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Braving the Waves: Issues and Coping of College Teachers in the Online Pedagogy

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ABSTRACT

The global experiences of the pandemic situation have introduced an unnecessary shift in the teaching-learning process setup among the different departments, curriculum developers, teachers, instructors, professors, students, pupils, and parents to adjust to the emerging needs that an online class format requires. This research aims to describe the experiences of the College teachers of Notre Dame of Marbel University in the online pedagogy. This is descriptive qualitative research using the in-depth interview as a data gathering method. Thematic analysis was conducted to get the emerging themes based on the narratives and sharing of the participants. The challenges of the teachers in the technical aspects are unupdated devices, problems with the main sources of technology, unfamiliarity with applications, and technological gaps; their challenges are difficulty in social interaction, not being technologically inclined, dishonesty of students, time management; emotional challenges are pressure and fear, mental exhaustion, dishonesty, slow internet connection. The coping mechanisms of the language teachers involve keeping one's circle close, doing things they love, social media, acceptance, practice, and collaborative learning. Along with these are the goals of the teachers for their students, which are honesty, knowledge, and to inspire.

INTRODUCTION

The global experiences of the pandemic situation have indeed caused varied problematic situations among different sectors of the society including the economic framework of the community, the health and wellness preferences of the citizens, business and tourism of the locality, and the educational system in the country. Whether it created positive or negative exchange on the preferential experiences of the people on the emerging restrictions, abrupt changes, and constant imposition of laws regarding the pandemic, the community is still in the process of adapting its major impositions of challenges among the people. Specifically, the education sector in the Philippines has been greatly affected because of the significant scale affecting the agents who form the system to provide quality education among Filipino students. It introduced an unnecessary shift in the teaching-learning process setup among the different

departments, curriculum developers, teachers/instructors/professors, students/pupils, and parents to adjust to the emerging needs that an online class format requires. The transcendental alteration in the teaching-learning process began to provide a foreign framework of learning which includes the Blended Learning Format and the Online Learning Format—which continuously pressures the students and teachers.

The closing of schools, colleges, and universities resulted in a stressful event for educational administration with highly limited options. The ministries of education around the globe announced online classes to continue the learning process safely and securely. This massive unplanned transition from traditional learning to an exclusively online learning setup has changed the methods of the teaching process in delivering the courses for their students.

The generation of 21st-century learners and teachers are exposed to online textbooks and modules with video lectures and computer-based examinations. With this evolution in teaching modalities, a “flipped classroom” model for teaching and learning has been adopted by many schools around the world. Moreover, online learning is classified as synchronous or asynchronous—synchronous teaching allows for “live” interaction between the instructors and the students (e.g., audio conferencing, video conferencing, web chats, etc.) while asynchronous teaching involves significant delays in time between instruction and its receipt (e.g., E-mail, earlier video recording, discussion forums, etc.) (BMC Education, 2020).

Moreover, it has long been acknowledged that online instructional methods are an efficient tool for learning; however, online teaching can be challenging for the facilitators of learning because of the limited non-verbal communication. Other aspects, such as professors’ interactions, accessibility of materials, and time management, can also affect the opinions of online education participants (BMC Education 2020). Amid the challenges, Filipino teachers manage to make the best out of the situation and continue to give the gift of education—at a time it is needed the most. The realities of online teaching have resulted in realizations and learnings that no lesson plan could ever cover. There were a lot of questions when online education in the Philippines was pushed—not only was it a question of providing the right learning tools to students, but also a question of equipping our teachers with the right skills to facilitate online teaching and learning (Tobias, 2021).

However, it presented opportunities for Filipino teachers to improve and develop their craft in the mastery of teaching. The Notre Dame of Marbel University (NDMU) is one of the universities in the Philippines which adopted the online format of learning. College professors and teachers from the different collegiate departments narrated their experiences in facing the new normal setting of the teaching process. Opportunities for learning foreign encounters of Information Communication Technology (ICT), web-based tools and platforms for teaching, and digital setups for providing knowledge among learners. Enhancing

knowledge and unseen abilities relating to the 21st-century skills of an educator are emphasized as the major encounter of the teaching experience during the pandemic situation.

