

Teachers' Lived Experience in Transition of Classes into Flexible Learning

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Abstract— An integral part of an educational institution is the teachers, and they hold a significant responsibility in shaping the future of their learners. Their unique perspectives on the transition of classes can offer valuable insights to improve the overall learning experience. The purpose of the study is to determine the benefits, challenges, and the coping mechanism in the transition of classes into flexible learning modality from the lived experiences of private school teachers. The study utilized qualitative phenomenological research design. Based on the findings, three themes appeared from the lived experiences of teachers which are: (1) Teacher's advantages in using different modalities in the transition of classes. (2) Struggles encountered by the teachers in the transition of classes using different modalities. (3) Coping mechanism of teachers to handle and manage difficulties they faced during the transition of classes into flexible learning. It is concluded that the teachers were more flexible, adaptive to the situation, and engaged in the new learnings in the transition period. Teachers find ways on how to handle and manage to cope with those difficulties that arise during the transition of classes into flexible learning. The struggles undergone by the teachers make them more efficient and effective in the way of delivering quality education for the learners.

Keywords— flexible learning, teachers, transition of classes, lived experiences.

I. INTRODUCTION

When pandemic struck the Philippines, the teachers tap by the Department of Education to plan and organize to create more options in learning, the Television-Based Instruction (TV BI), Radio-Based Instruction (RBI), online learning and the Self Learning Modules (SLM) are the best mode they produce. Businesses, transportation, public services, and health are recuperating from pandemic, the field of education is also thinking to manage with the effects brought by it. Designing lots of training and seminars for the teacher to cope and adapt to the transition of classes into flexible learning (new normal).

In the teaching process, teachers play an important role as the key part in the acquisition of knowledge of the learners. Jamon et al, (2021) validates that, they also have their narratives during this COVID – 19 pandemics. One of the struggles that needed a lot of adjustments for the teachers during the pandemic is that they are not well-equipped to educate in the new normal set up. Like what Gonzales Mariño, (2008) confirms that providing students an active role in their own the learning process is the fundamentals to understand that the teachers acquire abilities,

knowledge, and attitudes to apply innovative strategies and alternative educational models, including teaching through the Information and Communication Technologies (ICT).

Teachers are also human, they have strengths, weaknesses, opportunities, and even intimidations in facing flexible learning. Agayon, et. Al. (2022) affirms that in situations like this, educators must be ready for any situation that may arise. This situation is unlikely to get better anytime soon; instead, teachers will need to adjust and accept this reality. Teachers demonstrated that no matter how challenging and frustrating the circumstances are during the new normal, educating their students is still possible. Likewise, teachers were very versatile and flexible enough to go through these difficulties. The public-school teachers admitted that they are strangers in terms of the current situation of the Philippine educational system. Even though they are "pedagogical and content knowledge experts" in face-to-face classrooms, the Covid 19 epidemic in the Philippines forced all educational institutions to transform from face-to-face instruction to online, modular, and blended learning. Admittedly, even the

college faculty who had more exposure to online and remote teaching were having difficulty teaching in the new normal because no one prepared them in these unprecedented times (Hew, Jia, Gonda, & Bai, 2020). The new normal rendered the teachers unprepared as stated by Toquero and Talidong (2020).

While there have been studies on the transition of classes from face-to-face class to online set up and vice versa from when the government ruled to ease alert levels. There have been few discussions that have been published regarding flexible learnings in which face-to-face classes with modular learning modality. This study has significant implications for various entities. For teachers, the study's findings provide relevant insights and experiences of teachers in dealing and coping with the challenges of teachers in transition of flexible learnings. They may be inspired to work well and accomplish great things in their workplace. For school heads, the study's findings support data on the difficulties and struggles of teachers and may use their testimonies to address the need for the relevant activities and workshops to freshen the teachers. Educational institutions may gain from the study's results as an advantage of the school in preparation of flexible mode of learning to the student when needed. It could help the institution to address the needs of facilities, materials or equipment that is necessary. It is also beneficial to the school to know and be guided in problems that might happen and how to find a solution to them. Additionally, the study's findings may be helpful for parents as they gain a better understanding of the situation of every teacher as they face the transition period in flexible learning. They may possibly extend a helping hand to motivate the teachers in their work. For curriculum developers, the study may serve as a guide for designing and developing curriculum to consider flexible learning in a school, emphasizing its advantages for educators, learners, and other stakeholders. The Department of Education may use the study's results to generate information on the different life experiences of the teachers and may use the evidence to generate programs and courses for the teachers. It will allow them to have a better understanding of the lived experiences of the teachers that might give them an idea of how to help and guide the teachers. Lastly, the

