teaching Task	• feel the burden of delivering the education • plenty of troubles in delivering online classes • unsure if the lessons are delivered properly • finding new ways in the mode of delivery of instruction • Long preparation time • Time management issues • A lot of paper works
		Supervision	• Trouble in communicating with the students • Monitoring the performance of students • Unsure if the lessons were understood • Maintaining students' presence while doing online lecture
	Technological Problems	Connectivity	• slow and fluctuating internet connection • network disruptions • using limited internet data • signal lost
		Device and platform inadequacies	• some students are only using cellphone during classes • Certain adjustments in various learning management platform • LMS limitations • the efficiency of our gadgets

Issues Probed	Essential Themes	Codes/ Categories	Core Ideas
	Well-being Issues	Physical	•Lack of sleep •Feeling very exhausted •Having eye strain •No more energy to reply to the students
		Psychological	•Confuse about what to do in my life •Mental problem due to working time •Feeling very occupied

Instructional and Virtual Classroom Problems. This theme revealed our instructors' *teaching tasks* during the pandemic's new normal educational setup. This simply demonstrated that our teachers felt the burden of delivering instruction while also encountering difficulties or struggles during online classes. As what our participants proved in the excerpts that they answered during the interview.

"First is the transition to online learning because of course the use of the technology, the use of different LMS, so it really takes time to really learn especially in the school we were using another LMS besides the Google classroom so it's still a new adjustment until now how to really navigate and use all those things that we can use in the LMS..."(IDI P2)

"The challenges that I have encountered, especially with a quick transition that we had from our face-to-face classes, down to our online classes... Considering that I'm a physical education teacher, it is challenging, especially in editing or creating videos, since we cannot really have this assurance that every student has very good accessibility to internet connections once the online classes will start. So, it's really more on the preparation of the content and video demonstrations for the students..." (IDI P4)

A lot of preparation is needed just to supply the needs of our students and learn, even if it is a virtual class.

Another major issue was how they would *supervise their students* in an online environment, given how difficult it was for them to manage students in a face-to-face setting. Several issues were encountered, including difficulty communicating with students due to their limited internet connection and difficulty dealing with the network in their areas.

"...the monitoring of the students because of course with the online you have to be more considerate with the situation... and medyo mahirap in monitoring the performance (*and it is difficult in monitoring their performance*)... yung integrity

ng, for example, the quizzes or the exams so yun because of the limited interaction and also yung ibang students din does not have the same access sa internet so medyo mahirap sila i-contact if ever may mga kailangan problems or you know there are issues sa kanilang grades or whatsoever performances *(the integrity of the quizzes and exams because of the limited interaction and some of the students do not have the same access in the internet so it will be difficult to contact them when they have problems, or there are issues with their grades or their performances)....*"(IDI P2)

Next was to monitor the student's performance while retaining their full attention in the online class because there were some factors that could affect or interrupt our students' attention during the online discussion. Teachers cannot always be certain that their students are listening or doing something else during class because they cannot be forced to open their cameras, especially since opening cameras can also slow down internet connections, especially for data users only.

"...ang uban parang they are not motivated to study and then when we ask them when I ask them to turn on their cameras dili nila i-turn on, naay uban i-turn on pero pag ka taud taud i-turn off and then mura kog nag storya ug ghost students gani kanang ingana siya kalisud pag transfer ug knowledge *(others are not motivated to study and when we ask them to turn on their cameras, they will not do it... others may turn on their camera for a short period of time only)...*"(FGD P5)

That is why instructors in the new normal set-up find other ways to motivate our students who lack the motivation to go to school. This really proves that motivating our students is one of the greatest challenges for our instructors because students do have a lot of distractions around them.

"...With regards to the challenges that I have encountered as a teacher... it's more of... motivating your students...to do well in their classes because of... the pandemic... it is always a challenge on how my students will be able to engage in my class..."(FGD P2)

The statements of our interviewees only proved that there were challenges encountered in terms of delivering their lessons at the same time ensuring the quality of education that they were giving to their students.

Technological Problems. This demonstrates how technology has impacted our educational system. The participants all discussed the advantages and disadvantages of online education. One of the themes' concerns was our instructors' and students' *connectivity*. This is not a new issue in the Philippines, as our country is known for having a slow, fluctuating, and expensive internet connection. That is why some teachers found it difficult to teach because some areas around Mindanao have poor connections, and our internet was intermittent at times.

