



Phenomenological Study of Seasoned Teachers on the Use of Online Teaching Platforms

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Abstract

The current shift in the educational system brought by the COVID-19 pandemic have greatly affected the lives of the teachers and the learners. The usual face to face classes were switched to online or modular classes to prevent the spread of the virus. This qualitative phenomenological study described the experiences of seasoned teachers of the General Santos City SPED Integrated School who are handling online classes using online teaching platforms. Five (5) participants were purposively selected for an interview. This study focused on the seasoned teachers' views, and feelings in handling online classes using online teaching platforms. The participants have common ideas and experiences being seasoned teachers who are assigned to handle online class using online teaching platforms. They have juggled their time and effort adjusting to the current situation and have experienced anxiety, stress, and difficulties in using online teaching platforms. Moreover, as they embrace the challenges and adopt the innovation in education, they have realized that teaching in online could also be meaningful and exciting. Through their experiences in educating the learners for a long time, it has a great impact in the teaching learning process.

Keywords: *educational management, phenomenology, seasoned teachers, online teaching platforms, COVID-19 pandemic, Philippines*

1. INTRODUCTION

With the current pandemic around the globe, everyone is greatly affected. People's lives were far from the usual things that they do. They need to follow specific health protocols for the safety of everyone. The education section is not an excuse on this matter. The school closure impacted all levels of education from primary up to tertiary level. Not all educational institutions are ready for the sudden shift. Some schools may be equipped with technology embedded in their regular face-to-face class. Even so, they find it quite challenging to upskill their shareholders with the technology required for distant online learning and teaching in such a short time. However, most schools in the Philippines do not have such a privilege regarding resources and facilities for online learning. Such a condition has posed extra challenges to their school communities. Not all students are accustomed to online learning.

Moreover, many teachers and lecturers are not yet experts in teaching using internet technology, especially in various regions in the Philippines. Since the pandemic, many debates have been made like academic freeze, but the government fought that education must continue. The coronavirus pandemic (COVID-19) has brought another dimension to teaching and learning across the spectra of educational levels and systems in a way that was never envisaged. COVID-19 not only causes health crises around the world, but it also affects all aspects of life, counting education. This condition directly impacts the world of education. UNESCO Director-General Audrey Azoulay stated that "We are pending to place and employed with countries to find hi-tech, low-tech, and no-tech solutions to assure the aim of continuity of learning." For this reason, new challenges and chances at a social and technical level may emerge. It enables us to reflect knowledge on the variety of approaches and educations that can be learned in

numerous nations and come up with the chance to find new solutions (Goh & Sandars 2020; Ogbonnaya, Awoniyi, & Matabane, 2020; Lapada, Miguel, Robledo & Alam, 2020; Alea, Fabrea, Roldan, & Farooqi, 2020).

In addition, to minimize the loss of teaching and learning time due to the lockdown imposed in many countries to curtail the pandemic, many learning institutions adopted online modes of teaching and learning. Department of Education (DepEd) is doing its best to distinguish the effective implementation modality in every school. These include different learning delivery modalities that the department will look into, such as Online Learning, Modular Distance Learning, Blended Learning, Radio-Based Instruction, and TV-Based Instruction. Identifying the suitable modality was done through a survey using the Learners Enrolment Survey Form (LESF), where the parents/guardians choose the modality suited or applicable for their children. These are online learning programs such as google, TV broadcasts, guidelines, resources, video lectures, and online channels were introduced (El Firdoussi, Lachgar, Kabaili, Rochdi, Goujdami, & El Firdoussi 2020; Rose, 2020; Longhurst, Stone, Dulohery, Scully, Campbell, & Smith, 2020). Furthermore, online learning refers to an education that teachers lead using the internet and web-based educational delivery systems. Teachers and students are separated physically and geographically using software to prove learning with structure learning. There are two types of synchronous and asynchronous communication: synchronous (participants are in real-time communication, for example, utilizing zoom, Google Meet, and other online tools) and asynchronous (participants are not in real-time communication, for example, interaction in the chat room in social media or learning discussion forum). Online learning can be characterized as guidance on an advanced gadget expected to uphold understanding. In writing, a few focal points of internet learning features: concentrating from anyplace, whenever; plausibility of setting aside vast measures of cash; no driving on swarmed transports or neighborhood trains; adaptability to pick; and sparing time. Internet learning is accordingly getting progressively more significant for training during the hour of the general well-being crisis, offering the time to stay in touch, irrespective of whether distantly, with colleagues and educators furthermore, to follow exercises (Clark and Mayer 2016; Dinh, Bonner, Clark, Ramsbotham, & Hines, 2016; Bijeesh & Brown, 2017; Mirkholikova, 2020).

Moreover, with the fast-paced technology, everyone needs to adopt the changes (i.e.) from the standard typewriter to computers, the traditional manila papers hanging on the board to PowerPoint presentations flashed on the TV. We need to accept many advances in technology for the teacher not to be left behind. Technology is progressively being used in classrooms to assist teachers in achieving

various pedagogical goals, and scalable technologies can serve their objectives (Becker, Brown, Dahlstrom, Davis, DePaul, Diaz, & Pomerant 2018; Sprenger, & Schwaninger, 2021).