study's findings may serve as a beneficial resource for future researchers interested in discovering other fields or disciplines, such as converging on the learner's side and investigating the lived experiences of students in flexible learning settings.

Teachers are silent heroes; challenges are there yet solutions for them are already at their heart. Their adjustment and even their opinions and sentiments are important. Hence, this study aims to recognize and evaluate the teachers' lived experience when it comes to coping up and making effective the new modalities of teaching, flexible learning. The researchers reflect on their own assumptions and influences throughout the study process to ensure that the findings appropriately reflect the experiences of the teachers in the flexible learning modality.

II. CONCEPTUAL FRAMEWORK

The paradigm shows the relationship of the variables in the study and its process. In flexible learning, it could be face-to-face, modular or in digital/ online class. Teachers experienced the transition of modality of learning into flexible. It gives as an idea on what are the benefits of the teachers in this transition, the challenger they encountered and how do the participants cope up with those problems and concerns they faced during the transition.

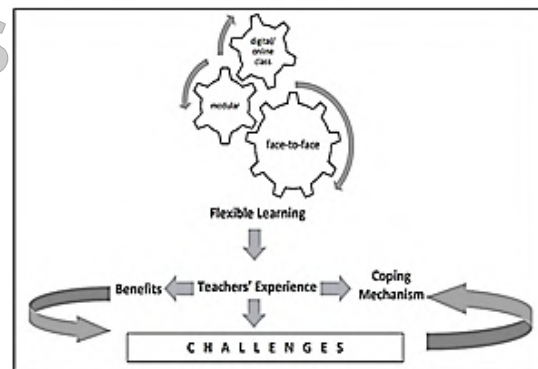


Figure 1. Paradigm of the Study

III. SIGNIFICANCE OF THE STUDY

This study is deemed significant to the following entities:

- **To the Teachers.** The findings of the study may provide relevant experiences of teachers in dealing and coping with the challenges of teachers in transition of flexible learnings. They may

inspire to work well and accomplish great things in their workplace.

- **To the School Heads.** The findings of the study would support data on the difficulties and struggles of teachers and may use their testimonies to address the need on the relevant activities and workshops to freshen the teachers.
- **To the Educational Institutions.** The result of the study may use as an advantage of the school in preparation of flexible mode of learning to the student when needed. It could help the institution to address the needs of facilities, materials or equipment that is necessary. It is also beneficial to the school to know and be guided in problems that might happen and how to give solution to it.
- **To the Parents.** The findings of the study may help the parents in understanding the situation every teacher as they face the transition period in flexible learning. They may possibly extend a helping hand to motivate the teachers in their work.
- **To the Curriculum Developer.** The outcome of the study may use by the curriculum developer to consider flexible learning in a school. It could be their guide in plotting and developing the curriculum. It also possibly helps them to see the beauty of this mode of learning that is beneficial to the learners, educators, and other stakeholders.
- **To the Department of Education.** The findings of the study would provide information on the different life experiences of the teachers and may use the evidence to generate programs and course to the teachers. It will allow them to have a better understanding to the lived experiences of the teachers that might give them an idea on how to help and guide the teachers.
- **To the Future Researcher.** The result of the study is also beneficial to the future researcher when it comes to having an idea to other field or discipline to focus on this research. They could make another study in specific mode of learning and as well as focusing on the learner's side. The future researcher could look into the lived experiences of the students in having a flexible learning.