Even if our networks work hard to provide us with a good internet connection because the entire country is using it, we may still experience slow connectivity.

“...isa sa mga challenge ko kay ang internet connection (*one of the challenges is the internet connection*)...though it is not always... poor internet connection pero there are times na kuan jud siya grabe ka hinay (*poor internet connection but there are times that it is very slow*)... magreklamo ang student na mukalit lang silag chat sa among GC or sa among groupchat na ‘sir nawala ka’ (*and the students will just say in our Group Chat that ‘Sir you lost your connection’*)... na disconnect na ko sa tawag ani sa google meet or sa zoom (*so I was disconnected in the Google meet or zoom*)...”(FGD P7)

“...we have technicality which is very common, the internet connection since mao man jud ni siya ang (*this is really the*) undeniable problem and we cannot control this. So, if maybe the instructor or students have an internet connection problem then we cannot do anything about that and the challenge for that is that the teacher, still needs to find out any sort of strategies for the lesson to be delivered in the given time frame by the institution...”(IDI P8)

Also, *internet connectivity* was a factor and a challenge that was experienced by both instructors and students. Aside from having problems with the connectivity, we also have device and platform inadequacies where the majority of students were using their mobile phones to join the online class and in making their assignment they did have difficulty because they do not have any laptops or computers to make the assignments. This also caused another way for teachers to adjust during the online class and do alternative ways just to ensure that students can also do their assignments even though they lack gadgets.

“...It is not perfect because it's really hard for the students to have perfect output especially kung phone lang ang ilang gamit daghan jud na ug typos, maayo lang tung nay laptop or computer mas dali nila macontrol ang ilang output, maybe there are some errors in spelling (*It is not perfect because it's really hard for the students to have a perfect output especially when they are just using phones with a lot of typographical errors, it might be good if they have their laptop or computer where they can easily do their output with less errors like in spelling*)...”(IDI P8)

As a result, teachers must comprehend and devise methods to allow students to pass their outputs during online classes. The use of modules was encouraged in order to provide students who live in remote areas and cannot access the internet or even send text messages with an opportunity.

Well-being Issues. The final theme depicted was our instructors' well-being issues. Aside from pedagogical approaches and student satisfaction, the pandemic is thought to have had an impact on our teachers' well-being. A few of them mentioned *physical and psychological issues* they encountered while transitioning from face-to-face to online teaching.

The issues they experienced *physically*, where sometimes students still communicate with them at night, can cause a lack of sleep, or teachers might forget their personal lives because they need to cater to the needs of the students at any time of the day.

“...tapos mahirap pala talagang mag deliver ng concerns ng mga bata through online kasi kahit about to sleep kana sana tapos parang after one minute na you are about to close your eyes someone texted you or someone called you that oi sir we need help (*...and then it is very difficult to deliver the concerns of the students through online because even if you are about to sleep after a minute someone will text or call you for a help*)...” (IDI P3)

Due to a lack of sleep, our teachers' energy levels may suffer, and staring at a screen for an entire day may cause stress or eye strain. That is why catering to the needs of the students should be limited. At the same time, students should be aware of when it is appropriate to communicate with their instructors.

Another issue brought up was the increase in workload; some tasks were doubled or tripled because you have to prepare a lot of things because pre-pandemic teachers are not used to online teaching, but they have to do a lot of preparations for the class, not only for the class but for other non-teaching tasks, so they felt overburdened. As the interview progresses, our participants' issues and struggles with *mental health issues or the psychological state* of our instructors emerge.

“...There are a lot of piling responsibilities as a teacher. And for me, it is really hard to balance since I'm also currently studying or ongoing... ongoing pa ang master's degree ko. So, it is very hard to balance everything all at once. And that made me feel depressed, most of the time not adding up personal problems. So, it is really hard to fully focus on the online classroom that we had. I think that's the main mental issue that I've experienced, or am currently experiencing right now...” (IDI P8)

Teachers need some more time to adjust and they should not be pressured in terms of deadlines because not all of our instructors were capable of multitasking.

Table 2. On managing the challenges in Online Class

Issues Probed	Essential Themes	Codes/ Categories	Core Ideas
On managing the challenges in the online class	Bolster personal and client management strategies	Self-management approach	• increase patience • Being considerate • engaging in new technology • Learning new things about online tools

Issues Probed	Essential Themes	Codes/ Categories	Core Ideas
		Client support	• constant follow-up with the students • reminding always the students • frequent monitoring of student's output • feedbacking
	Employing Effective Communication	Interaction	• Reaching out to students • Ensure continual communication • Urge students to communicate

Table 2 will provide an answer to the research question on how teachers manage their classes during the online class. Two (2) essential themes were identified which are *bolstering personal and client management strategies* and *employing effective communication*.

