



A GLANCE THROUGH THE LENS OF SENIOR TEACHERS' IMPEDIMENTS AND SUCCESSES IN ONLINE TEACHING: A CASE IN A PROVINCE IN THE PHILIPPINES

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ABSTRACT

The education sector is a major industry badly affected by the spread of Covid-19. With the abrupt transition from traditional classrooms to online learning, several obstacles arose, particularly for more senior teachers who had less time to plan for and adjust to the new model of instruction. This study was conducted to explore the challenges and successes of senior teachers from Pampanga, Philippines, in the delivery of online learning. Banking on their wisdom and experiences, this qualitative-exploratory study is guided by Kolb's Experiential Learning Cycle and Bandura's Social Learning Theory. In-depth interviews were conducted with eight senior teachers ranging in age from 55 to 78. Their accounts, experiences, and methods were transcribed, recorded, and classified after undergoing manual qualitative analysis. The major findings highlighted the difficulties, modifications, and countermeasures that experienced educators use when delivering online classes. These results can be used to strengthen educational institutions' ability to provide and support teachers from older generations, whose knowledge and comfort with technology are limited. Most importantly, it focused on filling the gap in the dearth of research publications that have examined the difficulties and triumphs of senior teachers in the context of the new normal in Philippine education.

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1. INTRODUCTION

The severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), the causative agent of Covid-19, was first identified in Wuhan, China, but has since spread to every continent (Remuzzi & Remuzzi, 2020). Millions of people have died as a result of the disease, which is spread primarily through close contact. According to Darkwa and Antwi (2021) and Indiran et al. (2022), "because of crisis, teachers and students both find themselves in the scenario where they felt constrained to adopt the virtual academic experience as the summum bonum of the online teaching-learning process." It's the new normal, and in order to keep classes going, everyone involved (teachers included) will have to adjust. In addition, the *2018 DQ Impact Report – DQ Institute* (n.d.) stated that "via digital awareness, teachers may tailor children's digital talents that are on the border of cyber risk into educational chances to gain success in future enterprises, especially in this pandemic where children are fully reliant in online learning," says the article.

Due to the lockdown and quarantine, many students and teachers had to work and learn from home via online distance education (Crawford, et al., 2020; Lobo, 2022). On the other hand, not everyone is equipped with the necessary tools to participate in distance learning. In most cases, the participants will only have access to laptops, desktops, and pocket WIFI as they get ready. These days, it is impossible to run a classroom without some type of digital or electronic communication between students and teachers, as well as the use of digital or electronic tools for distributing and storing learning materials and getting users access to internet platforms (Sadeghi, 2019). Distance learning requires different skills than those typically taught in a classroom setting. With teachers' increased use of technology comes a corresponding increase in anxiety. They now feel a greater obligation to learn about and experiment with such tools in order to incorporate them into their instruction while maintaining their professional obligations.

There is a need to fortify educators' pedagogical and technology abilities. As education moves from the traditional classroom to the expansive world of the virtual environment, all schools should evaluate the efficacy of online education in meeting students' demands for a high-quality, outcomes-based education (Basilaia & Kvavadze, 2020). Academic dishonesty was a major concern for teachers, who also worried that online learning would be difficult to oversee due to technical issues and a lack of human connection between students and instructors based on a previously conducted study (Moralista & Oducado, 2020). But the fact that most faculties in this survey of Moralista and Oducado had only a moderately reliable Internet connection suggests that this isn't the only factor contributing to instructors' reluctance to embrace online education. Lack of access to the Internet is still a problem, even among today's college students.

The need to transform lectures into efficient digital formats is weighing heavily on teachers' minds. Teachers already have a lot on their plates without having to deal with the added stress and effort that comes with more demands being placed on them. The increased workload has caused greater worry about faculty burnout. Numerous teachers experience emotional breakdowns or near-breakdowns due to the pressure to teach, advise, do research, and publish. Mind and body are too often seen as two distinct entities. These two things are intrinsically linked to one another. Physical illness can be a manifestation of the mental and emotional strains that teachers and students may be enduring. When people are anxious or stressed, their immune systems might weaken, making them susceptible to a wide range of illnesses. High levels of reported distress are related to a 32% increased risk of dying from cancer, and depression has been linked to heart disease as explained by Schroeder in the website entitled *Wellness and mental health in 2020 online learning in 2020* (<https://www.insidehighered.com/digital-learning/blogs/online-trending-now/wellness-and-mental-health-2020-online-learning>.) These outcomes are far from inconsequential. They have a negative impact on one's quality of life and can even be deadly. The leading cause of disability and job absence among teachers around the world is a pain in the shoulders and neck, which is a direct result of their profession. As a profession, teaching seems to put a lot of stress on teachers' shoulders and necks, making these conditions more common in this group than in others (Temesgen, et al., 2019).

