Resiliency in the New Normal of the Teachers in the Senior Years

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Abstract— This study determined resiliency in the new normal of the teachers in the senior years, for S.Y 2020-2021. The participants of the study were 10 senior citizen teachers of Matnog, Sorsogon. Descriptive qualitative method was utilized as research design of the study. Under this method, responses were gathered from the in-depth interview dealing with the senior citizen's resiliency in the new normal. This method was chosen to gather the challenges and coping mechanisms of senior citizen teachers in terms of email management, online research, social media management, online collaboration, and data management.

Keywords— ICT Integration, Resiliency, Senior Citizen Teachers.

I. INTRODUCTION

Technology has advanced significantly in the past 40 years considering that those born in the 1950s, 60s, and 70s did not grow up with microwaves, cell phones, cable television, or computers. As technology advances, baby boomers and generations after them may find it challenging to keep up with technology. Older adults age 50-100 may attest to this challenge first-hand and be intimidated by the technological advancements (Heaggans,2012).

So over the past decade, teachers have been expected to integrate digital technologies. The Australian Institute for Teaching and School Leadership (AITSL) also expects all teaching levels to effectively implement, use, model, lead and support ICT technologies (AITSL, 2018).This situation is also experienced in other countries such as America. America's seniors have historically been late adopters to the world of technology compared to their younger compatriots, but their movement into digital life continues to deepen, according to newly released data from the Pew Research Center on 2020.

With the legal mandate of promoting the right of all citizens to take appropriate steps in making education accessible to all, the Department of Education (DepEd) is geared towards the transformation of education throught the DepEd Computerization Program (DCP) indicated in DO 78, S. 2010 Guidelines on the Implementation of the DepEd Computerization Program

(DCP). The main components of this program were the computerization project and the School of the Future project. The modernization program introduced use of information technology in the improvement of the teaching and learning process, educational management, and operations. These have resulted in increased adoption of ICT across the education system.

Relative to accelerating the DepEd Computerization Program in the light of COVID-19 Pandemic, Aide Memoire dated May 27, 2020, was released. It states that Department of Education (DepEd) was mandated to ensure access to and provide basic education for all learners at all times. Towards this end, DepEd needs to step up its ICT. Specifically, it needs to speed up the DepEd Computerization Program (DCP) and be prepared for any eventuality.

Interestingly, senior citizen's resiliency in this new normal is one of the issues that needs to be given consideration. With older individuals at greater risk for a more severe infection, it is unclear how the country's public-school systems reopen if a third of the teaching workforce is unwilling to accept those risks (Camera, 2020).

That is why, Division of Sorsogon issued Division Memorandum no. 178 s. 2020 Provision of Immune System Protection for the Vulnerable Age Group in the Schools and SDO Employees of DepEd Sorsogon Province Division, A Measure to Prevent the Spread of Covid-19. The SDO through the Gender and Development initiatives will provide anti-flu vaccine to boost the immune system of the vulnerable age group in the schools and SDO employees. Matnog is one of the Municipalities that will benefit the program which has 15 senior citizen teachers.

Indeed, it only covers the health aspect of the senior citizen teachers. As identified earlier, ICT integration is one of the challenges that senior citizen teacher encounters. As a solution, this study was carried out and identified the challenges and coping mechanisms of senior citizen teachers along e-mail management, online researching, social media management, online collaboration and data management, proper resolutions can be undertaken to solve the issues arising.

METHODOLOGY

Descriptive qualitative method was utilized as research design of the study. Under this method, responses were gathered from the in-depth interview dealing with the senior citizen's resiliency in the new normal. This method was chosen to gather the challenges and coping mechanisms of senior citizen teachers in terms of email management, online research, social media management, online collaboration, and data management.