With the innovation in technology towards teaching, the most affected individuals are seasoned teachers. Seasoned teachers are referred to as experienced teachers who have served in the teaching profession for quite some time. They are considered seasoned teachers because of their abilities, expertise, and years of service. This innovation in education has affected the seasoned teachers causing them stress in adapting to the changes and affecting their performance. Some seasoned teachers don't put much effort into adapting it because they are about to retire, yet some teachers have expanded their horizons in accepting this innovation. Transitioning from face-to-face to online learning creates many barriers for teachers mainly because it happens without warning. Educators have used online platforms to reach out to students. Webinars have developed temporary classrooms, parents have been asked to monitor their children at home, and students have been deprived of peer social interaction. The current situation in the Department of Education (DepEd) has been a challenge to every teacher in the field as different learning modalities are concerned and where the use of technology is much demanded through online learning platforms. It posed a dilemma, especially to the seasoned teachers, as age is considered; on the use of technology through the online learning platform which they find uncomfortable to use, inconvenient on their part, and most of all challenging for they are not used to it. General Santos City SPED Integrated School, located at Purok Malipayon, Barangay San Isidro and Quezon Avenue, Barangay West, General Santos City, South Cotabato Province, offers online classes to cater to the needs of the learners. The researchers found that seasoned teachers teaching online classes have experienced several challenges in handling online types. This study, therefore, focused on exploring the experiences of seasoned teachers in adapting to the use of technology as fundamental to survive the work practice. This work hopes to offer insights into the experiences and challenges encountered by seasoned educators to adapt to the new normal in education.

Statement of the Problem

Studying the experiences of seasoned teachers in using online teaching platforms is essential. Teachers use online teaching platforms for those learners who have access to the internet. Teachers considered seasoned or veteran teachers have experienced many challenges facing the "New Normal Education." This study, therefore, described the experiences, challenges, and coping mechanisms of the seasoned teachers on the use of online teaching platforms.

Purpose Statement

This phenomenological study aimed to describe the essence of teachers' experiences using online teaching platforms in the teaching-learning process in the country due to the COVID-19 pandemic. The results of this study may help widen the perspective of other teachers on how seasoned teachers teach the learners using different online platforms and their point of view on the situation that is worth sharing with others. This study recorded the experiences, including the strengths and weaknesses of their online teaching journey. In addition, this also gives insights to others about the struggles of being an online teacher as they dispose of their duties and responsibilities in school. As a teacher educator, I am interested in understanding the processes of teachers' search for self and developing their professional identity as a teacher.

Research Questions

To achieve the purpose of the study, the following research questions were formulated;

1. How do participants describe their experience using online teaching platforms?
 - 1.1 How do the participants view themselves as teachers using online teaching platforms?
 - 1.2 How do the participants feel about using online teaching platforms?
 - 1.3 How does teaching online affect the lives of the participants?

2. METHODOLOGY

This study aims to define and understand the lived experiences of seasoned teachers on the use of online teaching platforms in the school year 2020-2021. The research design utilized in this study is a qualitative research approach, mainly the phenomenological method of inquiry. This research method can be defined as a critical process of observing, describing, analyzing, and documenting qualitative information. Qualitative research is a process for investigating and knowing the meaning individuals or groups ascribe to a social or human problem. The research process involves collecting data from participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data in which a structurally flexible final report will be written (Creswell, 2014).

In addition, this research described the experiences as an Online Distance Learning teacher, including the strengths and weaknesses that the respondents went through on their instruction on various online learning platforms. This study constitutes a phenomenological method to explore the seasoned teachers' experiences in today's pandemic. In phenomenological research, the researcher describes the structure of the experience based on reflection and

interpretation of the research participant's story. In addition, the term phenomenology refers to the study of phenomena. Phenomenological research "describes the common meaning of several individuals of their lived experience of a concept or a phenomenon." Creswell also mentioned that there are two types of phenomenological studies. The first type is an empirical phenomenological approach, which transports the researcher's personal experience to the fore. The second type is a transcendental phenomenological method that includes the researcher bracketing themselves through acknowledging their knowledge with the phenomenon under investigation (Smith, 2018; Creswell, 2016).

Phenomenology is known as an educational qualitative research design. It is considered philosophy and a research method (Creswell, 2016). Participants for the study are selected because they have lived the experiences the researcher is investigating, and are willing to share their thoughts about their point of view, and articulate their conscious experiences well. Phenomenological research should be undertaken with a diverse group of at least 3 to a maximum of 15 participants, according to Creswell (2016). This phenomenological study aims to determine what the phenomena mean to persons who have experienced them and arrive at generic meanings. Research design is found appropriate to attain the purpose of the current research and to arrive at a particular conclusion of the experiences of the phenomenon.

Research Site and Purposeful Sampling

The study focuses on determining the experiences of five (5) elementary seasoned teachers of General Santos City SPED Integrated School as the primary respondents of the survey. They have been selected purposively since their experiences will be the ones to be described. Thus, they had unveiled their stories. In this study, the seasoned teachers were handling online classes of General Santos City Special Education Integrated School for 2020-2021.