Moreover, teachers' jobs are demanding: they must prepare lessons, organize activities, enhance curricula, manage extracurriculars, supervise classes, distribute information, enforce rules, fill in for absent teachers, keep records, manage schedules, evaluate and assess student performance, and inspire students through words and deeds, all while trying to keep their own sanity. The study of Desouky and Allam (2017) reported that teachers with more than 40 years of experience, women educators, primary school educators, and those with insufficient compensation, more teaching experience, higher degrees, and heavier workloads reported considerably greater levels of occupational stress, anxiety, and depression. In this regard, there was a weak but favorable relationship between Occupational Stress and both anxiety and depression. The impact of OS on teachers' mental and physical health is widespread and negative. Additionally, it causes the instructor to feel down and anxious, which hinders her performance at work and in her daily life. Numerous studies, including ones with a focus on the Philippines, have been undertaken on the challenges faced by and successes enjoyed by educators in the realm of online education (Kamal & Illiyan, 2021; Samifanni & Gumanit, 2021; Winter, et al., 2021). However, the aforementioned pieces of evidence are largely non-age specific and broad in scope. This research aims to examine the difficulties experienced by senior educators when delivering instruction over the Internet to students at all levels of Philippine education. This study also attempted to offer useful recommendations that could assist these veteran educators in becoming more effective in a digital setting.

1.1 Review of related literature

Teachers may make the most of the new norm by getting themselves and their classrooms ready for online instruction. As a result, teachers have more control over the class period and can cover all the material. In order to capture the attention of their students, online teachers must use methods that differ significantly from those used in traditional classroom settings. In order to make the most of each session, the teacher typically assigns homework

ahead of time, such as watching and discussing a lecture video or reading and discussing supplemental materials (Moorhouse, 2020).

Additionally, the shift from traditional classroom instruction to online learning has far-reaching consequences for both. In order to adapt to the new norm, senior teachers are required to participate in webinars and training sessions. Teachers in an online setting need to be comfortable using the information and communication technology (ICT) technologies that serve as the course's fundamental medium. Thus, baby boomers require instruction in the selection and use of appropriate ICT tools and online learning platforms, as well as methods for optimizing the allocation of time to specific learning goals in order to maximize the efficacy of online instruction and ensure that their goals are met (as explained by Puspitasari et al. in the proceeding entitled Boomers' perception towards the implementation of online learning amidst Covid-19 outbreak in 2021).

Students from low-income backgrounds, which is highly evident in the Philippines, often lack familiarity with common online learning tools, so it is incumbent upon teachers to develop novel web class platforms that are both accessible and user-friendly. Teachers need to make interesting and relevant presentations on the subject matter if they want to impart knowledge to their students (Lobo, 2023). When educators master the tools they'll use in the classroom, they feel confident in their ability to instruct. Hence, teachers who have a high level of confidence in their ability to integrate technology into the classroom have clearly shown a commitment to doing the necessary research and training (as explained by Guerrero-Ortiz et al. in the proceeding paper entitled Mathematics teacher' perceptions and adaptations in developing online classes-ideas for teacher training in 2020).

Furthermore, this shift away from traditional classroom settings has led to a rise in remote work and education. Teachers were required to work from home as a result of the rise of online education. As explained by Department of Civil, Construction, and Environmental Engineering, NC State University in the website entitled *Adapting to change: The challenges of online teaching and learning in 2020* (<https://www.ccee.ncsu.edu/news/2020/adapting-to-change-the-challenges-of-online-teaching-and-learning/>) These issues include the necessity of working around family or housemates, the difficulty of having a stable internet connection, and the challenge of finding a suitable area to set up a private and silent home office. The teachers' classroom setting was drastically changed so that they could have an online class for the students' benefit.

1.2 Challenges of senior teachers in implementing online teaching

Today teachers and students must use Internet instruction during the pandemic. Different instructional software supports online teaching for teachers and students. They'll also use educational tools like Zoom, Google Meet, Microsoft, and others (Sangeeta & Tandon, 2021). In addition to their traditional teaching responsibilities, faculty members are finding that the online environment necessitates them to have a higher level of technological skill and proficiency. It states that educators in an online setting face difficulties in terms of developing their expertise in a certain area of technology and communicating professionally and effectively via digital means. By learning from both trial and error and receiving formal training, they can reduce their time spent on technology-related tasks in the classroom.

Additionally, this abrupt shift has presented new obstacles to senior teachers they had never faced before. Because of their lack of technical knowledge, senior educators are unable to swiftly address these issues. Problems with technology can range from being unable to download or install an app to having trouble logging in or hearing an audio or video transmission clearly, among other things (Sangeeta & Tandon, 2021). Most senior educators are really not tech-savvy and therefore are not able to troubleshoot and fix any issues that may arise with classroom technology. They're worried about accidentally opening new tabs or visiting unwanted websites (Aliyyah, et al., 2020).