The participants who met the criteria for participation were ten (10) elementary and secondary school teachers in Matnog. Participants were four (4) teachers from Matnog Central School, three (3) from Matnog National High School, two (2) from Gadgaron Elementary School and one (1) from Poropandan Elementary School. They were purposively chosen because of age range. Each participant was assigned with a code to ensure the safety of their anonymity for their protection. Signing of informed consent was also facilitated. The analysis using themes was employed to capture or understand the data gathered. Thematic analysis is a method of analyzing qualitative data. It is usually applied to a set of texts; such as interview transcripts. The researcher closely examines the data to identify common themes – topics, ideas, and patterns of meaning that come up repeatedly Caulfield (2019).
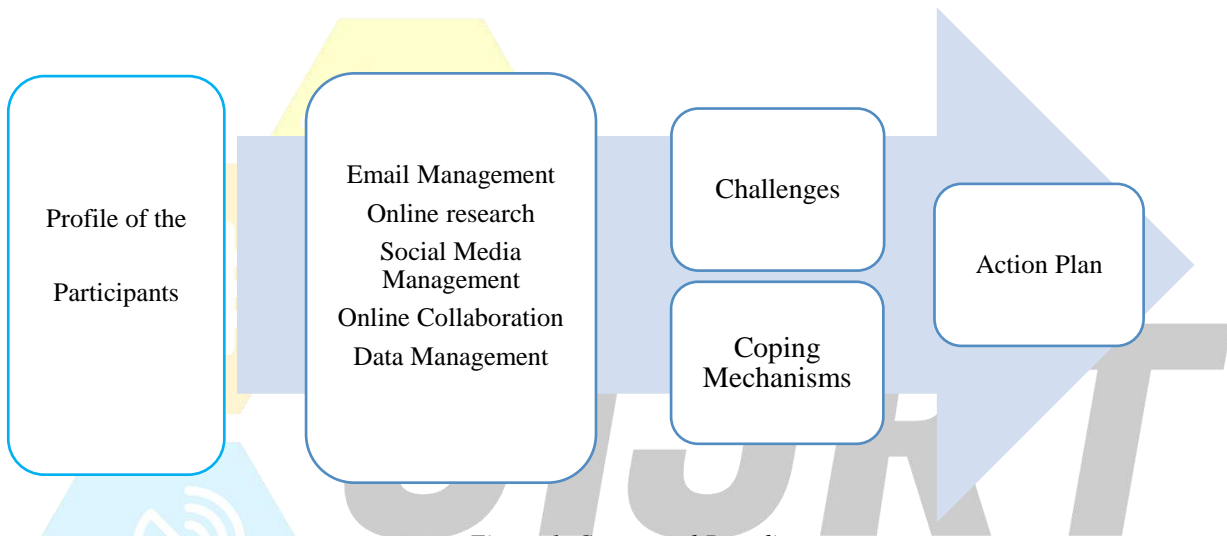

Figure 1. Conceptual Paradigm

RESILIENCY IN THE NEW NORMAL OF THE TEACHERS IN THE SENIOR YEAR

1.Demographic Profile of the Participants

The study revealed on the profile of the participants there were 3 or 30% of the participants were male and 7 or 70% were females. On the other hand, out of 10 participants, 5 (50%) were 60 years old; 3(30%) were 61 years old; and 2 (20%) were 62 years old. It can be inferred that before, male teachers had relatively higher levels of computer attitude and ability on computer implementation. Maybe because in the history, female teachers have less access and limited interest to computer the reason maybe because of the traditional belief before, that women must do the nurturing tasks at home. But today, female is appreciative to social media applications and responsible in performing computer related reports. In fact, majority of school coordinators are females. This is backed by the data taken from Matnog District ICT coordinators, accordingly, Matnog I and II have 12 male ICT coordinators and 34 female ICT coordinators.

Majority of the participants are 60 years old and none of them were aged 63 or 64 years old. At their age range, it can be implied that they have less interest in the involvement in ICT because they are not used to it. But, as I have experienced working with senior citizen teachers, they be willing to learn although they have fears in manipulating gadgets and laptops. One explanation maybe is the fact that the ICT is a more recent development, and that the older population would not have had the benefit of being exposed to it in their schools. This is in consonance with the study of González, Ramírez & Viadel (2015), they proved older people are not reluctant to learn about computers due to a belief that the learning process is complicated or inaccessible. On the contrary, they believe that they can learn so long as they remain healthy and have adequate levels of cognitive function.

In terms of highest educational attainment, seven participants or 70% have units in Master's, two or 20% are college graduate and only 1 or 10% has Doctor's degree. This indicated that teachers continue to educate

themselves, not only through seminars and trainings but more on educational development. Therefore, majority of teachers are persistent in enrolling to master's degree courses. In addition, this is one of the requirements in Continuous Professional Development (CPD) enacted by the government to all teachers. The finding was reinforced of Melesse & Gulie (2019) about the implementation of teachers' continuous professional development and its impact on educational quality which concluded that the implementation of teachers' CPD such as teachers' access to new ideas, teachers' state of sharing experiences, and teachers' professional interaction opportunity were significant.

The results on civil status, seven participants or 70% were married, two participants or 20% were widow and one or 10% was single. Majority of the participants were married which means that they are more inspired to perform their tasks at home and at work efficiently. This implies efficacy at tasks given that marital status was a significant determinant of stress-coping. This is supported by Odanga (2015) which concluded married teachers attempt to do more things in the school, put more effort in their work, persevere longer in their duties and recover faster when they fail to meet set targets such as school mean.