Furthermore, the informants and participants of the study were selected through homogenous sampling. This purposive sampling technique is used to capture a wide range of perspectives relating to the researcher's study interest. It is a non-probability sampling method, and it occurs when elements selected for the sample are chosen by the researcher's judgment. Researchers often think that they can obtain a representative sample by using sound judgment, which will result in saving time and money. This sampling is suitable for qualitative studies where the researcher is interested in informants who have the best knowledge concerning the research topic. Thus, the researcher decides their needed data and sets out to find people who can and are willing to provide the data by knowledge or experience (Black, 2016; Creswell, 2015).

This study pertains to their personal and professional

learning as online that impacted their teaching performance. The study was dependent on the ability of the informants and participants to describe their experiences and answer the interview questions. Informants and participants have varying degrees of information and experiences with online teaching, and therefore, may be subjective. Since administrative permission was necessary to gain access to informers, principals and superintendents informed the study and its purpose. It may have affected the teacher's responses because of the administration's concerns about what teachers stated in the interviews. In addition, respondents' experiences were gathered and recorded using Google forms and online video conferencing. It was conducted from March 2021 to April 2021. The inclusion criteria in choosing the participants were: Teachers who have been in the teaching profession for more than 20 years. Teachers from grade 4 to grade 6 handling online classes and who use online teaching platforms.

Researcher's Role and Potential Ethical Issues

Research is "a study process leading to new insights, effectively shared." Research is a multi-stage process. Ethics are essential to the research process. Investigators need to take care of various ethical issues at different levels of this process. Before gathering the data, the researcher will seek an approval letter from the school principal and district supervisor to conduct the study. To collect the desirable data for this study, the researcher will observe the following procedures to gain access to the research site and permission

to conduct the study (The Research Excellence Framework, 2014). Although the researcher's insider status at the participant's school, appropriate coordination was done before the study's conduct to access the subjects. Permission and consent letters were sent to the participants to obtain their agreement with the research informants. Each participant received a copy of the permission form at the time of the interview. The interview was held at the most convenient time for the participants. Each participant was given a chance to read and explain the study's consent, objectives, and procedure. The researcher made it clear that the participants could decline to participate at any time of the survey to clarify that participation is voluntary. The researcher also asked each participant to allow videotape recordings of the interview so that the data analysis would become more credible. This strategy would reduce the risk that conclusions would reflect the systematic biases. The researcher ensured that all the information given by the participants was treated as confidential and private. Additionally, the researcher will be responsible for establishing secrecy of the information provided by a participant and handling data and results in a form not easily recognizable by name or other particular

characteristics. The researchers must ensure the participants' confidentiality and personal information or identity as per their choice. The researcher should avoid experiments that may threaten both the participants and the researchers themselves. Apart from the participants, the researcher also has an obligation towards society, her colleagues or other researchers, and school administration. The researcher should replace the names of the participants, and the use of pseudonyms should be when providing information that could disclose the identity of participants. The researcher will assign a code number to ensure the study will not contain participants' names (Parveen, Peltier, & Oyeboode, 2017).

Honesty plays a vital role in this research study; thus, the researcher reported and transcribed information accordingly to gain the participants' trust. It is a way of building rapport and gaining the participants' confidence. In analyzing data, avoid taking sides with the participants and report positive and negative information. Avoid careless errors and negligence and always keep a record and a copy of every detail in the research to assure credible details. Like the audio recordings, the gathered data were then carefully kept but deleted at the end of the study to conform to the Data Privacy Act in research studies. Lastly, the researcher collated the needed data for the study and did the data analysis. Thematic analysis was used.

Data Gathering Strategies

The researcher asked for approval from the three experts in qualitative studies. They checked and validated the research instrument, particularly the interview guide questions. The researcher considered any suggestions and recommendations provided by them. This method ensured that the interview questions captured the impact of teaching online as perceived by teachers.

The researcher followed the ethical procedures required by Ramon Magsaysay Memorial Colleges. All questions included in the interview guide led to the description and understanding of the study participants. After securing approval and after ensuring the rigor and appropriateness of the interview guide, the researcher observed the following data gathering strategies: First, she prepared the logistical requirements, including the venue and audio/voice recorder for the interview with the participants. And place and time were determined during my first visit with the participants. Second, before the interview, the participants were given a copy of the consent form to be signed, which contains the study's objectives, the methodology, confidentiality, and the contact number of the researcher for clarifications or verifications. The researcher retracted the consent form, claiming that all of the participants' concerns had been addressed, and distributed a Participant Agreement Form containing the participants' and researcher's agreement for the interview and transcription process. Other pertinent information about the participants helps recall and get to

know them better. Finally, the researcher conducted a one-on-one interview with the participants based on their convenient time and conducive place. The researcher recorded their conversation between the participants; the researcher utilized a digital recorder during the interview process, which the researcher transcribed after. The researcher threw questions to the participants during the interview proper. Among the queries of this study, the main question is, "How do seasoned teachers of General Santos City SPED Integrated School describe their experience on the use of online teaching platforms?" This type of question permits the participants to express their stories without restrictions.