Elderly educators have challenges due to inadequate online teaching infrastructure, including slow internet connections and a lack of suitable devices. Senior educators are not tech-savvy, so they are used to teaching the old way despite the recent shift from classroom to online instruction. Last but not least, online instruction might be disrupted by factors such as a lack of background knowledge or a chaotic home setting (Zhang, et al., 2020).

1.3 Factors that induce stress among teachers

Several industries have adapted in response to the Covid-19 epidemic, most notably those that allow employees to do their jobs remotely or rely on technology (Chodorow-Reich, et al., 2020). Since it is obvious that experienced educators do not have sufficient proficiency in using technology, working from home using technology and electronic gadgets can cause tremendous stress, especially for Senior Teachers. It has also been found that teachers over the age of 40, women teachers, primary school teachers, those with an insufficient wage, more years of experience teaching, more education, and a heavier workload all had considerably higher rates of occupational stress, anxiety, and depression (Desouky & Allam, 2017).

Work-related stresses, including role ambiguity and conflict, have been systematically linked to lower job performance, more discontent with one's job, and worse mental health among teachers, making them prime suspects in the search for the root causes of teacher burnout (Harmsen, et al., 2018). Teachers' stress prevents them from achieving their professional goals, which in turn lowers their productivity on the job. Professional and personal factors, such as low pay, long hours, and few opportunities for personal growth, all contribute to the overwhelming stress that prevents many educators from enjoying their work. Mental illness is another possible outcome of teacher stress. Teachers cannot conduct their jobs naturally and properly while under such stress. It might cause mood and behavior changes, eventually leading to work difficulties.

Furthermore, due to several factors, online classrooms have a far lower likelihood of contact, leading to a sense of isolation for teachers and an increase in their workload, which contribute indirectly to teachers' stress levels (Chitra, 2020). Online classes are stressful for many experienced educators because they reduce student-

teacher interaction. One of the concerns of educators is the likelihood that they will not be able to successfully teach their students due to an increased workload. As a result of the difficulties they've encountered, online educators are being assessed on their ability to deal with stress on the job.

On a positive note, having the necessary technical skills is important, but the effects of a new environment can still lead to performance problems; it has been concluded that positive personality attributes, such as psychological capital, might help develop the confidence to perform in a novel setting (Rehman, et al., 2017). Senior educators' success in online teaching is hindered by their inability to adapt to the new learning environment, even if they have some familiarity with technology. It is argued that senior educators might create a productive learning environment by an increased focus on students' strengths like optimism, self-efficacy, hope, and resilience.

1.4 Assumptions

There are some underlying assumptions in this study; they are:

- Senior teachers struggle with online learning technologies. They accept, integrate, and apply instructional technology in the curriculum, but they need more information on the changes.
- Senior teachers struggle with rapid teaching environment changes. Academics and students face many obstacles to online learning.
- Using technology to create standards affects senior instructors' health. Older teachers are frustrated by the pandemic's virtual learning environment's technology demands, which are anticipated to continue into the next school year and beyond.

1.5 Theoretical framework

1.5.1 The Experiential Learning Cycle by Kolb (1984)

Kolb's experiential learning style theory is often depicted by a four-stage learning cycle (concrete experience, reflective observation, active experimentation, and abstract conceptualization) in which the learner covers all the bases. This learning is "the process whereby knowledge is formed via the transformation of experience." Knowledge comes by grasping and changing experience. Cognitive theories emphasize mental processes, while behavioral theories neglect the role of subjective experience in learning. As explained by Kolb in the book entitled *Experiential learning: Experience as the source of learning and development* in 2015 Kolb's experiential theory highlights how experiences, including cognition, environmental circumstances, and emotions, affect learning. The experiential learning theory will be used by researchers to explain senior teachers' online teaching concerns, such as technical understanding, connection issues, and environmental disruptions. Concrete experiences, introspective observation of the new experience, abstract conceptualization, and active experimentation affect senior teachers' online teaching experiences and obstacles, according to the idea. Kolb's theory outlines how these four stages impact senior instructors' health outcomes through experiential learning. Senior teachers may be unfamiliar with online teaching, a new typical schooling. Technical and environmental issues may also affect the introspective observation of the new experience. Senior teachers must adapt to changes in learning and apply these experiences to their pedagogy, which requires active experimentation.