The unreadiness as a factor affecting the negative impacts of experiences among NDMU teachers adjusted them to inquire on the ‘when’ and ‘how’ of the online learning platform being served on the table of the profession—but because of the effort given by the Department of Education (DepEd) and the Commission on Higher Education (CHED), it offered them essential webinars and online meetings and training attended by the NDMU teachers to bridge the gap of technology-based requirements of molding the status of the teachers in immersing to the digital world. On the other hand, the challenging experiences were also served among senior teachers of the Notre Dame of Marbel University (NDMU) in harnessing the educator’s adaptability when they had to replace the traditional mode of teaching with webcams and headphones—teaching them a lesson to be carried for a life purpose of defining the teaching profession.

The study explores the experiences of College Teachers in teaching in the online modality of teaching. The online format of learning is a timely and relevant phenomenon that engages the teachers and researchers to gain data of information from the facilitators of learning. It focuses on describing their issues and coping during the delivery of the online modality for teaching college students.

METHODS

This is a descriptive qualitative research design with the use of in-depth interviews as a data gathering method and utilizing the constant-comparative technique for thematic analysis as data analysis. The research locale is Notre Dame of Marbel University (NDMU), a sectarian institution located in the Province of South Cotabato, Mindanao, Philippines. The participants of the study are the college teachers from the Notre Dame of Marbel University, who experienced the transitioning of the new normal system of teaching and learning. The researchers have identified 6 Language Teachers of the university both English and Filipino as these teachers handle students from all departments in the university.

The research instrument is an interview guide prepared by the researchers. It consists of questions

to generate data in describing the experiences of the teachers in teaching in the online modality, particularly on the issues and challenges that they experienced and their coping. The researchers indicated in the interview protocol the usage of note pads and smartphones with their consent on recording their responses verbatim and the confidentiality of the data. Data was transcribed, and coded to get the concepts and meanings, these concepts were then grouped according to clusters and categories.

RESULTS AND DISCUSSION

Issues in Teaching Online

Outdated technology. Some of the risks of using outdated technology are crashes and system downtime, and a decrease in productivity. This means that outdated devices or technology runs slower, takes longer to execute tasks, and require a lot of time for maintenance and counterparts.

“...my laptop isn't as updated now as other else's laptops. I do not know when I acquired the laptop, but I think it was like five more or less five or six years ago.” (Participant 2)

“The equipment that are used by the teachers in delivering instructions in teaching and learning are not updated. It is difficult for them, especially the older teachers...or our co-teachers that are older...they are struggling. Especially since they also use substandard equipment in teaching.” (Participant 4)

Uncontrolled circumstance. Aside from a stable internet connection, if there is a power outage, even for a short time, the loss of electricity can affect the delivery of teaching online. Internet problem is not just a problem in the Philippines but it's also a problem globally (Hernando-Malipot, 2020).

“...power interruptions, brownouts, blackouts. Because, just like the internet, we don't have control with electricity powers.” – Participant 6
Yes, and it happened that my internet connection was lost, I don't know what to do. I was about to cry. It was embarrassing, because, on the part of the students, they say, ‘Sir, your voice is choppy’. They always say that, ‘sir, I cannot understand what you are saying.’ It is because I have a slow internet connection. So, you also feel pressure as a teacher.” (Participant 4)

Unfamiliarity with Applications. Many teachers are not familiar with technology education and are most particularly fond of using the traditional methods. It can be assumed to doubt the students' education because of the teachers' ICT skills or command of educational technology and how to integrate applications.