In addition, years in service were also gathered, out of 10 participants, 5 (50%) are 30 years in the service, 4 (40%) are teaching for 31 years and only one (10%) participant was 35 years in the service. It explained that participants who are teaching for 30 years and above have started their profession in teaching when the technology was just starting to evolve. There are no Facebook, Messenger, or Instagram way back then. This is maybe the reason why senior citizen teachers are having difficulty in integrating ICT to work. And now, because of the pandemic, ICT integration must be strengthened added with the different social media platforms that could sustain the performance of the teachers. But senior citizen teachers must adapt with this innovation to implement fully the curriculum. This is supported by Andoh (2012), that acceptance of modern technologies is one of the reformation processes in an existing environment to provide learners knowledge in specific subject areas, to promote meaningful learning, and to enhance professional productivity.

While there were 9 participants or 90% did not attend any ICT related trainings and only one or 10% have attended ICT related training but it was three years ago. On the other hand, majority of the participants did not attend and hesitant to attend any ICT related trainings. The reasons could be the limitations on physical and sensory skills. Majority of ICT trainings used different gadgets to support the discussion and workshops which requires the participants to perform ICT tasks. Meaning, you should have the ability to cope with the flow of discussion and this requires physical and mental adaptability. This could be difficult for seniors knowing, they lacked with the basic knowledge of ICT. This is supported by Sandhu (2013) the study the limitations of 'working memory' pose an obstacle for some participants. Most ICT training for beginners caters for all age groups and this may be problematic for older learners.

2. The challenges met by the senior citizens in ICT integration.

This portion discusses the challenges encountered by the senior citizen teacher in terms of email management, online research, social media management, online collaboration, and data management. The result was discussed according to research questions and the table below presents the theme of each factor that comprised the challenges of senior citizen teachers.

Table 1: Challenges met by the senior citizens.

Challenges	Themes
a. E-mail management	Familiarity to its terms and uses in terms of how to open, send, and save emails.
b. Online research	Ability to access search engines such as Google, Yahoo, Bing etc. and the topics that are usually researched on.
c. Social-media management	Ability to open, comment or post in Facebook and Instagram and its uses in communicating to family and co-teachers.
d. Online collaboration	Ability to open, reply or post in Messenger how do it serve as communication platform to students.
e. Data management	Fear of using of laptop/computer specially in organizing soft and hard copy of documents.

***Email Management.** Familiarity to its terms and uses in terms of how to open, send, and save emails.*

Electronic mail or email is the internet application often used, especially this pandemic. Even older people who have not grown up with Information and Computer Technology (ICT) must put greater effort to learn to use it like younger people. Their concerned is on how to operate e-mails.

Six (6) participants expressed that they are familiar with the word "e-mail". They often read it on memorandums or heard it from their ICT Coordinators, superiors, and young teachers. They also disclosed that fear of exploring ICT is one of the factors why they do not want to explore internet application, like email. SC 7 told the researcher that she knows her e-mail address, she wrote it on her notebook, but she does not know how and when to use it. Another participant explained her concern on e-mails, *"Yun talaga ang challenge sa mga seniors, kapag tungkol sa computer, so we seek help from the ICT Coordinator. I know the importance and uses of emails, but I don't know how to use it".*

The concerned was expressed with a bilingual language which means that using computer is challenging especially, to senior citizen teachers. But she is familiar with its importance and uses, her worry is how to use or operate e-mails. However, the researcher found out that not all senior citizen teachers have limited knowledge on it. Four (4) participants disclosed that they are familiar with the uses and importance of emails. In addition, they are capable of operating emails without the assistance of anyone. SC 4 commented, *"I know how to send emails, that's why I can send it by myself. I just open my email type the receiver's email account, type the subject and the message describing what I have to send, then the closing remarks and attach report."*

"I also know how to send reports, so it's not a problem for me. I send my reports by encoding it first then I attach it to my email message. I mean I attach the document/reports".

The participants conveyed the process on how to send reports through emails. Accordingly, using email is not a concern for she knows what to do if someone emailed her or if she wanted to send a document using e-mail.

Interestingly, these four participants informed the researcher that email are not for youngster only. If a senior citizen teacher is willing to learn, challenges on email management will be addressed. After comparing said statements with observation we can state that the situations coincide. When seniors are motivated to learn they usually react positively and enthusiastically, sometimes even cautiously. The couldn't-care-less and reckless passion of many people still of working age to control power and wealth and success can be intimidating for seniors making them feel threatened.