1.5.2 Social Learning Theory by Bandura (1968)

In practice, senior teachers have faced online instruction, which may change their teaching strategy. Technical issues and environmental considerations can also impact introspective observation of the new experience. Senior teachers must actively experiment with adapting to learning changes and use them in their pedagogy. Environmental and cognitive factors influence human learning and behavior, according to social learning theory. As explained by Mcleod in the research entitled *Kolb's Learning Styles and Experiential Learning Cycle* in 2017 Bandura believes that social learning supports classical and operant conditioning. However, he adds two crucial ideas: mediating processes between inputs and responses, and behavior is learned from the environment through observational learning. In this paradigm, researchers can use Social Learning Theory to explain senior teachers' online teaching obstacles, such as technology inexperience, connection issues, and background noise. Social learning theory takes into account personal, environmental, and behavioral elements that affect senior teachers' online teaching experiences. Bandura's hypothesis describes how these three factors affect senior instructors' health and social learning. Senior teachers' health outcomes may be affected by participants' demographics (age, gender, and status). Online education harms the environment. Behavioral factors are the personal factor's positive or negative effects on conduct.

2. METHOD

2.1 Design

The qualitative exploratory study examined senior teachers' online class experiences and health effects. Qualitative research involves collecting and analyzing non-numerical data, including text, video, and audio, to understand thoughts, beliefs, and experiences (Al-Abri, et al., 2021). Exploratory research is done on problems with little information. Exploratory research seeks to clarify the issue even if it may not yield conclusive results (Swaraj, 2019). It can provide deep insights into a problem or spark novel research ideas.

2.2 Research Site and Participants

The participants for this study were teachers currently residing in the province of Pampanga in the Philippines. Additionally, purposive sampling was utilized for this study, where the researcher purposely selected the participants for their certain goals (Gill, 2020). It is a non-parametric technique in which the researchers choose

the participants for the study to their qualities. In order for the participants to be part of the study, the study has formulated selection criteria to obtain maximum reliability of responses. The reasons for selecting the participants for this study were (1) currently teaching in Pampanga, Philippines; (2) affiliated with any schools of any levels; (3) handling classes during the pandemic; (4) any gender or sexual orientation; and (5) 55 years old and above.

2.3 Instrumentation

Two-part questionnaires were employed in this investigation. An *Informal Interview Guide* was created by researchers. Informal interviewing can also identify new study subjects that may have been ignored (Hani & Marcellis-Warin, 2016). Demographics and history comprise Part 1 (history of the subject handled, years of teaching, and years of using technologies). Part 2 addresses the study objectives' questions and concepts. Face, content, and expert validation were performed. *Face validity* was performed by conducting *member checking*, a validation technique for exploring the credibility of the results (Birt, et al., 2016). Next, *Content validation* was performed by invited professionals, to which the IIG was assessed to check that the instruments' questions represent the entire domain it seeks to measure (Koller, et al., 2017). Lastly, *Expert validation* was performed by seeking professional advice from the faculty members who are highly experienced in the subject matter (Elangovan & Sundaravel, 2021).

2.4 Data analysis plan

The gathered responses were analyzed by performing *Manual Qualitative Analysis* after reaching data saturation following four critical steps: Transcription, Coding, Categorization, and Thematic analysis. *Transcription* refers to transforming recorded audio into a written form (McMullin, 2021). *Categorization* is a step in qualitative analysis that attempts to group patterns observed in the data into meaningful units or categories, as explained by Fedyuk and Zentai in the book entitled *Qualitative research in european migration studies* in 2018. Lastly, *Thematic analysis* is the procedure of classifying outlines or themes within the qualitative data (Nowell, et al., 2017).

3. RESULTS AND DISCUSSION

Table 1 illustrates the demographics of the senior teachers. Three men and five women teach at different schools and levels. This table also lists senior teachers' subjects. Finally, this contains senior teachers' degrees and accomplishments.

Table 1.
Demographic and Background of the Participants

Code	Age	Gender	Current school	Degree earned	Year graduated	Subjects handled present	at	Academic achievements/ recognition
T1	78	M	City College of Angeles	Bachelor of Arts major in English and Bachelor of Science in Education major in English, and minor in Filipino	1970	English and Rizal subjects		Master of Arts in Christian Education
T2	58	F	Republic Central Colleges	Master's Degree in Business Management and Bachelor of Science in Business Administration major in accounting	1984	Accounting subjects		Certified Public Accountant
T3	57	M	Pampanga State Agricultural University	Master's Degree major in Agronomy	1985	Science in Agriculture		Master's Degree Major in Agronomy
T4	59	F	Francisco G. Nepomuceno Memorial High School	Education major in English, Elementary Education, Secondary Education	1993	Edukasyon sa Pagpapakatao		Cum Laude
T5	56	F	Francisco G. Nepomuceno Memorial High School	Doctor of Education major in Educational Management	1991	Edukasyon sa Pagpapakatao		Doctor of Education Major in Educational Management
T6	55	F	City College of Angeles	Master of Arts in Christian	1993	Kapampangan Culture and		2019 Outstanding