Bolster personal and client management strategies. This is the first theme that emerged from our participants' responses. This only revealed that our instructors were using a *self-management approach* to alleviate their burdens despite the difficulties they faced in the new normal education.

“...the transition to online learning because of the use of the technology, the use of different LMS so it really takes time to really learn, especially in the school... we're using another LMS besides the google classroom so it's still a new adjustment... until now how to really navigate and use all those things that we can use in the LMS...” (IDI P2)

“...They supported us siguro sa ano sa mga webinars on... how to handle sa mga students in the online class and at the same time yung mga gagamitin na LMS yun (...*they supported us by letting us join in the webinars on how to handle student in an online class at the same time on how we can use our LMS*)... time to time din may mga monthly meetings din so... at least na-uupdate din kami as teachers (*from time to time we have monthly meetings to keep us updated*)...” (FGD P1)

“Yes mam, same pud ma'am... naa mi faculty development tapos tagaan mi unsaon pagnavigate sa Google classroom tapos paggamit ug lain-lain nga apps tapos dako na pud to tabang naa sila'y free subscription sa Grammarly at least naa didto naa man pud feature didto for plagiarism checker tapos at the same time mam... kanang automatic na machange or ma-correct ang imong punctuation and grammar nimo... so di na kay lisud magread twice paka... tapos

magrevise napud ka in the middle of the night so ka na ma'am (*Yes Ma'am, same with them, we have faculty development and we were informed on how to navigate Google class and other apps. I also have a free subscription on Grammarly which really helped me and there is a feature that it could check plagiarism... where it can automatically change or correct your punctuation or even your grammar... so it is not difficult for me to read twice and I could revise it in the middle of the night*) ..."(FGD P4)

"I just give them consideration so if they tell me that they cannot join the class because of poor internet connection so I just tell them to parang check na lang the resources that I have... I'm just really extra considerate... so if nagsabi sila ng poor internet connection sinasabi ko na talaga sa kanila na ok may mga activities naman may mga resources naman so mag catch up na lang sila (... so if they tell me that they have poor internet connection I will just say that they will just do the activities and there are resources that they can use to catch up with the lesson)..."(IDI P1)

"...So in terms of deadlines, pagslim ang ilang internet, iadjust pud nimu ang ilang mga deadlines base on their reasons (*So in terms of deadlines, if their internet is not good I will adjust the deadlines based on their reasons*)..."(IDI P7)

"...Ma'am medyo lenient po talaga for those students na mahina ang internet connection nila (*I am slightly lenient with those students who have a very slow internet connection*)..."(FGD P2)

Another is how teachers cope and give satisfaction to the student's needs and how to maintain a teacher-student relationship which we also call *client support*.

"For me, it's just really maintaining an open communication with your students and be more understanding... their situations and you know empathy goes a long way..."(IDI P2)

"In developing a good student-teacher relationship in online classes, I think it's all about respect and understanding as well, since I... myself has my own difficulties in these online classes. And I know, my students as well have their own struggles, and different factors, which affect them as well. So it's really more on... more on understanding and really giving space for them to..."(IDI P6)

This only proved that this also made teachers increase their patience and consideration for students as our instructors were very lenient with their students. This is to show that we always give satisfaction to their clients and ensure that they are giving feedback even if it is virtually done by the teachers. During this pandemic, teachers were particularly challenged to maintain positive student-teacher relationships so that students could communicate with them despite what they could only see virtually.

Employing Effective Communication. Another theme that needs to be discussed is “Employing Effective Communication” which will discuss how teachers maintain constant *communication* and *interaction* with their students. Aside from maintaining a good student-teacher relationship our instructors as well continue to have good communication in the class.