This is like a study conducted by Spanish Foundation for Science and Technology (2020). Accordingly, older people feel motivated to use ICT as they see it as an important element for feeling part of contemporary society and fighting against the isolation that can increase with age".

Online research. Ability to access search engines such as Google, Yahoo, Bing etc. and the topics that are usually researched on.

Pandemic brought abrupt changes to society not only for the health sector, but more on educational institutions. Because of this the march toward an ever-aging society underscores a major demographic and technological shift – the well-being of many of aging boomers will increasingly depend upon technology. Online researching is one of the busy activities for teachers. This is to sustain the blended learning imposed by the Department of Education to learners.

The researcher discovered that Google and YouTube are the internet applications that are commonly used in online researching. These applications are suggested by their co teachers and family members. One of the participants mentioned, *"I prefer to use google and yahoo and research those that are related to my topic e.g computer topics. It easy, no need to open books. I prefer cellphone, PC and tablet".*

Majority of the participants are familiar with google but they complained on other features of it. They are just familiar on opening the tab and researching topics. Lack of trainings for them was identified as one of the reasons why they have difficulty with other features of researching with different search engine. Another reason is the difficulty on visualizing small fonts, or the "popping up of different icons". Although they enjoy researching to new ideas, they cannot maximize the time due to eye irritations. SC 4 statement was,

"I enjoy doing online research until I can find the data that I'm looking for however I find it stressful to eyes particularly when the topic should be available for a short time need that I had to spend more hours online before I can gather all what I need".

Other ideas gathered were the common topics they research on. Participants shared that aside from topics that could supplement to students. They are also interested to researching topics related to Covid-19 and newly discovered medications. SC 3 expressed it, *"I usually research on recent medications/applications especially COVID-19 variant and I find it fulfilling".*

Young people may roll their eyes at older people who cannot use technology as fast as they do, but it is wrong to say that older people cannot use technology. Remember, a baby boomer, Tim Berners-Lee, invented the World Wide Web, World Economic Forum (2021). Most seniors now are connected to the internet, these devices are a part of their daily lives to stay informed, connect to friends and family, and especially, to update with coworkers. However, due to their age it is anticipated that visual ability among some older adults may present a challenge.

This is related to the study of Sandhu (2013) on limitations of 'working memory' pose an obstacle for some older individuals. Supplemented by Heaggans (2012), many older adults can and will learn to use computers. However, due to changes that occur with aging they require repetition and practice for new skills to become automatic. AG & Basel (2013) exposed that a considerable number of older adults suffer from functional limitations, such as limited cognitive and perceptual abilities, which hinder them from using technology in a comparable way to younger adults. Limitations like blindness may, despite assistive technology, even prevent the use of online social networks if no further assistance is available.

Social-media management. *Ability to open, comment or post in Facebook and Instagram and its uses in communicating to family and co-teachers.*

Senior citizens have historically been late adopters to the world of technology compared to their younger, but their movement into digital life continues to deepen, according to newly released data from the Pew Research Center.

All participants stated that they have an active Facebook account, but they do not have Instagram or other social media platforms. They willingly shared that it is one of their ways in relaxing. They find it extremely helpful especially, this pandemic. This is of great help in connecting to family, friend and co teachers. Majority expressed that they know how to post pictures, react and comment to posts by friends. SC 3 mentioned, *"I have Facebook. I have it purposely to facilitate communication. In the new normal, all teachers are required to have this social media account because if we are working from home, we must be updated with what should be done for the school as teacher."*

The participant divulged that it was her co teacher who made an account for her, in response to the request of the school head that everybody should have an account. Now, she can already manipulate it alone. Majority find it helpful especially in connecting with other people. But they view it stressful because of low internet connection. Matnog is located at the southern tip of Luzon, that is why slow internet connectivity is one of the issues arising in connection with ICT development. SC 7 expressed her complain, *"Sa facebook marunong kaya lang ang challenge para sa akin ay ang signal, minsan mahina kaya di basta basta naoopen".*