				Education and Bachelor of Elementary Education		Professional Education (Principles of Teaching)	Employee of City of Angeles
T7	61	M	Pampanga State Agricultural University	Bachelor of Science major in Agriculture	1989	Fruit and Plant production	Bachelor of Science Major in Agriculture
T8	63	F	Angeles City National High School	Master's Degree in Filipino	1983	Filipino	Master's Degree in Filipino

Table 2 shows senior teachers' online teaching beliefs, methods, and strategies. Online senior teachers used direct instruction, experiential learning, independent study, and interactive instruction. *Direct instruction* is an active, reflective method that scaffolds learning into smaller steps for student independence and mastery. *Experiential learning* involves doing. As explained by Kolb in the book entitled *Experiential learning: Experience as the source of learning and development* in 2015 engaging students in hands-on experiences and reflection helps them apply classroom theories to real-world circumstances. *Independent study* lets one study a topic not in the school's curriculum or in greater depth as explained by Upson, M. In the website entitled *Independent study: What it is and how it works*. In 2021 (<https://www.bestcolleges.com/blog/independent-study/>). Finally, *interactive instruction* incorporates teacher-student dialogue. Responses:

T3: "We need to learn, or else we will not become an effective teacher."

T4: "I see to it na lahat ay wala akong maiiwan." ["I see to it that no students are left behind."]

T6: "I must adapt, be flexible, adjust, and overcome those challenges... If I want to change, it should start within me because I would like to create an impact."

T8: "We need to understand the situation of our learners."

All of the senior instructors' philosophies, methods, procedures, and techniques for instructing students throughout the pandemic are detailed in these statements. Participants of all ages expressed confidence in their ability to learn the new procedures. Teachers demonstrated empathy and adaptability by modifying assignments and exams and maintaining open lines of communication with students (Costado Dios & Piñero Charlo, 2021; Gelles, et al., 2020; Khan, et al., 2017).

Table 2.
Teaching Philosophy, Strategies, Methodologies, and Techniques

Direct Instruction	Indirect Instruction	Experiential Learning	Independent Study	Interactive Instruction
authoritarian, worthy, impart, knowing, barriers, smart, innovative, and traditional	deepen (2), strictness, encourage, criticize, and feedback (2)	empathy, passionate (4), professionalism (3), exciting, impact, convenience (2), and adapt	creative, nice, energetic, thoughtful, honest, absorb, prepared (2), flexible, enthusiastic, independent, freedom, and showcase	responsible, punctuality, uniqueness, incentive,

The shortcomings of senior educators who teach online are broken down into three categories in Table 3: Curriculum, Assessment, and Pedagogy. These categories were developed with input from educators on their experiences with online education during the Covid-19 pandemic. The term *curriculum* is used to describe the classes and subject matter covered in a given school year or academic program. The term *assessment* is used to describe the process of judging the attributes of a person or thing. Specifically scholarly or theoretical conceptions about how and why to teach. *Pedagogy* refers to the theory and practice of education at the scholarly level. Student conditioning is only one half of the problem, however; another is getting students to actively engage in their own education. The enthusiasm of students to study, the availability of data plans, and the ownership of cell phones and computers are all barriers to their involvement in educational activities (Aliyyah, et al., 2020). Several of the statements have been collected below:

T2: "Another one regarding to the students kase I cannot control them kung ano yung ginagawa nila during the time na nagka-class kame if they are listening or not [Regarding to the students, I cannot control the things that they are doing during our class if they are listening or not.]"

T3: "pwersado ka, kasi this is our job, hindi ka pwedeng hindi sumabay. Hindi naman pwede yung face to face." [We are forced because this is our job, you need to be fit on the teaching platform because face-to-face is prohibited.]

T3: "It is very difficult to monitor yung mga estudyante [It is very difficult to monitor the students.]"

T6: "The fear of manipulating technology online The difficulties I encountered is itong mga technicalities na ito na limited ako sa knowledge [The difficulties that I have encountered are the technicalities which I have only limited knowledge about it.]"

These statements revealed the older educators' frustrations with online instruction. Some of the difficulties the participants have encountered include learning how to use new technologies and dealing with the limitations that come with them. During the coronavirus outbreak, the sudden shift to distance learning proved difficult for both educators and their students (Almahasees, et al., 2021; Klusmann, et al., 2022).