The researcher raised sub-questions to further explore their experiences in handling online classes, including how seasoned teachers view themselves as an online teacher? How do they feel being an online teacher? And how does online teaching affect the lives of seasoned teachers? During the interview, the researcher used open-ended questions to gain clear meaning about the participants' stories and inspire the interviewee to expand on their points. The participants of this study were interviewed individually using audio-recording at different schedules and times. The participants were asked a leading question: "Are there any experiences that you would like to share that were not asked earlier?" At the end of the interview, the participants were asked. Audio recordings were transcribed by the researcher as early as possible after the interview process. Member checking was used as a validation method wherein the participants will deliver the interview transcripts and affirm it through their signature. The saturation point of the interview was determined when the tenor of the participants' responses had the same flow of thought drawing from a similar phenomenon of experiences expressed during the conversation.

Data Analysis Approach

When conducting a qualitative study, researchers try to get as close as possible to the participants being studied to minimize their distance. As pointed out, the data analysis in a research study involves summarizing the mass of data collected and presenting the results to communicate the essential features. Data will be analyzed using a method that includes data decrease, data display, conclusion, drawing, and confirmation, adding that qualitative content analysis is "any qualitative material and attempts to identify core consistencies and meanings" (Creswell, 2015; Hancock, Ockleford, and Windridge, 2017).

Additionally, the following steps represent the Colaizzi process for phenomenological data analysis (Morrow, Rodriguez, and King, 2015). The first step is to read the transcript multiple times to obtain a general sense of the whole content. The second step is extracting significant statements that pertain to the phenomenon under study. These critical statements should be recorded on a separate

sheet noting their pages and lines numbers. The third step is formulating the meanings of significant statements. The researcher should "bracket" their pre-suppositions to stick closely to the phenomenon as experienced. The fourth step is to sort the formulated meanings into categories, clusters of themes, and themes. Bracketing of pre-suppositions is crucial to avoid any potential influence of existing theory. The fifth step is integrating the study's findings into a detailed description of the phenomenon under investigation. The detailed description will be presented as a narrative account. The researcher incorporated the emergent themes, theme clusters, and formulated meanings into the description to create the overall structure and ensure that the study contains experience elements. The sixth step is describing the fundamental structure of the phenomenon. Finally, the research participants should validate the findings to compare their descriptive results with their experiences. The researcher will ask the participants whether it captures their expertise; the researcher may modify earlier steps in the analysis in light of this feedback.

3. RESULTS AND DISCUSSION

From the responses of the seasoned teachers, three main themes came out. These are Seasoned Teachers Amidst Technology Instruction, Adopting the Innovation in Technology, and Seasoned Teachers Embracing Technology Instruction.

Main Theme: Seasoned Teachers Amidst Technology Instruction

The participants of this study were subjected to a focus group discussion, and out of their responses, this main theme Seasoned Teachers Amidst Technology Instruction came out.

Limited knowledge in using technology

Teachers' readiness regarding technical experience and competence was one of the challenges. Teachers who lacked ICT skills found it challenging to implement online learning, and it determined whether the lesson could be presented successfully or not. They observed it not convenient for them to conduct online learning as they were less competent with technology. This problem primarily impacted seasoned teachers who found running the advanced applications challenging. When this happens, teachers feel burdened, and online teaching and learning are not optimal. Seasoned teachers found it challenging to adapt, but those who master the applications and technology tools approached it significantly, which can be implemented effectively and smoothly, especially during the COVID-19 (Reimers, Schleicher, Saavedra, & Tuominen, 2020; Ko & Rossen, 2017; Lukas & Yunus, 2021).

"I did not have a formal schooling about computer but learned using the technology through self-study. There are also friends who mentored me." (373:4)

"I have a little background in computer literacy because my kids are there assisting me." (533:5)

Hesitations

Fear has influenced the educational institutions, hindering the teaching and learning process, profoundly affecting the concept of e-learning. Anxiety manifests in different forms, including fear for security, fear of missing out, fear of failure, and fear of taking risks (Machû & Morysová, 2016; Ellahi, 2017; Alt & Boniel-Nissim, 2018). Moreover, prior teaching experience is positively related to teachers' general self-efficacy and attitudes towards Online Teaching. Teachers' perceptions of their readiness for online teaching showed that experience from teaching online impacts online course design and facilitation, that is, aspects of teaching practice and presence. However, little or no online teaching experience was associated with lower self-efficacy (Martin, Budhrani, & Wang, 2019; Ma, Chutiyami, Zhang, & Nicoll, 2021).

"Ahh... I have been in doubt at first because I don't have training in online teaching." (15:1)

"The moment I knew the I would be an online teacher, I felt frightened. I have doubts that I could make it considering my age. But as a teacher, we should be flexible and willing to adopt changes." (139:2)

"Its quite hard from the start since it's new to me and its far from my experience in teaching" (543:5)

Acceptance and Adopting Change

Technology has shown to be a helpful tool and a captive road. It has achieved a kind of success over the disease itself and paves the way to a new approach in teaching. Education does this system spontaneously, and of course, it affects the teaching and learning process. It has been noticed that most educators are now digital migrants born after the 19th century, while young beginners are digital natives born after the 19th century when the technological revolution began. The shift to Online Teaching Learning in education at the COVID-19 pandemic has put teachers in a unique and demanding situation requiring adopting

technology-based teaching, communication, and collaboration. In light of this need for adaptability and change, the extent to which teachers were prepared for shift surfaced. Technology comes to them so effortlessly and naturally. Making harmony between two generations in the teaching and learning process is the challenge in that situation (Michinov, Brunot, Le Bohec, Juhel, & Delaval, 2011; Singh & Thurman, 2019; Hung, 2016; Scherer, Howard, Tondeur, & Siddiq, 2021). Acceptance and adapting to change are the emergent themes of the challenges faced by seasoned teachers. The general response of the respondents revealed that they had accepted and adopted the challenges in education with the use of technology. They have embraced innovation through time.