“I am not familiar with online platforms. Even if the school sent us for training especially for Schoology, I was still scared how to operate or manipulate it. For example, which button to click first and which one to click next, etc.” (Participant 5)

“...there were several, I mean, we've had our orientation with the use of Schoology. Uh, however, we were not oriented with somehow the disadvantages and advantages of several applications.” (Participant 2)

Technological Gap. During the global pandemic, elderly teachers are compelled to use emergency online learning to continue teaching. These teachers belong to Generation X or those born from 1965 to 1979, and utilize technology mainly for practical purposes and information search. The sudden shift to emergency online learning pushed the elderly teachers to use online platforms to deliver their lessons and prepare online activities and classes that will require them to use the computer and some applications and software. This may seem easy to the younger teachers, but these elderly teachers, are puzzled since they are accustomed to textbooks and chalkboards. Before the pandemic affected the education sector, teaching was not this complicated for these elderly teachers.

“I am 59 years old, and I am not good in technology.” (Participant 5)

“For the newer generation, everything is easy for you because this is your generation. You are a product of a computer age, nothing is impossible for you, especially in using technology.” (Participant 1)

“...we are (do) not really have this expertise in technology, especially in using online ahhh online teaching. Why? Because this is not our generation. We are used to having ah pica, elite, typewriters, and then having these, we have no choice, but we have to learn – the technology, especially in teaching.” (Participant 1)

“...this is not our world, this we not our generation. So, we have to cope. We have to learn.” (Participant 1)

Under the statement of the problem (SOP 1b) that is the NDMU language teachers’ personal challenges during online classes and submissions. Furthermore, the results show the concepts and themes of the reasons of the

Issues on Social Interaction. With the current coronavirus pandemic, numerous students are discovering that school is not only important to just learn, but it is also necessary for social interaction, which clarifies why various understudies report missing face-to-face cooperation with their peers and teachers. This absence of social collaboration can start sentiments of seclusion. Not having enough communication with co-educators, students, and friends is among the greatest difficulties of examining the web and passing their courses (Robinson, 2020).

After the transition to the new normal education, some teachers experienced difficulty in social interaction specifically in communicating with their students in terms of answering their personal messages in chats and interacting in class. The participants of the study stated that new normal education is difficult for them in terms of social interaction. These were affirmed in the following lines:

Whenever they send personal messages. Like that, they send chats out of nowhere. Like, ‘Huh, what’s happening?’ Because during the first part (of the class), rules have not been set yet. Like, what...we need to make a group chat, what approach to use, or how to communicate, because there’s no... no idea. At first, that was when I had difficulties, such as how to reply to them one by one, since I reply to every chat that I receive. So, I also got tired...like that.. (Participant 3)

“I do not know what to say anymore, but honestly it really happened. Then, I was rambling. I do not know what to say. And that was one problem. I lost the skill of somehow communicating effectively, especially on that part.” (Participant 2)

Not Technologically Inclined. Teachers are supposed to incorporate technology into the classroom, but the reality can be quite different.

Some of the challenges that teachers may confront are related to technology. Others include student or parent expectations, or whether enough appropriate professional development is available to help instructors become digitally savvy.

One primary difficulty of some language teachers is not they are not that technology savvy wherein they experienced having a hard time transitioning to the new normal education. The participants of the study stated that new normal education is difficult for them especially since some of them were not technologically inclined. These were affirmed in the following lines:

“When we talk about techy na computer literate. Siguro not enough yung... yung... ah literacy ko when it comes to online gadgets and other platforms in social media, media platforms or school platforms na online platforms hindi ganoon ka literate yung kaalaman ko jan, so parang nag start talaga ako to learn ng mga bagay bagay specially paano pa mapapadali.. paano ba mapabubuti yung delivery ko when it comes sa pagtuturo and most especially uhhh pag-aangkop din ng good strategies, and, especially sa online na platform.” (Participant 4)

“When we talk about techy, which is computer literate. Maybe my literacy is not that enough when it comes to online gadgets and other platforms in social media, media platforms or school platforms that are online platforms, my knowledge is not that literate in that matter. So, I kind of started to learn things, specially on how to use them easily. How to make my delivery in teaching better and most especially uhhh adaptations also of good strategies, and, especially in online platforms.”