This is evident to the study of Salac & Kim (2016), it was revealed that Philippines' internet infrastructure lags among those of contemporary developing countries in Asia, particularly in terms of Internet connectivity. In 2015, Thailand had an average Internet speed of 7.4 Mbps, Sri Lanka 7.4, and Malaysia 4.3. Meanwhile, the Philippines had a meager average Internet speed of 2.8 Mbps, placing the country at 104 among 160 countries, with developed countries in Asia such as South Korea (23.6 Mbps) and Singapore (12.9 Mbps) ranking 1 and 12, respectively. Recent internal tests showed that speeds of up to 40 Mbps in areas like Sorsogon Bay, for example, were achieved using LTE and LTE-A-capable devices. However, Sorsogon residents can look forward to better mobile internet experience as PLDT wireless subsidiary Smart Communications, Inc. (Smart) rolls out Long Term Evolution (LTE) and LTE-Advanced across the province (Smart Communications ,2018). Another is, Aside from Baler, Globe has upgraded its network capacity to 4G LTE in Dipaculao, Maria Aurora, and San Luis in Aurora; and in Donsol, Castilla, Gubat, Matnog, Pilar, and Sorsogon City in Sorsogon Province (Globe, 2021).

Today 46% of online seniors (representing 27% of the total older adult population) use social networking sites such as Facebook, and these social network adopters have more persistent social connections with the people they care about.

Online collaboration. *Ability to open, reply or post in Messenger and how does it serve as communication platform to students.*

Messenger go together with Facebook. Pew Research Center reveals that today 46% of online seniors (representing 27% of the total older adult population) use social networking sites such as Facebook, and these social network adopters have more persistent social connections with the people they care about. Because of pandemic, senior citizen teachers are obliged to create

an avenue for online collaborations. Not just for personal advantage but more on work related benefits.

All participants have an account in Messenger, and they prefer it than any other online collaboration applications. All of them knows how to open messenger, send a message, and reply to a conversation. Like Facebook, they find it immensely helpful especially in connecting to the learners. SC 3 commented, *"I usually collaborate with my students through messenger during monitoring day. Sometimes they just send their messages through messenger to me if they have problems about/related to their modules"*. *"For me, the purpose because I use it is to make communication easier since one can easily receive or send messages on time if signal is available. One can also create group chat so that information can be shared/ related to a certain group without the need to repeat it individually"*.

"I find it very helpful in this pandemic time and it is easier to access".

The abovementioned is a statement that suggest that senior citizen teachers are familiar with the uses of Messenger. They use it not just to update the students on module, but it also serves as monitoring tool on the accomplishment of students with their module. This is helpful for senior citizen teachers especially, that they belong to vulnerable sector and at risks of getting infected by Covid-19. While working form home, they will not be neglected from the updates in school.

However, the 7 participants told the researcher that they know the basic of sending and receiving messages, however they had trouble on some of the features in messenger which includes, creating group, ignoring chat, notifications setting, and other updated features of messenger. SC 6 explained, *"I have messenger to message my co teachers, family and friends. I just know the basic part, but I am not familiar with the advance feature of it, it is confusing and complex"*.

Attitude towards social media is quietly going passive. However, the innovations to it seems to discourage older people who are also clients of this online platforms.

While it is observed that senior citizen teachers are adapting to the recent trend of technology, they might get discouraged if these applications continue to update without considering their capacity to familiarize the features.

This is supported with the study of AG & Basel (2013) which concluded, social media-based applications should be tailored to users' competencies and needs. Older adults should be assigned an active and creative role and should remain in as much control as possible regarding the web content they want to access.

Data Management on fear of using of laptop/computer and organizing soft and hard copy of documents.

It is inevitable that data is particularly important in education. Teachers are expected to organize all the needed information, reports and documents pertaining to instruction. Unlike before, Department of Education is very particular in requiring reports which will be submitted or accomplished via computer or laptop.

Most of the participants expressed their "fear" of using laptops. They mentioned that they access their social media accounts through cellphone. They let the ICT Coordinator facilitate the task when it needs to be accomplish using laptop or computer. SC 6 deliberately express, *"Habo ko talaga sun, maski pa gusto ako tukduan. Kay iniisip ko kun maraot ko ugang"*.

The teacher uses the Bicol dialect in expressing her concern. According to her, she never liked computer or laptop. Even if someone offers her to teach, she will not accept it. She has always fear in mind that she might ruined it.

In accomplishing class record, 3 participants answered that they do it manually applying the traditional way of computation. However, when it comes to organizing the files/documents of the learner's majority answered that they filed it using a folder it keeps it in a secured place. There is no issue in safeguarding hard copies of files. The soft copy, however, is saved usually in a flash drive assisted and facilitated by the ICT coordinator. SC 10 cited, *"Any related reports that needs laptop, the ICT coordinator is in charge. Kami na mga seniors, less na talaga a participations dun kay di kami maaram sun."*

Accordingly, all reports which requires laptop he usually refer it to ICT Coordinator. For them, seniors have less participation on ICT matters.