"Technology is a big help in the teaching-learning process. It made teaching easy, especially in the new normal, where most learners are taught online. Technology also makes teaching-learning meaningful and exciting because you can use different approaches such as integrating Kahoot, padlet, interactive PowerPoint, and many more in the teaching-learning experiences. Hence, pupils are always engaged." (378:3)

"Online teaching is a challenging endeavor because you have to do your best to be able to understand by your pupils. Online – teaching is thought-provoking and interesting because you need to think of strategies to use to keep your pupils focused on the lesson." (400:4)

"I take technology as a challenge in the teaching-learning process. With the use of technology, it is far from the usual board and chalk, but we could

Table 1

Thematic Analysis of how the participant views their experiences as an online teacher.

Main theme: Seasoned Teachers Amidst Technology Instruction

Cluster Themes	Emergent Themes
1. Don't have schooling 2. Little background	1. Limited knowledge
3. Don't have training in online teaching 4. Felt frightened 5. Age/ too old	2. Hesitation
6. A big help in the teaching-learning process 7. Meaningful and exciting 8. Though-provoking 9. Significant impact on the teaching-learning process	3. Acceptance and adopting change

not deny the fact that it has a great impact in the teaching-learning process nowadays.” (537:5)

Main Theme: Adopting the Innovation in Education

Anxiety

Anxiety is an outstanding factor that affects the adoption of technology. The lack of skills and capability may add to the interest in technology usage. Another distinguishing factor is the fear of the technology itself, which works with anxiety and literacy to reduce the chances of adopting technology properly. Also, readiness to teach online can be broadly defined as “the state of faculty preparation.” Therefore, teachers’ perceptions of their readiness and institution relate to their preparedness beliefs. Perceptions of online readiness will therefore include a mixture of attitudes and experience, which impact a range of individual characteristics, contextual, and cultural factors. For individuals, such perceptions may specifically rely on their future-oriented projections of their knowledge and skills concerning online teaching, which manifest in their sense of self-efficacy and experiences. These aspects represent personal readiness. For institutions, the context in which online teaching-learning implementation is key to preparedness and may include the support structures, resources, and professional development opportunities — these aspects represent contextual readiness (Martin, Budhrani, & Wang 2019; Hung, 2016; Daumiller, Rinas, R., Hein, Janke, Dickhäuser, & Dresel, 2021; Kebritchi, Lipschuetz, & Santiago, 2017; Dhawan, 2020; Ferdig, Baumgartner, Hartshorne, Kaplan-Rakowski, & Mouza, 2020).

“At first, I felt frightened that I may not perform my task well due to lack of knowledge on how to use these platforms, but as time goes by, I have adjusted to this new set-up.” (170:2)

“During the first month, I felt nervous while conducting online teaching. I also felt anxious and frustrated whenever I failed to present my lesson or disconnected during the lesson. When I successfully conducted my online class, I felt relieved and satisfied as a teacher.” (573:5)

Frustration

Internet access and bandwidth, technological breakdowns, individual student agendas (work vs. study) are all real difficulties online teachers and learners face. Poor network connection and the lack of infrastructure development were the significant challenges of e-learning system

adoption in developing countries. Several studies presented that technology barriers and accessibility were the main obstacles in adopting online teaching. Even if teachers manage to get all students to come to virtual classrooms simultaneously, basic things like lack of lip organization and verbal clues, time lags, lousy sound and pictures, turn-around, etc., become significant challenges. During the COVID-19, the rush to use online learning had caused teachers and students to adopt the shift. The online teaching environment has impacted teachers’ instructional methods and caused failure in teaching and learning. Teachers’ ICT skills and experiences affect the success of teaching activities, which was considered one of the challenges they face (Ghavifekr, Kunjappan, Ramasamy, & Anthony, 2016; Lukas, & Yunus, 2021; Eltahir, 2019; Almaiah, Al-Khasawneh, & Althunibat, 2020; Shahzad, Hussain, Sadaf, Sarwat, Ghani, & Saleem, 2020).