“Sa maglecture kailangan, connected din ako, kung magdiscuss ako gusto ko nakaconnect ako sa kanila. For example, ‘are you there?’ magsabi ako ng ganyan, magtanong din ako sa kanila. Ah... relationship para magkaroon ng... hindi gani sila awkward sa iyo kasi wala naman talaga... never ko pa sila nakilala lalo na ako, personally kasi never pa kami nagmeet dili parehas dati na I know their strengths and weaknesses... *(In lectures, I need to be connected with them. For example, ‘are you there?’ I will ask the students... so that we could have a good relationship... and it will not be awkward since I never met them in person... unlike before I will know there strengths and weaknesses...)*”(IDI P7)

“...ang ginagawa ko po kasi is to let them feel that I am always there for them... siguro it’s really very important na ma-build natin yun na meron silang trust sa teacher nila like me... bini-build yung rapport and maintain yung pwede mo ko maasahan pwede kitang tulungan I will always be there for you especially when there is a time of need so yun po siya... *(...what I usually do is to let them feel that I am always there for them... it is really important to build trust to me as their teacher... I try to build rapport and ensure that they could relay on me, that I can help them especially when you are in need...)*”(FGD P2)

This just goes to show that during a pandemic, teachers try to be tolerant in order to maintain the quality of instruction. They ensure that students continue to learn and enjoy learning despite the challenges of the new educational process. Distance will never be an impediment to learning, and even though we live in a virtual world, teachers will only contact students via email, messenger, Facebook, text message, or phone calls to check-in.

Table 3. On the Participants' Commitment to continuing their dedication as educators

Issues Probed	Essential Themes	Codes/ Categories	Core Ideas
On the commitment of the teachers	Personal Innovativeness	Technology adaptation	• constant upgrading in terms of adoption of instructional technology • familiarization with LMS • innovative approach to ensure student learning
		Client services	• providing assistance to the students • continue imparting the best knowledge to students • providing excellent instruction
	Devotion in the workplace	Passion	• Extending working hours to prepare all assigned subjects. • Constant communication with the students • Allotting time for consultations • Making more effort to make the online class more interactive • Being responsible and passionate

Table 3 answers the research question “How do their experiences shape their commitment to continue their dedication as educators”. This shows how our teachers were dedicated to their calling and how they can adapt to this quick transition in the education setting. There were two themes drawn from the gathered statements of our instructors and these were *personal innovativeness* and *devotion in the workplace*.

Personal Innovativeness. The statements presented by our participants showed the *adaptation and familiarization of our teachers with the technology* they are using right now and if they would still continue to apply those learning even if we will go back to a face-to-face setting.

“For me, i-continue pa rin if ever yung mga ginagamit natin na LMS even after the pandemic kasi pwede naman din siyang secondary resource natin in teaching our students especially if we will cater students um... outside our city or outside

sa radius ng ating institution or kung saan tayo nagtatrabaho, so pwede pa rin siya magamit. *(For me, I will continue to use our LMS even after the pandemic since I can use it as a secondary resource in teaching our students especially if we cater students... outside our city or outside the radius of our institution or even where we are working, we can still use it.)*" (FGD P1)

"I think the LMS is very helpful sa... maskin pa magbalik sa face-to-face class, I think kung mag-post ug mga additional reminders and announcements mas mahimo pa-gyud efficient maski pa magbalik sa face-to-face class. *(I think LMS is very helpful... even if we go back to face-to-face class, i think I will post additional reminders and announcements where it is more efficient even if we go back to face-to-face classes.)*" (FGD P3)

This showed that the majority of them stated that if their school requires them to attend face-to-face classes again, they will continue to use online platforms or learning management systems as a supplement. We can't deny that there were benefits mentioned by our participants, and because of this pandemic, we can use and adapt our LMS and other tools that can be useful in our classes, both online and face-to-face.

With all the statements of the participants, it proves that online platforms can still be helpful even in face-to-face classes as a secondary tool to use. It can still be applicable but with limitations in using it. As other countries use online education, we can also improve our online or blended education and start to use it now.

Instructors also provide *client services* such as assisting our students and providing them with excellent instructions. Even though there were numerous challenges during the online classes, our instructors ensured that the students received a high-quality education.

"...educate me continuously... with how online instruction works, the delivery of online instruction and third is to always make sure that what I'm doing is always quality, on point and something that is meaningful for the students and me." (IDI P1)

"I'm able to think of ways you know to prepare something... to do my best as a teacher to meet... the students' needs... like create... an activity that will help them... this experience helps me to grow as a teacher because I became more like creative, flexible as I became more like understanding on the part of the students." (IDI P4)

During the new normal educational setup, teachers demonstrated their commitment to providing quality education to the students. The pandemic is not a barrier to young minds being educated for the betterment of their future.