This indicates that majority of senior citizen teachers have "fear" in using computers/laptop. This could be the main reason why they are hesitant to this innovation. The researcher inferred that fear due to lack of information about the gadgets and laptops is the root

cause of their hesitations to learn how to manipulate computers.

This is reinforced by the study of Vaportzis, Clausen & Gow (2017), findings suggest that most of the participants were eager to adopt new technology and willing to learn using a tablet. However, they voiced apprehension about lack of, or lack of clarity in, instructions and support. Understanding older adults' perceptions of technology is important to assist with introducing it to this population and maximize the potential of technology to facilitate independent living.

3) The coping mechanisms of the senior citizen teachers along identified variables.

This portion discusses the coping mechanisms employed by the senior citizen teacher in terms of challenges encountered in email management, online research, social media management, online collaboration, and data management. The identified coping mechanisms of teachers in the senior years was asking assistance from ICT coordinator and family members. The result was discussed according to research questions and the table below presents the theme of coping mechanism employed to each variable by the senior citizen teachers.

Table 2: Coping mechanisms of the senior citizens

Coping mechanism	Themes
a. E-mail management	Lack of trainings and fear of using laptop or computer.
b. Online research	Unfamiliar with the other features of research engines and the commonly used search engines in online researching.
c. Social-media management	Facebook as the only social media account used by the senior citizens however, limited by slow internet connectivity.
d. Online collaboration	Preferred Messenger as the online platform for collaboration but troubled in using some features of it.
e. Data management	Fear of using of laptop/computer and hesitant to perform tasks related to ICT thus, choosing the manual way of computing grades.

Email management Lack of trainings and fear of using laptop or computer.

The pandemic unearthed at a time when we least expected it. The presence of Covid-19 in the Philippines brought with it many unanticipated trials for numerous sectors in our economy. One of the sectors that is greatly affected is the education. Parents and educators feared the start of classes, it is the integration of the ICT that sufficed the delivery of the curriculum. Electronic mail or email is the internet application used the most, even by older people, who have not grown up with Information and Computer Technology (ICT). However, the challenge was put to the senior citizen teachers. Especially, in sending and receiving e-mails, since it is one of the online platforms used in providing updates on the implementation of the curriculum.

Majority of the participants shared that in terms of e-mails they seek assistance from ICT coordinators at school. Apparently, assisting senior citizen teachers in terms of email management became one of the tasks by the ICT coordinator. Usually, they are the ones who send, receive, or download documents. When at home, their son or daughter serves as their guide. One participant commented, ***"I ask help from my son (when I am in Manila) to check my emails or manage my emails. When at work, I ask the help of my co teacher/ ICT coordinator. Wara talaga ako aram sun, habo ko maaraman kay nahadok lang ako kun magkararaot yun. Kaya nga in aasikaso kuna a retirement ko kay naraw'ay na ako sa kaurupod ko".***

The participant expressed his sentiments in a bilingual. According to her, she asked help from her son if she is in Manila and from her co teachers when she is at school when it comes to checking her e-mails. She added that, she does not know anything about emails, and she is hesitant to discover such platform because she is afraid that she might ruin it. That is why she is already preparing her documents for retirement because she is already ashamed with her co teachers.

Consequently, the ICT coordinators has the copy of the files of the school including her school records. The result of the study is in consonance with Llego (2019) discussions on the duties and responsibilities of School ICT Coordinator duties and responsibilities according to RA 1880, CSC Resolution No. 080096, DepEd Memorandum No. 291, s. 2008, DepEd Order No. 16, s. 2009, RA 9155, Magna Carta for the Public-School Teachers, Civil Service Code). This includes (a) monitor the utilization of E-classroom including other ICT

devices (laptops, projectors, etc.(b). Report problems /concerns about ICT packages in schools to the supplier and Division Information Technology Officer (c). Facilitate the early submission of the different online forms and Information Systems provided by the Information Technology Unit and Information and Communication Technology Service (d). Provide technical assistance to school head, class advisers, co-teachers, pupils/students with regards to different ICT teaching and learning, school operations and professional development.

Online research. *Unfamiliar with the other features of research engines and the commonly used search engines in online researching.*

In the past, books are the commonly used resource material of teachers and students. Most often, when you wanted to look for additional information, you must reserve your time in reading, scanning, and skimming. Without an effort to do so, the ideas you might get will be limited. But today, it is already one click away. Online researching will bring you into a world of knowledge. Another platform in ICT that makes the work of teachers easier. However, this sound challenging for senior citizen teachers.