IV. OBJECTIVES OF THE STUDY

The following are the objectives of the study:

1. To explore the lived experiences of private school teachers during the transition of classes into flexible learning modalities.
2. To examine the challenges and difficulties encountered by teachers as they shifted from traditional face-to-face instruction to flexible learning approaches.
3. To determine the coping mechanisms utilized by teachers in managing and addressing the challenges associated with the implementation of flexible learning.
4. To analyze how the transition to flexible learning influenced teachers' adaptability, instructional practices, and professional development.
5. To provide insights that may assist educational stakeholders in enhancing the implementation and support systems for flexible learning in educational institutions.
6. To identify the advantages experienced by teachers in implementing different flexible learning modalities during the transition of classes.

V. METHODOLOGY

This phenomenological study is designed to discover the lived experiences of teachers in the flexible learning modality. Qualitative research was chosen as it allows for an in-depth exploration of subjective experiences and meanings.

There were 5 participants of the study who have been in the flexible learning modality. Participants were from private school and from various grade levels who is still in the face to face and modular type of learning modality. The participants were interviewed to gain insights in their experiences in transition of classes into flexible learning.

The researchers executed semi-structured interviews through online meetings in order to gather the data. The interview guide was constructed based on the research question approved by the peers of researchers. After the interviews the data gathered were recorded, transcribed, and validated to extract the benefits, challenges, and the coping mechanisms of teachers' lived experiences in the transition of classes to flexible learning.

Thematic analysis was the method used to analyze data. The transcripts were read repeatedly to establish familiarity with the data, and initial codes were created. These codes were subsequently divided into substantial themes. Illustrative statements were determined to support each of the topics after the themes had been reviewed and modified. The researchers ensure the participants' rights are protected, their privacy is maintained, and the research is conducted in an ethical and respectful manner.

VI. RESULTS AND DISCUSSION

The teachers shared their lived experiences which they encountered in the transition of classes into flexible learning modality. The themes that developed after the interview were the advantages, struggles and coping mechanism of teachers' lived experiences. These are the following:

Theme 1: Teacher's advantages in using different modalities in the transition of classes.

The participants used modular and face-to-face modalities in their school during the transition of classes. Both modalities can give them the benefit in their teaching approaches and techniques.

Thus, the participant four said that,

"We learn and then we share our learning from that experience." In line with this, the participant also mentioned that; "Nag-aral kami, nag-search, marami namang online tutorial so talaga nung first talagang sobrang hirap dahil di rin kami techy, ang alam lang namin word, gmail. Wala kaming alam sa mga zoom, google classroom. Then ito balik face-to-face na ulit, pero natuto kami ng malaki sa pagiging techy." (We study, research, there's a lot of online tutorials. At first, it was so hard for us because we are not techy, all we know is word, gmail. We don't have any idea in zoom, google classroom. Then going back to the face-to-face, but we learn a lot to be techy).

On the other hand, participant two cited that,

"Sa akin personally, ako, mas natuto, mas lumawak yung learning. Naging open-minded." (For me, personally, I learned more, my learning expands more. I became open-minded)

Those mentioned by the participants are justifications that the teachers gain knowledge and expertise in exploring things they used in their teaching.

In addition, participant five tells that,

"Hindi na kami nahirapan mag-prepare ng lesson kasi noon pa yun na yung ginagamit namin so nakakatulong po sya." (We didn't have a hard time preparing a lesson because that's what we used to do before, so it helps).

It confirmed that it really helps the teacher in its supplemental use in the classroom set-up.

Participant one also shares the experience that,

"Nakita po namin yung kagandahan at naging magaan sa amin ang modular system" (We saw the advantage and the modular system became easy for us) while participant 2 said that; "Napakaganda po yung modular kasi na gimamit kasi alam naman natin na malaki ang adjustment dahil sa pandemic." (Modular is appropriate to use because it was used because of lots of adjustment due to the pandemic).

Their experiences show the advantage of using modular modality in the learning of the students.

It is evident that teachers become more flexible and give their dedications in their job just what participant four cited,

"Natuto kami kung paano umabot sa kanila (parent), kung paano mas lawakan yung skills namin, yung knowledge namin regarding sa new modality natin." (We learned how to reach them (parents), how to broaden our skills, our knowledge regarding our new modality).