Devotion in the workplace. The final theme was "devotion in the workplace," during this trying time, *teachers' passion and dedication* to their jobs were tested, but the pandemic

cannot deter our teachers' commitment to educating our students for the future. Even if they had to extend their working hours just to prepare the lessons and another time allotted for consultation hours, the responsibility and passion to guide the learners were the reasons why our instructors never stopped teaching them.

We cannot deny that our teachers would spend additional time and days just to create interactive and interesting discussions and activities in their classes, but what keeps them motivated is the appreciation of the heads and students who saw the instructors' efforts in the class.

"I think it's more on the student's feedback you know getting the evaluation from students and there are students also who personally message you to appreciate you to thank you... parang yung... mga students feedback... nag momotivate talaga sa akin para to do better in the profession kasi hindi naman talaga ako education major but you know because of the students, the experiences I have with students... it is somehow motivating for me to explore to do better to improve myself as an instructor... and I always listen to their feedback and I use that to improve or to develop yung skill or yung teaching strategies as an instructor. (I think it's more on the student's feedback when you get your evaluation from your students and also those who personally message you to thank you... I guess it is their feedback... that will motivate me to do better in my profession because I am not really an education graduate but because of the students and my experiences with them... it is somehow motivating me to explore, to do better and to improve myself as an instructor... that is why I always listen to their feedbacks and use it to improve or develop the skills or teaching strategies as an instructor.)" (IDI P1)

"...I think, my active contribution to my professional as well. So it will really be helpful for other physical education teachers as well and also our skills as well, especially in umm... video editing... In games, that is applicable na sa bahay na nila ginagawa that is accessible with the... (In games, that is applicable to do in the comfort of their houses...) um... with the needs of the students." (IDI P6)

Despite all the challenges and struggles, they encountered during the pandemic but the passion and commitment to mold young minds.

These experiences can be quite beneficial in preparing students for a career as a teacher. Despite the fact that some of them are not education graduates, they have grown to appreciate what it means to be a teacher. Even though it was difficult, witnessing students improve and achieve their life goals with their assistance was rewarding, and teachers may say, "I've done my job successfully."

Regardless of the disadvantages of the abrupt transition from face-to-face to online classes, the fact that the teachers were still there ready to teach the learners to be ready for their future endeavors is a reason to continue teaching while learning from different experiences

simply for the love of teaching. This will be a memorable experience and a valuable lesson for teachers who will continue to teach and impact the lives of their students.

DISCUSSIONS

Research Question 1: *“What are the lived experiences of Educators in the delivery of instruction amidst the pandemic”?*

Due to the quick transition of our educational system, the issue was that instructors of online education preparation programs may not know how to prepare instructors for the transition from traditional face-to-face training to online teaching (Baran, Correia, & Thompson, 2011), and it has been a great challenge to the institutions as well as the teachers who are preparing the necessary things for their assigned classes. Some were unsure if the lessons were delivered properly to the students and understood the lessons during their online discussion. The unexpected change to online learning became a measure of organizational agility (Wu, 2020), with several academic institutions primarily focused on the transfer of educational content to the digital world and not specifically on online teaching and delivery methods. That is why some o

The results showed one thing proved in a study that educational institutions were shifting to emergency E-learning, while their underprepared teachers found themselves confronted with numerous unexpected challenges (C.A Taquerol, K.J Talidong 2020). Some of the instructors in a Philippine setting find it hard to do teaching tasks because these were not part of our practice, and some of their tasks in a face-to-face setup were doubled or tripled. It might be a problem in an institution where administrators might also look into this problem because instructors were also having a hard time separating the tasks from their personal tasks.

Educators are faced with challenges in teaching online courses and such challenges can negatively influence students' experiences and learning. This just proves the study of Kebritchi, Lipschuetz, & Santiague (2017) that there are challenges such as (a) Learners may have inappropriate expectations (e.g., expecting instant feedback), (b) Learners' readiness to participate in an online course varies, (c) Learners may feel isolated and disconnected, (d) Learners need to be actively engaged, (e) One assignment description is often not enough; clarity of assignment instructions is necessary, and (f) The “bells and whistles” of technology tools do not necessarily provide the best outcome for student learning, that are related to online teaching and ideas to address such challenges as what our participants also proved and stated.