Despite the many confusions concerning to ICT, senior citizen teachers remain resilient, and wanted to explore it. The amount of willingness was observed because they are thrilled with the result of exploring new ideas through researching. Majority of the participants explained that they find it fulfilling when they have got to learn new ideas and can adjust with the new trend of the century.

They sometimes enjoy the idea that they were able to facilitate it with themselves. It was evident that they are afraid but the motivation to learn is much stronger. Although, they are familiar with the search engines. They still seek assistance from family members and ICT coordinators because of other features of it that they find it complex. One of the participants revealed,

"I ask assistance from my daughter who is also my co teacher". I really want to learn that is why I opted to try researching, encoding, or operating even simple tasks in the laptop. Although I am incredibly careful because of the fear that I might destroy the files in the laptop or whenever, there are things popping when I am having my research in google. You know, seniors have this dread of operating such gadgets because of "fear". But for me, I wanted to conquer my fear".

The expression was in English language. The participant articulated that she asks assistance from her daughter who at the same time her co teacher at school. She really wanted to learn, that is why she tried to do the tasks and functions of laptop. Although, she added that she is careful in using the laptop or other features of it because of "fear" that she might destroy the gadget. However, she emphasized that she wanted to conquer her fear.

This is like result of the study of Smith, Damodaran and Sandhu (2012) that using ICTs to make the mechanics of daily life (such as online banking, shopping online, writing letters, and financial budgeting) easier was a motivator for some. While these were valued for saving time, effort and money, the more powerful drivers tended to be those which were beneficial to health and quality of life. These included 'stimulating the brain', 'feeling part of the 21st century', keeping in contact with family and friends, using ICT to enable the pursuit of passions and interests such as digital photography, often requiring cross-platform activities.

Social Media Management. *Facebook as the only social media account used by the senior citizens however, limited by slow internet connectivity.*

This pandemic obliged senior citizen teachers to observe alternative work arrangement. They are given the option to work from home. However, working from home requires the incorporation of online platforms to keep them updated of the school policies and connect to the students for constant monitoring of their accomplishment on modules.

Majority of the participants shared that their family members, especially the young ones (daughter, son, & grandchildren) served as their guru in using the gadgets to operate Facebook, messenger, e-mails, take pictures, tune in with the music and how to encode in the e-class record. With the various activities that can be done in cellphone and laptop, they find Facebook as enjoyable and easy to operate with. In fact, aside for work related reasons they open Facebook for them to be relaxed. They also added that they are very much willing to learn. Especially, that Facebook and messenger are their ways in maintaining a meaningful relationship with their friends in this time of pandemic. One of the participants divulged, ***"I can manage already my fb and messenger only". I have my touch screen cellphone so that I can view pictures in my FB".***

According to the participant, she can manage her Facebook and messenger. In fact, she has her touch

screen cellphone so that she can view pictures in Facebook.

This is proven with the study of Leist (2013) The main motivations for older adults to use social media are enjoyment, engaging in social contact, and to provide and receive social support. Especially if users engage in online social networking continuously, they are motivated by feelings of enjoyment during use. Sandhu & Ramondt (2013) also concluded that the growth in social media applications such as Skype and Facebook can be harnessed by older adults to maintain contact with friends and family (particularly grandchildren).

Online Collaborations. *Preferred Messenger as the online platform for collaboration but troubled in using some features of it.*

Before the slaughter of the pandemic, people are already using different online platforms to suffice the daily needs. Majority of the youngsters are already attached to it, but it is quite different to older people. Not all senior citizens have the willingness to conform with that trend. But because of the Covid19, senior citizen teachers have no choice but to adjust and adapt. Today, it is observable that majority of senior citizen teachers have an account in Messenger, and they use it purposely.

All participants have an active messenger account with the help of family member and ICT coordinator. And all of them deliberately expressed that they use it to connect to other people, may it be at school or at home. Unlike other online platforms, all of them are aware with its uses, and basic features excluding upgraded version of it. They also voiced out that it is a big help in implementing the curriculum of education in this pandemic. With the messenger, they can monitor the performance of their students, answer quires related to modules and keep them updated with the recent school policies and guidelines. These results motivate them to continue learning. With the great help of ICT coordinator and family members, they can already accustom with this kind of movement. Majority of ICT coordinators are youngster, and their children are millennials; this really helped the participants cope up.

Many participants identified family and friends as valuable sources of support, but this support was not always available in a timely or appropriate way Smith, Damodaran and Sandhu. (2012) But Tyagi (2020) concluded that those who need assistance with tech devices can rely on their younger colleagues and family members.