And as well as what participant three said that, "Naging mas flexible tayo bilang mga teachers, especially sa mga situation na kinakaharap natin." (We become more flexible as teachers, especially in the situations we are facing).

Those benefits declared by the participants were a great help indeed for sustaining the effective and efficient delivery of lessons to the learners. Stating the

advantages of using two modalities in teaching or being part of the curriculum of the school means a lot to the teachers. Their experiences are a great teacher towards the improvement and giving quality assistance and education to the students.

Theme 2: Struggles encountered by the teachers in the transition of classes using different modalities.

If there is a benefit, there is also a problem that will surface and be experienced by the teachers during the transition of classes into flexible learning. Some teachers experienced difficulties and troubles in using different modalities because of their personal and various reasons.

Some participants look into the assessment of the students, they struggle in evaluating the learning of their students. Participant one said that,

“Nahirapan kasi nga po yung online hindi natin masigurado or hindi talaga natin naa-assess ng mabuti yung learning ng bata kasi nga nasa bahay sila. Ngayon face-to-face na, may chance na tayong mais-isa students natin,” (It was difficult because in online we can't be sure or we can't really assess the child's learning well because they are at home. Now face-to-face, we have a chance to really knew our students) and participant two states that “Mahirap pong i-monitor lalo na at pure online dahil di mo talaga alam kung yung bata talaga yung nagsasagot o magulang nila.” (It's hard to monitor, especially online, because you don't really know if it's the child who is answering or their parents).

Both participants are having difficulty in weighing the learnings of the students because not everything can be monitored easily during the modular modality. The participants thought of the possibility that some parents and guardians are the one doing their task, just like what participant five said,

“Hindi ko alam kung sila yung gumagawa, pero syempre sinasabi ng mga magulang na mga bata lalo kapag pinapa-assignment ang activity.” (I don't know if they are the ones doing it, but of course the parents say that the children especially when the activity is assigned).

Teachers are having difficulty as well in the aspect of the behavior of the students during the transition. Participant two tells that,

“Ang hirap pong i-control ng mga behavior ng mga kids kapag online same with face-to-face kasi nasanay silang sila lang sa bahay,” (It is difficult to control the behavior of kids in online, the same as face-to-face because they are used to being at home.) and participant four, “May difficulty din sa pagdidiscipline sa mga bata.” (There is also difficulty in disciplining children).

It is a lot of adjustment for the teachers when it comes to dealing with the attitude and disciplining the learners because of the transitioning of classes using flexible learning.

Moreover, technical problems really arise in this digital era. It is also one of the problems faced by the teachers during the transition of classes using different modalities. Just like what participant two said,

“Yung paggamit ng google meet, dati di naman ginagamit. Pero unti-unti natutunan naman gamitin,” (In using google meet, it was not used before. But gradually learned to use it).

This indicates that being knowledgeable using gadgets and high technology really matters in this transition of classes. It is necessary nowadays that every individual somehow has the idea of using technologies, as well as the teachers.

Participant three also mentioned the power shortage that gives them a hard time in conducting classes.

These participants clearly stated that,

“May mga time na may mga power interruption, mahirap nun nung online pa, ngayong face-to-face ganun din, kasi mahirap magklase ng walang power.” (There are times when there are power interruptions, it was difficult when it was online, now face-to-face it's the same, because it's difficult to have a class without power).

Aside from technicalities using technology, absence of power supply is also a big problem.

Theme 3: Coping mechanism of teachers to handle and manage difficulties they faced during the transition of classes into flexible learning.

When converting classes to flexible learning, teachers had to deal with several challenges that needed to be handled and managed.

First, they emphasized how essential it is to remind students of their assignments and to determine specific instructions and orientations so that they are aware of what is required of them. They also highlighted how important time management is for teachers since it allows them effectively to handle their workload and ensure that they can support learners they teach. Open communication is exceptionally essential in coping with the challenges brought by the transition of classes. Participant two affirmed,

“Hindi kami nagkulang ng paalala sa mga bata regarding sa mga task na dapat nilang gawin. Matibay dapat yung rules natin sa klase. Para alam nila yung gagawin.” (We never fail to remind the children regarding the tasks they should do. Our rules in class should be strict. So that they will know what to do).