Another thing, it is also presented that the statement of Angara was really proven by the statements of our participants. Angara (2020) said that it all comes down to two major concerns: internet connectivity and the issue of the curriculum and educational materials that have to be adapted for use in a blended learning environment. Access to educational materials through the internet isn't worth much if the internet itself is inaccessible due to lack of service or network infrastructure.

Winthrop (2020) stated that the Philippines has the lowest internet connectivity in Asia. Besides, such challenges would be equity gaps, student security, and safety, quality of learning compromised, and poor assessment results. This means that we need to make another way to ensure that the teachers can also reach the students and ensure learning despite the challenges encountered in terms of internet connectivity.

Despite all the physical and mental issues encountered by the instructors, there are still learnings they still shared. Instructors need to be more acquainted with our online education setting so that the quality of education that we give in a face-to-face setting will not be neglected and will never be a reason that our students will never learn from their teachers or in our classes. There might be challenges yet some teachers also believed that they also gained advantages in this online set-up of education. It is believed that the instructor is the single most important factor in determining student success in an online class (Tunks, 2012) that is why teachers need to double their time in preparing the lessons, modules, and visual presentations for the students to really learn.

This comes to prove the study of Besser et al., 2020 that during the lockdown, teachers suffered stress from having to adapt in order to provide online classes to the students which will also cause them physical and mental issues. These issues can result in a lot of problems for our teachers, not only with their classes or lesson preparations but also their personal lives are affected as well. Because of this, workloads, psychosomatic problems, exhaustion, anxiety, depression, and domestic violence can be one of the major problems for our teachers during the pandemic (Prado-Gascó et al., 2020; Al Lily et al., 2020).

Research Question 2: “How do they manage the challenges in Online Class”?

Results of the study concluded that most of the Philippine education set-up teachers are not fully prepared and professionally trained to teach through ERT or emergency remote teaching (C.A Taquerol, K.J Talidong 2020) because this is an unexpected change during the time of the pandemic. As much as possible teachers should be ready in facing this type of class as they welcome another school year.

Thus, teachers were also provided with a different Learning Management System (LMS) that could provide a quality education despite the quick change in our delivery of instruction. This is to prove the statement of Tunks (2012) that it is necessary that instructors use the tools provided by the institution and also consider how these tools can help the teachers present the concepts for a good outcome for student learning.

Teachers are now getting engaged with the new technologies such as the Learning Management System (LMS) that was provided by the school to them and other tools they got from different training and workshops. The experiences of the teachers in terms of the support

of their institution can contribute to a sense of security for the teachers. Though not all were given a chance and benefits like these, at least there are things that the institution is trying to do for making the work of the teachers easy. These LMS support, seminars, training, and workshops can improve online instructors' teaching effectiveness in the use of various e-learning methods and strategies to support their activity, exploration, and knowledge development in their classes (Juan et al., 2011).

We cannot also really deny the fact that internet connection can also be a hindrance to the learning of the students. Angara (2020) emphasized that access to educational materials through the internet isn't worth much if the internet itself is inaccessible due to lack of service or network infrastructure that is why this is another struggle for teachers on how they could deliver the lesson to the students and ensure that they still learn from the given lessons.

In the new normal set-up of education, an internet connection is a basic need for a teacher, a private space to carry out live classes, or even a decent computer (Bardavid, 2020) to perform their duties well. This might seem too much yet, imparting and teaching the child is a major concern, so there should be an initiative to give those things that teachers need in teaching the students.

Aside from that, the good student-teacher relationship was really proven in this situation because our instructors were also lenient to their students especially right now that there were also factors that they needed to consider in the situation of the students. Willen (2020) stated that teachers want their students to master content, develop a love of learning and move on to the next grade. But these teachers also know that success requires time and trusting relationships that they need to extend right now in this type of education set-up.

The statements of our participants only show that one way to ensure that students are really coping with the class is constant communication and a satisfactory level of the student-teacher relationship. It is said that interacting with learners on a human level - by establishing a relationship with students, and connecting with them in various ways –can help them feel connected, and be motivated in their engagement in class (Ely, 2018).

The statements of our participants just supported the study of Alawamleh et al. (2020) that communication between instructors and students has the ability to improve the learning experience and to create a positive setup which is needed during this new normal set-up of education. Even if this is a hard and extra job for our teachers, they still want constant communication with their students. They want their students to contact them anytime if they have difficulty understanding the subject, they cannot go to their virtual class or they do have personal problems that their study might be affected. This is how our teachers deal with the students even if online courses are individualizing learning and limiting interaction with others (Boling et al., 2012).