Other than this, having a support team at school that is flexible and available when in need is crucial for any tech rollout. Some lessons will not go as planned and that is fine. Teachers should reflect and learn from these challenges.

Data Management. *Fear of using of laptop/computer and hesitant to perform tasks related to ICT thus, choosing the manual way of computing grades.*

Seeing how grave the limitations were in the educational sector, various institutions made an early call by immediately motivating educators to turn to remote learning technologies. For instance, local publishing houses spearheaded Facebook Live webinars, which conveniently equipped teachers with relevant skills that formed their confidence in facing the crisis. Several speakers from all over the world also paved the way in equipping the teachers and administrators with using engaging technology mediated instructions as an alternative to the customary face-to-face based education (Torres, 2020).

It is anticipated that their sector is not well versed along ICT integration but, as teachers, they are expected to adjust. Participants explained that majority of the tasks that requires the use of ICT is through the succor of the school ICT coordinators. Since they are not familiar with the different features of laptop and online platforms, they depended much on them. This is the topmost strategy employed by the participants. ICT coordinator served as their guide and facilitator especially in ICT related activities. Their task is to facilitate the safeguarding of all online and offline records of the school, and as accountable for online records of the senior citizen teachers this could be an additional task for the ICT coordinators. One of the participants commented, "The ICT coordinator has the copy of files (soft copy) in school including my school records because we do not know how to do these and these with the laptop".

The participant uttered that the ICT Coordinator has the files of school, including her school records (soft copies). This because she does not know how to do it in laptop. The lack of infrastructure for connectivity and accessibility, and teachers need for more training on ICT integration in curriculum are major task in current educational system in Philippines.

(Daling, 2016) Teachers should be capable of forming and organizing their learning environment in non-traditional ways by merging the ICT with new

pedagogy. Thus, trainings, motivation and encouragement should be given to the teachers to avoid their hesitancy in adopting ICT into their lessons (Raman & Yamat,2013).

CONCLUSION

On the light of the findings, the following conclusions were drawn: On the profile of the participants - majority of the participants are female, mostly 60 years old and married. Most of them have units in master's degree but did not attend any trainings relevant to ICT. Majority of senior citizen teachers encountered various challenges in integrating ICT. Due to lack of trainings, they have difficulties in integrating ICT to the current situation of educational system.

However, social media accounts and collaborations aided in delivering curriculum but although slow internet connectivity is one of the challenges. On the other hand, fear in using laptops and computers was identified as challenge in performing data management, online research, and email management. Despite of challenges experienced; senior citizen teachers resort to coping mechanisms to deal with it. Assistance of school ICT coordinator and family members, especially the young ones were the commonly named coping mechanisms. Action Plan entitled, Proposed Action Plan to Senior Citizen Teachers on ICT Integration can be proposed to enhance the skills on ICT Integration of Senior Citizen Teachers is hereby proposed.

RECOMMENDATIONS

Based on the conclusions, the following recommendations are made: Computer assisted training must be conducted separating Senior Citizen Teachers from novice teachers as participants and it can be carried out autonomously at home and based on the reinforcement of classroom learning; At school it can be incorporated in Learning action cell, webinars, and In-service training. Next is opportunities to develop and maintain these skills should be given to senior citizens through appropriate local lifelong learning programmes, which may help the elderly acquire awareness of innovative processes and become or remain active participants in the knowledge society.

Strengthen the best practice of ICT coordinators who continuously guide and help Senior Citizen Teachers in ICT integration. Online collaborative learning, aimed at an in-depth examination of some topics related to the use of Internet, and targeted at a limited sample of elders that resulted totally autonomous in the use of ICT. School administrators may work hand in hand with the senior citizen teachers to deal with the challenges experienced by the senior citizen teachers in terms of ICT integration. During monitoring and evaluation, detecting the achievement of the expected learning objectives, estimating levels of participation and involvement of participants in the proposed online activities, and measuring the degree of satisfaction and general attitude with respect to the learning methodology adopted to run the online activities. Lastly, in a report written by Bailey and released by the American Enterprise Institute in May, Bailey provided some potential strategies for retaining older teachers. One suggestion involves the creation of a virtual teaching corps.

When schools return to in-person instruction, that corps of teachers—comprised of those who choose to continue sheltering in place—would be online tutors, mentors to teachers, or even do televised instruction. Districts would provide professional development and ongoing support for the virtual corps to build their skills in those areas 4. The proposed action plan made by the researcher maybe implemented. 5. Further research be conducted like the present study in a wider scope.

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