Table 3.
Teachers' Impediments in Experiential Learning

Direct Instruction	Indirect Instruction	Experiential Learning
forced (2), monitor (4), independent (2), inaccessibility (5), absence (2), unprivileged, poor, loaded (4), pressured (2), and priorities	process, difficulty (4), stressful, and distractions	problem, complicated, struggle (4), inconsistent (9), implementation, unseen (7), interruption, left behind (3), exposed, discomfort (3), surrender, effective, suffer, undetermined, shift (2), unreachable, inconsiderate, vulnerable, depreciate, exhaust (2), unmotivated, impact, prefer, panic, fear (3), incapable (2), digibeet (5), unsupported, technicalities, lack of resources (2), budgeting (2), independent, retirement, no assurance, conflict, ignorance, inactive, difference, undedicated, uncommitted, and barriers

Table 4 shows senior teachers' online teaching changes and preparations for performance, effort, social influence, and facilitation. These classifications were adapted from a face-to-face beginning teacher education course "forced" online because of the Covid-19 outbreak. *Performance expectancy* is the assumption that a technology or method will improve performance. *Effort expectancy* measures system ease of use. The system's complexity determines its effort expectation. *Social influence* occurs when people change a person's thoughts, beliefs, or actions. *Facilitating Conditions* is a person's belief that an organizational and technological infrastructure supports system utilization. The course was provided online because face-to-face classes were suspended. Instruction was a mix of synchronous and asynchronous (Moorhouse, 2020)

T1: "That is natural, kailangan ng isang guro ay handang harapin ang mga ganyang sitwasyon[That is natural. A teacher should be prepared to face these kinds of situations.]"

T2: "I have to learn more on the technology...on how to use google form."

T3: "So we've been undergoing on training, how we can use this one, paano talaga naming ma-utilize kasi nandun na lahat [So we've undergone training on how can we use online educational platforms and how to utilized them.]"

T6: "I am challenging until myself to adopt to these changes."

These statements described senior teachers' internet pandemic preparations. Participants said they must adjust to changing instructional conditions. The need to quickly adapt to new online teaching and learning environments has shown how teacher education institutions and educators faced and took advantage of unforeseen obstacles and opportunities (Flores & Swennen, 2020).

Table 4.
Teachers' Adjustments and Preparations

Performance Expectancy	Effort Expectancy	Social Influence	Facilitating Conditions
initiative, required, recommended (4), alternative, readiness, planning (2), loaded, digi beet, resources (4), advanced (2), involvement, creative (3), independent, flexible (2), understand, assurance, considerate, and convenient (2).	interesting, oriented, training, discover, shift (2), prepared (6), adjust (2), process, back-up plan, and adapt (6)	guidance, connections, advantage, sharing, knowing, communication (4), and assistance (5)	required (2), developed, insufficient, innovate, support (2), and provide

Table 5 shows senior teachers' online teaching successes: knowledgeable, logical, critical, and creative thinkers, motivated and committed learners, responsible, engaged, autonomous, and connected learners, effective problem-solvers and decision makers, and confident and diligent learners. *Knowledgeable, logical, critical, and creative thinkers*: Students develop the increasingly complex cognitive ability to think critically, creatively, and logically, notably in reading, writing, speaking, and listening. *Motivated and committed learners*: Students respect education and are enthusiastic, committed learners who love learning as a source of personal satisfaction and growth, feel that education will enrich and improve their lives, and are motivated to do well in school, graduate, and pursue higher education. *Responsible, involved, autonomous, connected learners*: students take responsibility for their education by becoming autonomous (self-directed) learners, completely engaged in all educational activities, and strongly connected to the school community. *Effective problem-solvers and decision-makers*: students know their choices reflect their character and competency. They tackle challenges using critical and creative thinking and make ethical, practical, and best-case decisions. Confident, Diligent Learners: pupils believe in their abilities to

learn and develop the skills they need to thrive in school and their careers, as explained in the website entitled *The Robert D. and Billie Ray center* in 2022:

T1: "Through these rapid changes, I have learned a lot of things."

T3: "Maraming advantage din sa part ng mga professors. Time and, Money, kasi one-week nasa bahay ka lang, kung may internet connection ka dun kana mag klasi so no need to travel. [There are a lot of advantages of being a professor in this time of pandemic. Time and Money because if you already have an internet connection, you can already assess your students at your respective home, no need to travel.]"

T5: "Mas nagustuhan ko pa nga ang nangyare ngayon eh, kase I've learned [I prefer what happened this time because I have learned a lot.]"

T6: "Hindi ibig sabihin na bawal lumabas kase close ang mga schools but the learning is not close mayroon na alternative na nasa bahay tayo. "[Despite the strike of the pandemic, the teaching and learning process is still evident... Even though students are not yet allowed to attend schools, and institutions are still closed, learning can still take place inside our respective homes.]"

Participants' online teaching successes were expressed in these statements. In this innovative teaching environment, participants learned a lot and found working from home advantageous. Technology to improve learning and training is growing worldwide, decreasing temporal and spatial issues associated with traditional learning (Panigrahi, et al., 2018).