In personal difficulties in the new normal, first of all, because I am not a laptop person back then. That’s the first problem because I do not like to spend much time on social media, at first. But now, it’s alright for me. (Participant 3)

The issue on ensuring learners’ honesty in assessing their learnings. Although online formal education is rapidly expanding, many people believe that online courses lack the same rigor as on-campus courses. This is mostly due to the impression that students in online courses are more prone to cheat. The question then becomes what role should educators have in maintaining academic

integrity in online classes. (Peterson, n.d.). Another overarching theme that emerged in the study specifically is how teachers have difficulties in the dishonesty of their students in terms of having quizzes, exams, and assignments online. The participants of the study stated that new normal education is difficult for them especially in tracking their student's progress. These were affirmed in the following lines:

“Uhh some tasks are copied and pasted from the internet.” (Participant 5)

“Another difficulty is that I cannot really keep track my students who are honest in really answering their quizzes, honest in answering, their midterm exams, because they have a chance to cheat because they can open, you can Google your answers, and that we discovered that, how could we control with that, it is just a matter of creating questions that are really challenging that they cannot copy.” (Participant 1)

Managing time for preparations and actual teachings online. Time management is a valuable ability that most teachers would agree is necessary for academic achievement in our classrooms. Managing their time is one of the difficulties of some language teachers wherein they have a hard time thinking about what will they do or finish first and what is next. They are also having a hard time on how to deliver their lessons because they will not know how to handle the time. The participants of the study stated that the new teaching delivery mode is difficult for them, especially in how they handle or manage their time. These were affirmed in the following lines:

We really give time to teaching our co-teachers who are older, especially in using online platforms or Schoology, Google Meet, ZOOM...even in just putting lessons in Schoology, they find it difficult. So, their burden is also our burden, because our time is divided. Especially, there's no time to upload your files, and they are also there whom you need to help. (Participant 4)

“I think that it has triggered that part in us now that, that the kind of, um, the idea that we can do things for more things at a certain time, just one time. And at the same time, I think you're doing that as well. You attend the webinar and then

you're having a class and then you're also having another webinar. Have you tried that? That's a long webinar a day. It makes us feel productive, but I realized, um, it has made me, it has made me somehow more stressed with life. And at the same time, it has forgotten, has made me forget that I have to manage my time well.” (Participant 2)

It is like, did you correctly deliver (the lesson) in such a short time, because the time, up until now, a lesson that is good for one week must be taken in just an hour, huh? You will feel conscious, as a teacher, like...did I give my best? I mean, did I give what I must give? Because it is not like during face-to-face, three times a week or two times a week that is three hours already. (Participant 3)

Emerging themes on the experiences of NDMU teachers transitioning to online teaching.

Pressure and fear. The participants in the study stated that their experiences that challenged them emotionally are because of the pressure that comes with transitioning to the new normal system of teaching and learning and they are being afraid of not delivering the best quality of education and learning to the students. These were affirmed in the following lines:

“There's that fear. I do not know what kind of fear has come to me. Think about it. I'm afraid of possible questions about certain things and possible inquiries along the way because it's especially during the first year of online teaching means I just developed such fear...How have I developed such a definitely fear of reading messages.”. There is the so-called fear or being afraid of the possible circumstances that might come along, especially in reading messages from the students. (Participant 2)

“There is always a pressure on the part of the teachers in maximizing their roles to deliver best and quality of education”. (Participant 4)

“Yes, I was scared that I would not be able to give my all to the students since I could not do the usual strategies that I use in class like group work, role-playing, etc. I felt that I, I, I could not be an effective teacher anymore because I need to uhm, spend time practicing or manipulating the buttons and gears in, in uhm, Schoology or

Gmeet rather than preparing the lessons.
(Participant 5)

Mental Exhaustion. Teachers are usually high achievers who like to work hard and are always looking for ways to improve, although these traits are commendable but can mean that educators fall prey to perfectionism and don't leave enough time for rest and recuperation, which could lead to stress and overthinking. This emerging theme is a state of stress that leads to exhaustion, detachment, and feelings of ineffectiveness. (Carter, 2013). The participants have experienced this kind of challenge from the start of online teaching- from the construction of learning materials and modules to imparting knowledge and cognizance, so they were not sure behind what their students' way of dealing with the said new system of teaching and learning. These were affirmed by some participants:

"I was so nervous- thinking negatively like what happens if the students cannot open the exam and they will be disconnected in the middle of their exams." (Participant 5)

"It is really emotionally stressful, especially in dealing with students and their questions. Especially online, instructions must be really clear." (Participant 3)

Maybe one of my major emotional experiences back then is during the first semester of online teaching. Everything was new, and all of us were overwhelmed. (Participant 4)

Learners' passivity in learning. From the said transition of the system of education to online learning, College teachers in NDMU have struggled in understanding the level of students' attentiveness, motivation, and understanding towards the process of teaching and learning being imparted to the students, and this had led them, teachers, to think about their students' inappropriate conduct – cheating and feel dismayed by their inconsistent performance, behaviors, and outputs being expressed and submitted in their synchronous and asynchronous sessions. This theme, dishonesty, is any act of deception done with the intent to misrepresent one's learning achievement for evaluation purposes (Singh & Thambusamy, 2016). These were affirmed by some participants:

"Of course, in some way that there are students that are dishonest in telling me that they were not able to attend their class because of like this

and like that, of course, those reasons are not new to us, but I give the benefit of the doubt, it might be true, it may not true." (Participant 1)

"This is really one of the issues that we cannot ensure if our students are honest or not." (Participant 4)

Connectivity affecting delivery. The unreliable internet signal in the country emerged as the top problem among teachers and students under the distance learning set-up according to a survey (Malipot, 2021). In the age of online learning, an area of concern facing students living in both cities and rural areas/remote communities is the lack of high-speed internet to attend lectures and conduct any form of evaluations and classes (Matte, 2020). This emerging theme has been one of the participants' challenges in this new system of education because without this, the means and the delivery of education will not be possible. Interaction and engagement also when having synchronous sessions will also be limited. Thus, NDMU teachers have difficulty monitoring the progress of their students. These were affirmed by some participants:

"In my room, the internet connection is not that fast. Yes, and it happened that my internet connection was lost, I don't know what to do. I was about to cry. I said, it is embarrassing to my students... So, I went out of my room, and looked for a place, even just by the road. It is because you are saying something but your voice is choppy, because of the slow internet connection. So, it was like an emotional breakdown for me that I did not deliver the best learning for them, because of the lack of internet connection." (Participant 4)

"This is a hard thing for me as a teacher because I cannot sometimes focus well on my teaching, as well as hearing my students very much because of the slow internet connection on my part, and to my students also that make our interaction hard." (Participant 5)

Learners' Honesty. The participants in the study stated that since they are conducting classes on an online platform, it is difficult to maintain honesty because they cannot see what their students are doing. It is their goal to instill in the students to

uphold honesty in learning. These were affirmed in the following lines:

“I cannot follow up anymore, It is very difficult to follow up all of you, especially you are closing your cameras. Even if you’re going to open your camera, I still don’t know what is happening behind your head. It has become a lot more difficult because the answers are not credible.” (Participant 1)

“It has become a lot more difficult because the answers are not credible. A lot of the students just copy and, and then submit. because it’s online, and you can always find answers on the net. Unlike in the classroom, kasi sa classroom, when you give them the assessment, no the tests, they’re going to think on their own.” (Participant 2)

“Because sometimes, their answers are already filtered and we do not know if it’s their own work. That is one of the struggles. Aside from that, online has a different approach if it is compared to teaching inside a four-cornered classroom in language teaching. Unlike in online class, we do not know their locations, their acquaintances, and if they are being honest in taking their exams, etc.” (Participant 4)

“The teacher will not know if it is really the student who is taking a quiz or the exam.” (Participant 5)

On College Teachers Coping

Keeping one’s Circle close. COVID-19 has created an environment that has changed and often strained relationship dynamics,” Mineo (2020). Because of the pandemic, everything becomes difficult in many ways. With this, people tend to get closer to their friends and family. Circles can build, restore, and deepen connections. A closer circle puts relationships at the center. It’s a way of being. Even in this time of “social distancing,” technology and intention can help communities become closer than they were before. The participants of the study stated that new normal education is difficult for them in terms of keeping their circle of friends closer to them. These were affirmed in the following lines:

“I think the first one is that I keep my circle close. My circle of friends is close. That’s one thing, the kind of comfort other people give you the kind of support they can give. You would

really somehow ease the struggles with somehow ease, know whatever anxiety is like. So that is one, keeping my friends close.” (Participant 2)

“Emotionally, it was okay for me. My interactions with my students and the support from other co-workers really helped me. Us, teachers, all of us are stressed. It’s like ‘it’s a tie’. So, I did not feel alone.” (Participant 3)

Doing Things with Love. Pandemic really has brought everyone to do the things they love for the reason that everyone is kept at home. Everyone got to spend their time doing the things they love doing. For the participants, they spend time doing something they enjoy which helps them feel better about the situation. Even in teaching, they just considered online teaching as a new experience and new learnings for them as educators. They were saying that they are already loving the online classes.

Engage in Social Media to connect. Early evidence suggests that the epidemic changed media consumption patterns. Viewers were either searching for pandemic-themed media (Sutton, 2020) or resorting to reassuring, familiar content, according to popular press pieces (MRC Data, 2020). This increase in media intake, or consumption of specific types of content, could be attributed to the use of media as a coping technique for stress and anxiety experienced during the early stage of social separation.

“I think that what, um, every now and then I would think, I think everybody thinks that now the Tiktok – that it’s actually one way of coping in my case, uh, it keeps me alive in a way that it reminds me that the work given the work, the amount of workload that is brought by the pandemic to the teachers workload mainly compared to face to face.” (Participant 2)

“Another better avoid an escape, um, memes. Definitely. I will not try to avoid that. Memes have become one of the most helpful stress relievers and a coping mechanism we find in social media.” (Participant 2)

“Uhm...coping...TikTok(?)” (Participant 6)

Acceptance. We are going through something that no other generation has ever gone through. The public is constantly bombarded with information

from the media. Friends and family send us constant “pings” with articles, videos, links, and conspiracy theories concerning the coronavirus. It appears that there is no way out. Accepting your circumstances as they are and letting go of emotional distress is referred to as radical acceptance. It is just accepting the current state of reality without judgment, rather than dismissing your circumstances or allowing unpleasant things to happen. Acceptance does not imply agreement or even satisfaction with the current situation. Acceptance entails accepting things as they are.

“I look at it that every experience of mine is a wholesome experience as a teacher. I already resigned from all those kinds of emotions when I was in my prime time. But this time, in my age, I don’t really harbor on anger, or what is that? Or something I keep on the vengeance of one student.” (Participant 1)

“Hhmm, I need to accept the fact that this is the new normal and I.. I have to learn how to do it or else, I would not be able to teach my students well.” (Participant 5)

“The third one is, and the way that I go, third one you think is acceptance, acceptance. I think it has somehow become a part of me. Now. It has become a part of my system and just done workload. I stress this, like it is stressful enough to school over it. Then try again. Next time around. I’ll accept them to, because if you’re trying to run away from it, if you’re trying to deny what the reality, it, it go crazy and, you lose your mind if ever so acceptance.” (Participant 2)

Practice. When new technology is introduced and teachers are unsure how to use it successfully, they are likely to be suspicious of its ability to improve teaching. As a result, policymakers must cultivate the digital skills needed to effectively use technology to enhance teachers' roles, incentivize them to use these skills as part of their practice, and critically assess when, where, how, and if these new modalities of instruction are actually effective (and, if they aren't, change course). These abilities are not acquired in a vacuum or just because technology is available (Wilichowski and Cobo, 2021).