“Yes, especially if I encountered challenges like poor internet connection, technical problems like the kids can’t hear me while I’m talking or my presentation is not working.” (180:2)

“Hmmm... Although it’s challenging and enjoyable, I find it stressful because I’m not used to it. I spent much time in the preparation of the lesson. It’s challenging and enjoyable because I am learning too.” (296:3)

“Hmmm... Sometimes, I found it stressful because

- 1. I always have to keep looking at my schedule of online classes so I would not miss any. But when I got used to my schedule, it was stress-free.*
- 2. I get stressed if there is poor internet connectivity.*
- 3. Pupils do not submit required outputs online (google classroom). They always have to be reminded.” (441:4)*

“Hmmm... Yes, it is stressful, especially if I could not deliver the lesson well due to technicalities like weak connection, my mic doesn’t work, or my presentation is not working. I felt frustrated.” (584:5)

Satisfaction

Self-efficacy has been related to improved work performance in several circumstances, impacting job happiness. If teachers are confident in their ability to carry out work tasks, they can enjoy them more. Teachers’ self-efficacy beliefs, according to research, are critical in

developing and maintaining work satisfaction. Teachers with poor self-efficacy are likely to be dissatisfied with their jobs. (Klassen, Foster, Rajani, & Bowman, 2019; Daumiller & Dresel, 2020). Similarly, teaching online could also influence faculty image beliefs whereby they experienced inferiority while conducting online courses compared to the traditional classroom. Faculty were concerned that their perceptions such as the effectiveness of online classes towards students' success, the requirement of technical supports, expected extra workload, managing online courses, etc., could be detrimental to their job performance (Wingo, Ivankova, & Moss, 2017; Rasheed, Kamsin, & Abdullah, 2020; Allen & Seaman, 2015; Gokuladas & Baby Sam, 2020).

"I feel happy and satisfied when I have overcome with those challenges." (64:1)

"I felt satisfied mostly if I was about to fix the circumstances on my own." (190:2)

"Hmm... I felt contented, happy and fulfilled." (308:3)

"I feel relieved and fulfilled when I cope with the challenges." (462:4)

"I felt relieved and satisfied when I fixed the problem during my class." (594:5)

Flexibility

Over the last few years in education, there has been a progressive change towards more student-centered and self-directed learning. Teaching and learning is moving from teacher-centered pedagogies and practices to personalized learning in which students are more actively involved in the learning procedure and where students demand more flexibility through online and blended university courses (Johnson, Adams, & Cummins, 2012; Akçayır, G., & Akçayır, M. 2018; Awidi, & Paynter, 2019).

Furthermore, the teacher and the student cohort have a gap. The gap itself narrates to the era when they were born. The teachers were held when nearby was no online learning conduct. It makes the teachers as migrant era peers that used knowledge because the education world has changed. Its condition differs from the students in this situation—21st-century students familiar with mobile phones, technology, and the digital world. The gap between these conditions makes the students know more about the technology than the teacher. Learning online is a new way of teaching that uses the device electronics, especially the deep internet delivery of learning—online learning, entirely dependent on access to Internet Network. Online learning is a form in delivering

conventional learning, reflected on digital format through the internet. Online learning is considered the medium for providing material between teachers and students during a pandemic emergency moment (Imania, 2019; Bond, 2020; Bergdahl & Nouri, 2021; Abrahamsson, & Dávila López, 2021).

"Hmmm... At first, I was faced with difficulties in online teaching but later on as I have adjusted and found solutions to my problems and difficulties, I was able to enjoy online teaching." (72:1)

"Yes, I had a hard time adjusting to this new situation, luckily I have my children to help me cope with the challenges I'm facing." (198:2)

"Hmmm... I did not find it difficult

Table 2

Thematic Analysis for how the participants feel about teaching using online teaching platforms

Main Theme: Adopting the Innovation in Education

Cluster Themes	Emergent Themes
10. Felt frightened 11. Lack of knowledge	4. Anxiety
12. Felt anxious and frustrated 13. Weak internet connection 14. Technical problems 15. Stressful	5. Frustration
16. Happy and fulfilled 17. Contented	6. Satisfaction
18. Relieved and satisfied 19. Adjusted to the situation 20. Cope with challenges	7. Flexibility

because I used Facebook and messenger to send my pupils before. In this time of the pandemic, I learned to use google meet as a platform; using this platform was not that hard because, before the use of this, we were already trained." (468:4)

Main Theme: Seasoned Teachers Embracing Technology Instruction

Passion

Teachers' beliefs about the practicality of technology in the classroom influenced their pedagogical beliefs, strategies, procedures, and choice of materials to be utilized. This aspect provided us with a better understanding of their actual practices. In this respect, teachers' beliefs about the technology for teaching and learning might be the most vital factor in the classroom. Teachers' way of absorbing the lesson can be improved by building self-confidence and effective classroom interaction. Teachers can also enhance students' enthusiasm if they are involved in online learning activities that attract and sustain their attention (Morat,

Shaari, Abidin, & Abdullah, 2017; Tan, Chan, & Mohd Said 2021; Merc, 2015; Solano, Cabrera, Ulehlova, & Espinoza, 2017; Lukas & Yunus, 2021; Shifflet, & Weillbacher, 2015; Kopcha, Neumann, Ottenbreit-Leftwich, & Pitman, 2020; Halim & Hashim 2019; Bailey & Lee, 2020; Lukas & Yunus, 2021).