Table 5.
Teachers' Successes

Knowledgeable, Logical, and Thinkers	Motivated and Committed Learners	Responsible, Engaged, Autonomous, and Connected Learners	Effective Problem-Solvers and Decision Makers	Confident and Diligent Learners
pursue, obtain (2), convenient (5), and literate	productive, cope, influence, no student is left behind, multi-tasking (2), and helpful	on-time, absorb (2), part, affordable, responsible (2), attainable, handled, adapt, and prepared	support (2), objective, discover, alternative, persistent, independent, appropriate, accessible, provided, and less hassle	unhurried, confident, distressed, acquired, capable, accomplished (2), fastidious, and unchallenging

Table 6 shows students' reactions to senior professors' online teaching successes and failures in registry, motivation, adaptation, personalization, commitment, and feedback. Psychological impacts of students on online learning during the Covid -19 pandemic influenced these categorizations. A *registry* is an organized system that uses observational study methods to collect uniform data. *Motivation* involves learning goals (seeking to increase competence or mastery) and performance goals (seeking favorable judgments and avoiding negative judgments). *Adaptation* is specific to a student and responds to his/her identified needs. *Personalized learning* is an educational approach that aims to customize learning for each student's strengths, needs, skills, and interests as explained by Morin, A. in the website entitled *Personalized learning: What you need to know in 2022* (<https://www.understood.org/en/articles/personalized-learning-what-you-need-to-know>). Imparting this quality involves a combination of values and skills, including a desire to excel in school, a perpetual sense of the importance of learning, and belief in one's abilities. This *commitment* is strongly influenced by the school environment and relationships with family and peers. *Adaptive feedback* is provided differently for individual students by analyzing the student's actions. Online learning motivates and simplifies learning, according to students. Some students said they had easy access to resources but were hesitant to use them sustainably (Syauqi, et al., 2020).

T4: "Kasi hindi sila lahat nakakapasok. Unang-una, wala silang internet, then naka data lang, wala silang laptop, at wala silang cellphone. [Because not all students cannot enter classes. Firstly, they don't have the means for an internet connection. Additionally, not everyone has a laptop or cellular phone. Lastly, you cannot force the students if they don't have an internet connection.]"

T4: "Kaya lang dun sa modules, kasi yung mga answers, sa pinaka last box ng book, yung iba nangongopya lang hindi na nagbabasa [However on the modules, most of the students are just cheating instead of reading since answers are already provided at the last page of the module.]"

T5: "Merong dadalo sa online class lima o anim pero yung tatlo dun hindi makapag join o nawawala, kasi nawawalan daw ng signal. "[Some students are not capable in attending online classes due to network is unstable.]"

Almost half of the teachers as well as students got disturbed in their online classes because of the electricity problem, because of internet problems (Subedi, et al., 2020).

T8: "Our learners today are not very much into studying

These statements identified the impact on students of this new standard learning setup. According to the participants, students are not that interested in attending and listening because many distractions hinder the flow of discussion. Almost half of the teachers and students got disturbed in their online classes because of electricity and internet problems (Subedi, et al., 2020)

Table 6.
Impact on Students

Registry	Motivation	Adaptation	Personalization	Commitment	Feedback	
absence and barriers	experiences, understand, creative extension	difficulties and retain	uncontrollable, independent expressive, considerate	lively, (2), loaded and irresponsible differences, mediocre, distractions	cheating, inequality, (2), inaccessibility, (2), affordable, resources, hindrance, struggle, inconsistent	failure, irritate, lack of indigent, and

3.1 Emerging Themes

3.1.1 *Teachers' Approach*

Senior Teachers should consider students' conditions, social status, and time. They value each student's successes assuring no one should be left behind. *"We need to understand the situation of our learners"* (T8). While having teachers' assistance is crucial to students' success in school. For the students assessed, however, it remains challenging, leading teachers to provide little accommodations (Rotas & Cahapay, 2020). Online learning sets and changes many things in Senior Teachers' careers. To adopt the changes, they must embrace and accept that the only way to continue their education is through the virtual. *"If you want to change, you should start with the change, gusto ko mayroon akong impact"* (T6). Teachers today use a variety of training and teaching methods, including online and in-person sessions and even dual models in which instructors split their time between online and in-person instruction. Due to this, flexible training approaches are required (as explained by Fidalgo-Blanco et al. in the proceeding entitled Hybrid flipped classroom: Adaptation to the Covid situation in 2020).

3.1.2 *Teaching and learning barriers*

Most of the senior teachers are contemporary in using technology and in a new standard setup. They push themselves to learn. *"The difficult I encountered is that itong mga technicalities na ito na limited ako sa knowledge"* (T6). Throughout the last few decades, many researchers have focused on how information and communication technology (ICT) can be used in everyday life to encourage activity, social ties, and independence among the elderly (Grossi, et al., 2020). One of the highlighted answers that our participants call out is their difficulties in student attentiveness. Various ways to cope for them to learn about the said issue. *"One is the student kase, and I cannot control them kung ano yung ginagawa nila during the time na nagka-class kame if they are listening or not"* (T2). When it came to using digital tools to educate their students, teachers encountered a wide range of successes and failures. The assessment and evaluation process were particularly problematic; it was difficult to grade students using technological tools accurately (Ramadani & Xhaferi, 2020).