Research Question 3: *“How do their experiences shape their commitment to continue their dedication as educators”?*

Most educators were not prepared to face the technological challenges that came with the pandemic due to a lack of preparedness and experience (Cruz, et al., 2018) but then as they go along with the new application of technology, they saw the positive side of the usage of technology in the online classes and how they will continue to use as blended learning during face-to-face classes.

Teachers should always be equipped with the use of technology. They should always have the opportunity to have training and workshops if a school will continue to use their LMS because the technological world advances each day (Berge, 2009, p. 412). It is really important to be knowledgeable enough about the advancement of technology so that teachers can teach effectively to their students online or in face-to-face classes.

As Borgemenke, Hold, & Fish (2013) said that it was commonplace in online education to develop standardized curricula, or course shells, within an LMS where it can increase consistency of both design and content, easing the burden for instructors, and lastly minimizes confusion for the students.

Changes in the grading system, assessment, and evaluation of student performance will be a great challenge to our school, administrators, and teachers but this is necessary to get along with the trend of education to offer convenient learning to all students (Tria, J.Z., 2020).

Across the world, teachers are working with commitment to nurturing students in line with the vision of the school for a better, and more just future (Metcalf, 2020) which was proven by the statements of our participants. Being a teacher is not that easy yet the love for teaching is simple because it is well-known that teachers love their profession as they can help and educate learners and also shape the future of our society (Kamstra, 2020). This only proved that our educators were willing to learn and get engaged in any new and abrupt educational setting as long as it is organized and our instructors were taught how to do things in a new set-up of the educational system. They were all dedicated and committed to everything that they do.

Implications of the Study

The researchers believed that through this study, our educators faced numerous challenges as a result of the pandemic's abrupt change in the educational setting. Due to this change, the key factors which were the instructional and virtual classroom problems, technological problems, well-being issues, bolster personal and client management strategies, employing effective communication, personal innovativeness, and devotion in the workplace discussed and showed a big impact on the following:

First and foremost, administrators who understand how to handle situations like this may want to show consistent significant support for their teaching staff, as they are the ones who ensure that their school provides high-quality education. This will motivate instructors to learn

and explore through the use of a Learning Management System that will assist them in delivering their lessons to their online students, as well as ample time to create a good module to be given to students who have difficulty with their internet connection or who live in remote areas. Blended learning will continue even if the pandemic ends, they can also send their instructor in training, seminars, and workshops that may educate them in the use of different online platforms.

Aside from that, after hearing our participants' statements, administrators may reduce the workload for instructional assignments because they have a personal life as well. Their families also require their attention, so they had to provide work-life balance. Ignorance of these issues may lead to mental health problems or other consequences. This study raised administrators' and heads' awareness of our instructors' work-life balance and the importance of socialization with both old and new colleagues.

Second, because schools are already offering online classes, this is a good time to look into and research simple LMS for both professors and students that will not be a burden to either. The institution's IT professionals can also think of and design an exciting and simple-to-use LMS (Learning Management System) for our instructors and students that will not compromise the quality or delivery of the lessons. We cannot deny that some of our educators are still stuck in the era of traditional teaching; having a lightweight and simple-to-use LMS will be a huge opportunity and help for both the institution and the instructors.

Third, it is an excellent opportunity to hear our instructors' erring voices, which were never heard during the pandemic. They may argue that teachers must always be prepared, but they fail to mention that a teacher must also maintain a healthy lifestyle in order to teach and motivate students. Since some instructors were not that tech savvy they may also participate in seminars and training that covered not only teaching strategies and the creation of engaging online activities but also seminars on coping with mental health issues and balancing work and life in order to create a positive virtual classroom environment. Due to the pandemic, educators were welcoming the changes they were experiencing right now and preparing to be active in technology, as we are now in an era when technology is becoming more important and valuable in the classroom. Because of the pandemic and online classes, every instructor should welcome this progression and gain new ideas and experiences.

Finally, future researchers may wish to develop a tool to help meet more of our teachers' needs in the new normal education setting. This could provide information to the Commission on Higher Education Department (CHED) or Higher Education Institutions (HEIs) on tools to use to make our instructors' jobs easier and less stressful. This study is an excellent opportunity for our educators to assist our students in receiving a high-quality education, which will lead to greater societal achievement and assured quality education.

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