"Hmmm... I prepared myself as an online teacher by attending seminars and training as well as studying about the platforms necessary in online teaching." (95:1)

"I faced the challenges with passion and the eagerness to learn. I constantly ask for help from my colleagues who have the heart to teach me." (336:3)

"I embraced the challenge fully. I am not techno-savvy, but I became computer-dependent / technology-dependent when teaching in a public school. Although at first, I had some fears, like, for example, if I could sustain it. But that is part of the challenge." (387:4)

"When I am having difficulty, I stay calm I ask assistance from my daughter, and eventually I learned to fix it on my own." (627:5)

Resourceful

In face-to-face learning activities, learning media can be people, objects around, environment, and everything that a teacher can use as an intermediary to convey the subject matter. It will be different when learning is implemented online. Due to distance limitations, all media or tools presented by the teacher are now turned into a visual medium. Online learning can combine several learning resources such as documents, pictures, video, audio in education. Students can use this learning by viewing or reading. The source of knowledge like this is the principal capital in developing online understanding. Because if the teacher's packaging is interesting for possible learning and based on the students' characteristics, the learning objectives can be achieved even in online activities. Additionally, several studies showed that online teaching could be associated with technical and pedagogical support, the school vision about online learning, and strong leadership. Online educational processes can motivate teachers to change, while a lack of commitment to change at an organizational level can demotivate teachers and limit change. The transition to OTL because of the COVID-19 pandemic pushed fast, considering a range of critical issues related to institutional support: how lecturers were trained to teach online if the institution had

a pedagogical vision about online learning, how to support students to learn online, etc. Teachers in higher education report limited support to design, implement, and sustain online teaching programs. Therefore, it is necessary to examine both perceptions of teachers' knowledge and skills and their perceptions of the readiness of their institution (Rapanta, Botturi, Goodyear, Guàrdia, & Koole, 2020; Budur, 2020; Budur, Demir, & Cura, 2021; Tondeur, Scherer, Baran, Siddiq, Valtonen, & Sointu, 2019; Howard, Tondeur, Siddiq, & Scherer, 2021; Wingo, Ivankova, & Moss, 2017; Bolliger, Shepherd, & Bryant, 2019).

"I studied a lot, attended seminars and training and asked my co-teachers if I encountered problems or difficulties." (103:1)

"I asked assistance from my children or people knowledgeable on the said platform. I take note for me to remember them." (227:2)

"Constantly practice and finding opportunities to learn." (344:3)

"I refrain myself to panic. I ask assistance from my children, and I observe and take notes on how they fix it. When I experience the same problem, I tried to fix it, and it worked." (635:5)

Optimism

Improving student learning and achievement and building an effective learning environment at schools depends largely on teachers' beliefs about students' academic achievement and their focus on academic tasks. Academic optimism is one construct that reflects teachers' views and efforts to improve student achievement. Furthermore, performance expectancy perceived by school teachers can build a positive attitude and drive their behavioral intention to adopt online teaching during the pandemic. This finding is constant with the previous studies. Effort expectancy had a negative but significant relationship with behavioral intention and a substantial and positive relationship with attitude (Mosunmola, Mayowa, Okuboyejo, & Adeniji, 2018; Mittal, Mantri, Tandon, & Dwivedi, 2021; Dwivedi, Rana, Jeyaraj, Clement, & Williams, 2019; Tandon, 2020; Jevsikova, Stupurienė, Stumbrienė, Juškevičienė, & Dagienė, 2021; Tseng, Lin, Wang, & Liu, 2019; Chao, 2019).

"I will tell them to ask help from colleagues or co-teachers, do some self-studying and also to approach their principal and tell him or her about their problems." (124:1)

"I will tell them to have patience, accept the challenge and be resilient. As an educator we have to be flexible and alter to the situation to give the learners the quality education." (247:2)

"I will advise them to be positive and be ready to accept new things through how difficult task is and to be willing to learn regardless of their age because we are now facing the new normal. Always treat technology as an advantage." (363:3)

"I could advise those teachers who are facing the same challenge as I face was never to give up. Teaching is truly a noble profession, and as a teacher, we have to be flexible regardless of our age for the benefit of the learner." (658:5)

Resilience

Teacher resilience research has succeeded over the past 15 years. Studies have shown resilience related to many positive teacher outcomes, including job satisfaction, commitment, efficacy, engagement, motivation, well-being, and a positive sense of individuality. Recently, resilience has been known as a critical non-cognitive attribute of novice teachers. There has been strong interest, as resilience has been considered an essential non-cognitive capability for selecting applicants into teacher education. The transformation in education to use online teaching and learning has influenced teachers' working progression and education quality. Regarding teaching strategies using online teaching, teachers emphasized that technological readiness and skills, whether online or offline applications, were essential for the "new normal" approach. It was necessary to support online learning

success. Educators are recommended to attend frequent professional development workshops to utilize online teaching and high access to the curriculum resources (Dai and Xia 2020; Lian, Kathiyiah, Hani, Chanderan, & Yunus, 2021; Klassen, Durksen, Al Hashmi, Kim, Longden, Metsäpelto, & Györi, 2018; Mansfield, & Beltman, 2019, Shields, & Mullen, 2020; Mansfield, Beltman, Broadley, & Weatherby-Fell, 2016; White, & McCallum, 2020).