3.1.3 *Adaptation in the new normal*

Procedures and processes are steps to gain experiences that can lead to progress. Methods are needed to be taken to commit excellence. *"I am challenging myself to adapt to these changes"* (T6). In other words, entering the teaching profession is always a bit like taking a leap into the dark (Delamarter & Ewart 2020). Despite the challenges, this process has the potential to foster development on both a personal and professional level (Christie, et al., 2015). Senior Teachers are engaging their selves to fulfill and meet the standards of this educational setup. Qualifications are in line with promoting effective learning. *"I have to learn more on the technology, let's say on how to use Google form"* (T2). Despite the haphazard beginnings of online teaching programs, most educators are ready to put in the time and energy required to train for and overcome the challenges of creating a systematic online learning environment together with their students and the administrators of the schools (Yang, 2020)

3.1.4 *Trump cards of virtual learning*

In creating a more efficient and effective teaching environment, we need to push through the alternatives and make modifications to continue education. *"From the teaching and learning, still there despite the pandemic"* (T6). It is suggested that online education be prepared for, executed with caution, and assessed to ensure the best possible results (Surani & Hamidah, 2020). While discovering new things and systems in education, senior teachers also have many opportunities to learn. *"Through these rapid changes, I have learned many things"* (T1). The instructor or the teacher could acquire more knowledge on teaching skills and educational paradigms to compete with the current online system mode of pedagogies (Kariapper, et al., 2020).

3.1.5 *The negative effects of the pandemic on students*

The lack of gadgets and internet connectivity is the biggest problem for both teachers and students. This virtual learning gives equality to make enough chances for each student's condition. *"You cannot force students to enter class if they do not have an internet connection; then, they do not have the means to buy a laptop or cellular phone (T4)."* Moreover, there are still issues with students' ability to access the Internet and the lack of appropriate

equipment that prevents them from fully engaging in e-learning. Teachers in the modern classroom must be more adaptable and open to new information in order to satisfy the demands of their students (Rashed & Mohd. Hanipah, 2022). Loads of distractions and the influence of social media are on top of the list to lessen the students' attention span. Students can do things outside lessons because they are unseen and not strict. "Our learners today are not very much into studying" (T8). Constant access to the Internet has led to a decline in students' ability to concentrate on schoolwork and perhaps even on sports and other extracurricular activities (Raja & Nagasubramani, 2018).

4. CONCLUSION

This study explores the challenges and successes senior teachers experienced during online learning in the new normal. The following themes emerged during the saturation of data obtained from the participants: (1) Teachers' Approach; (2) Teaching and Learning Barriers; (3) Adaptation to the New Normal; (4) Trump Cards of Virtual Teaching; and (5) Negative effect of Pandemic to students. Additionally, it aimed to provide practical implications which would be of great help for senior teachers to still provide quality education even in an online setting.

According to participants, most consider their students' conditions, financial level, and time throughout the new normal. During the new normal, senior teachers faced significant teaching and learning challenges. Participants also reported several negative effects on students due to the pandemic. Optimistically, most senior teachers adapted well to the new educational system to satisfy standards. To satisfy these standards, senior teachers worked harder and found new ways to teach and learn.

As mentioned above, one of the most notable challenges for senior teachers in their online teaching is how to maximize the utilization of technology to deliver instruction to students. In this regard, the administration of various educational institutions shall provide extensive training to all senior teachers on how to manipulate various gadgets and technology in order to provide a meaningful experience to students, even in an online learning environment. Furthermore, it was also found that senior teachers also experienced difficulties in getting the attention and interests of students. Likewise, it was also observed that these reasons could be accounted for by the onslaught of Covid -19 in the country, which has affected the students in their learning. In this regard, it is very important that senior teachers should pay close attention to their students individually and provide the necessary support (e.g., emotional support) in dealing with them. In line with these, senior teachers may be provided a series of training that they can attend that focuses on various techniques and strategies that are considered highly applicable and efficient in an online learning milieu. Lastly, strategies such as providing emotional support to students may also be introduced to senior teachers.

Readers and researchers all around the globe should take into consideration the limitations of this study. First, this study is limited to senior teachers from the Province of Pampanga in the Philippines. Ergo, this study may not be able to generalize the entire population of senior teachers in the country or even on a global scale. Performing a similar study from another set of populations or even comparing it to other countries is highly suggested in order to determine if the findings of this study may be supported or refuted. Lastly, this study is qualitative in nature. Future researchers may utilize a more sophisticated approach, such as mixed-method, in order to deepen the understanding of the challenges and success of senior teachers in an online setting and to provide a more cohesive practical implication that would be of great help to senior teachers. To end, this study contributed to the existing literature and provided a significant contribution to the scarcity of papers that were published in relation to this current investigation.

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