“Though I am a fast learner, I want to do it alone, ok? “Stop teaching, I will do it alone, ok?” (Participant 1)

“Uhm I practiced a lot until I can do it on my own (not everything, though).” (Participant 5)

“Law of exercise. If you will practice always, you will get better at it.” (Participant 3)

Collaborative Learning. With the online education that the pandemic has brought into the lives of every teacher and student, the teachers became more driven to learn the new technologies for them not to be left behind and to keep up with others. Students typically embrace technology, but teachers do not, whether because they lack the skills to use it effectively, despite its true worth, or regard it as a danger to their professional status. Teachers have learned to intensify collaborative learning among them.

“Somebody has to teach me like for example, “Polyn, can I ask your services? They are happy when I ask.” (Participant 1)

“I learned a lot by asking my daughter and the young teachers to teach me.” (Participant 5)

Teachers’ goals for their learners in the online teaching-learning process:

Instill and uphold integrity in their learning. The participants in the study stated that since they are conducting classes on an online platform, it is difficult to maintain honesty because they cannot see what their students are doing. It is their goal to instill in the students to uphold honesty in learning. These were affirmed in the following lines:

“My goals for them is that they can do their participation honestly. They can conduct themselves honestly.” (Participant 1)

“I guess for me, I develop my students not only with the content, which is also important but for them to give honest answers from their own originality, not from Google only, or that they should give credits to where they got their answers from. My goal is to instill honesty in them”. (Participant 3)

“I also would like to emphasize to them that uhm not to simply copy and paste materials from the internet but to... to think critically in answering their task.” (Participant 5)

Gain Knowledge. The participants want to help the students acquire knowledge despite the difficulty in the teaching-learning process because

of having online learning. These were affirmed by some participants:

“For the students to learn knowledge that must be shared, specially the subject matter. It is my goal to give learnings on language, and most of all, expertise in using language.” (Participant 4)

“I would like my students to learn from me even if it is the online modality”. (Participant 5)

In addition, another participant testified saying:

“I think this is one goal of all teachers, no, that we hope that they hope that their students will still learn in an online learning platform...In language learning, I want the students to really learn the language.” (Participant 6)

To Inspire. The participants also indicated that they wanted to inspire and teach them values instead of knowing that they will later on forget. They believe that by creating an impact on the students, the students will be able to appreciate their effort in teaching them, teaching them something that they will carry after they graduate. It was supported in the lines below:

“I want my students to be more focused on the values more than on knowledge.....to be filled with values and to learn values from me more than simply concepts about academics, they will forget so far.” (Participant 2)

“My personal goal is to somehow, in the five months that we are together, I have inspired them and gave impact...to inspire them to do their best to appreciate the hard work, the situations that are given to them.” (Participant 3)

CONCLUSION

The Covid-19 pandemic has forced an immediate worldwide transition from face-to-face teaching in classrooms and lectures to online teaching using various video conference platforms. This change has not only affected the learners but also the teachers who transitioned from an alienated mode of scaffolding learning to an online format. As the study focused on the experiences of challenges of coping of the instructors of Notre Dame of Marbel University (NDMU), a wide array of their personal aspects encountered alongside the external and internal factors affecting their transitioning process in the world of teaching. It provided enlightenment on how certain phenomena

like global pandemics can teach lessons to the agents of learning in molding values, management, and strategies in teaching. Especially in the technological or technicalities aspect of facing these challenges in an online modality of education. Participants also experienced issues in handling and managing an online class. Next is the concern of how these challenges contributed to the emotional response of the teachers to surviving the teaching experience on an online platform.

The participants were saying that they simply tried to surround themselves with a positive atmosphere in dealing with the challenges, nurturing mental health conditions among instructors of learning to better provide a better teaching experience, and understanding the situation of every colleague and student. The coping procedures and methods applied by the teachers are suitable to overcome their different challenges as experienced. The coping mechanisms of teachers manifest their resilience and flexibility to adapt to the situations. Lastly, speaking with goals and expectations for the students during online class, the teachers expressed their compassion for the learners to achieve competence and academic integrity in learning. On its implications, this study may benefit teachers to be equipped with different ways how to cope up with the several challenges in education, specifically in online set-up. The Pre-service Teachers may learn from the findings to generate awareness and understanding about how actual teaching online can be like as shared by the participants of the study.

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