"No, I haven't reached the point where I thought or decided to quit as an online teacher." (78:1)

"No, it may be hard in the beginning, but as a teacher, it is our job to educate the children." (203:2)

"No, I will not. Online teaching in this pandemic is my only way to meet my pupils, even virtual. I first have to extend my patience and learn more approaches to handle these challenges." (475:4)

The sudden shift from face-to-face to long-distance online learning forced teachers to use the technology. The facilities and infrastructure schools had to ensure teachers had available to run home learning and technical skills. Many had to acquire the required technology quickly to respond to online home learning. Respondents identified that more senior teachers struggled more with using technology than younger teachers. Schools provided training and technical support to teachers. Nevertheless, it took time for teachers to adapt to the new mode of learning and teaching, resulting in a negative impact on the quality of learning and teaching. The participants have shared ideas and experiences as seasoned teachers assigned to handle online classes using online teaching platforms. They share everyday experiences as they take online courses. They have juggled their time and effort adjusting to the current situation and have experienced anxiety, stress, and difficulties using online teaching platforms. They felt stressed and anxious given that they had put all their efforts into learning these online teaching platforms. Considering their length of service, they have set standards for teaching the learners. Whenever they failed to achieve their goals during the online class, they felt frustrated, and with their age, they became impatient handling these challenges in online teaching. The participants said that the most challenging experience was experiencing a weak internet connection and technical issues. They shared that they spent more time in learning the platforms to deliver their lesson effectively and create interactive activities to catch the learners' attention. They experienced difficulties adjusting to the new normal education with no ample

Table 3.

Thematic Analysis for how online teaching affects the lives of the Participants.

Main Theme: Seasoned Teachers Embracing Technology Instruction

Cluster Themes	Emergent Themes
21. Attending seminars and training	8. Passion
22. Asked assistance from colleagues	
23. Self-study about platforms	9. Resourceful
24. Asked for help from people knowledgeable of the platforms	
25. Have patience	10. Optimism
26. Accepted the challenges	
27. Flexible and adjusted to the situation	
28. Be positive	
29. Willing to learn regardless of age	11. Resilience
30. Treat technology as an advantage	
31. Teachers job is to educate the children	
32. Extend patience and learn more approaches to handle challenges	

training. There were times that they became impatient whenever they could not achieve their objectives for the online class because of poor internet connection, technical issues while using the online applications, and the learners' performance. Seasoned teachers handling online classes also shared their limited knowledge using the online teaching platform. It significantly affects their performance as teachers when they are frustrated in using these platforms, which will hinder the children's learning. Also, apart from the noticeable risks to physical health, the psychological impact of COVID-19 carries significant threats and risks to mental health and well-being as higher levels of worry and stress are further worsened by the ongoing doubt of the situation. Moreover, aside from the possible pressure's teachers face regarding the threat of COVID-19 to themselves and their families, they are forced to change into the new normal in the enlightening landscape and undertake effective remedial education. Teachers may not automatically have the technologies, resources, and capabilities to engage and succeed in this new teaching modality. However, the education department has provided teachers with guidelines, tools, and training on online teaching. The situation's urgency may be left in educators' hands, and they accommodated their classes online (Guillasper, Soriano, & Oducado, 2020; Rabacal, Oducado & Tamdang 2020).

They have tried several strategies to keep their teaching efficient to cope with the challenges. Most of them felt impatient when they started teaching online but later developed love and understanding of what they are doing. They also accepted they embraced the situation as their job and as teachers' noble calling of making a change in the lives of children. They realize that online teaching could also be meaningful and exciting as they embrace the challenges. Their experiences in educating the learners for a long time significantly impact the teaching-learning process. Adjustment needs to the taught curriculum or the learning and teaching method. Developing the strategies required to teach and learn online successfully requires understanding learning styles and handling them well in the online environment. As is the case in face-to-face classes, when teaching online, the use of particular teaching styles or series of techniques must be varied to address students' different learning styles. Successful learning and teaching depend on all participants who have the attitude needed to succeed online. Seasoned teachers who have been assigned to handle online classes using online teaching platforms are hesitant to accept the challenge. They believe they are unfit to be online teachers due to their lack of experience with these platforms and that the task should be delegated to younger teachers. Still, they are being encouraged to accept the challenge. Their colleagues are assisting them. They shared that they felt relieved and satisfied when successfully conducting their online classes with their job as an online teacher. As

seasoned teachers, they also made a considerable effort to adapt to the current education situation. Most of them asked for assistance from colleagues and family members knowledgeable in using the platforms. Some attended webinars and training or even studied the said platforms through research and video tutorial.

Their eagerness to learn regardless of their age and extending their patience and efforts to learn more approaches in handling these challenges significantly impact the teaching-learning process. Same way, online teaching, and learning became a simple and affordable source for teachers and learners to access and cooperate with others by sharing knowledge and data in the modern era. It provided plenty of references to significantly practice the language through online educational applications. Using authentic learning materials like videos from YouTube can make the online teaching and learning experience meaningful and purposeful. These optimistic views showed that teachers accept online teaching as it benefits their education and students. Teachers' principles about the use of technology in the second language classroom influenced their pedagogical strategies, procedures, and materials and better understand their actual practices (Merc, 2015; Solano, Cabrera, Ulehlova, & Espinoza, 2017; Pazilah, Hashim, Yunus, 2019; Han & Yi, 2021; Zehra, & Bilwani, 2016; Foti, 2020).

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