And confirmed by participant one,

“Dapat i-set ng matibay yung orientation sa mga bata para maging maliwanag sa kanila yung do's and don'ts sa pag-aaral.” (Children should be strictly oriented so that the do's and don'ts in learning becomes clear to them.).

The participants additionally stressed the value of setting an example for learners by being prepared and ready to teach. To effectively adapt their teaching strategies to their students' requirements, they also underlined the necessity of understanding the strengths of learners and flaws. Teachers should also be motivated and strengthened. Participant three asserted,

“Bilang teacher kailangan din ikaw ang maging role model ng mga bata. The way na nakikita ka nilang prepared, ikaw talaga ay ready sa pagtuturo, na-encourage mo sila na magpatuloy mag-aral.” (As a teacher, you also need to be a role model for the children. The way they see you prepared, you are ready

for teaching, you encourage them to continue studying).

Participants also highlighted the importance of partnering with parents and establishing clear communication channels with them. This helps in monitoring the performance of the students and in addressing any issues that may arise. Open Communication not just to the learners but also to the parents. Participant four detailed,

“Step by step tinuruan namin sila, gumawa kami ng means na maintindihan talaga ng mga parent na ito na yung new normal.” (Step by step we taught them, we made means that these parents really understand that this is the new normal).

Affirmed by Participant two,

“Kinakausap ko yung mga magulang, syempre unang-una yung magulang yung dapat kontakin pagdating sa mga persormans ng mga bata.” (I talk to the parents, of course the parents are the first to be contacted when it comes to the children's performances).

Participant two also added,

“Maganda rin po yung ginagawa naming partnership between the parents kasi po mahalaga rin po yung dahil unang-una katulad po nyang meron po kaming individual parent conference.” (The partnership between the parents is also good because it is also important, like we have an individual parent conference.).

It is being verified by Participant four,

“Understanding both sa parents and sa teachers.” (Understanding both parties in parents and teachers).

It implies that working together can solve or lessen a problem that exists. By the help and cooperation of the parents to the teachers could lead to the betterment for the students.

Additionally, it demonstrates that teachers have chosen a proactive and cooperative strategy for addressing the difficulties brought on by the transition

to flexible learning. They can provide learners with the assistance they require for success in this flexible learning because they focus the greatest emphasis on clear communication, time management, and an awareness of their requirements with clear goal setting and expectations with improved work-life balance.

Participant two emphasized in dealing with challenges improved work-life balance is essential,

“Mahalaga rin po yung mayroong time management yung mga teacher.” (It is also important that teachers have time management).

While Participant five mentioned clear goal setting and expectations,

“Alamin mo yung mga weakness nila at yung strength nila. Kasi dun mo sila mas mamomold, kapag alam mo yang dalawa na yan.” (Know their weaknesses and their strengths. Because you can mold them better, when you know those two).

Participant two expressed that Spiritual-Wellness is also a need to cope with the challenges in the transition of classes into flexible learning,

“As a teacher dapat po spiritually prepared po tayo. Tayong mga teacher tao rin tayo, moody rin tayo, nagbabago rin attitude natin, yung ating mood.” (As a teacher, we should be spiritually prepared. We teachers are also human, we are also moody, our attitude changes, our mood changes).

Researchers were able to understand participants' lived experiences on the transition of classes. There were implicit generalizations, linkages, and principles.

1. What are the benefits of flexible learning to the participants?

The participants used two modalities in the transition period, they had the modular and the face-to-face scheme.

Educators felt that face-to-face interaction is still the core of teaching and learning environment where it provides a rich context of instruction than learning in an online environment (Arinto, 2007; Hill, Chidambaram, & Summers, 2013). But then again,

change is the only permanent in this world and this changes in the education system is not exempted. And change is for the best it could be, just like in the transition of learning modalities of the students.

During flexible learning, Facebook was on top of the most convenient, followed by google and zoom as perceived by students as accessible, equitable, communicative, monitorable, and sustainable to use. Consequently, it was found that students strongly agreed on preparedness as the most vital to engagement in online learning. Accordingly, findings suggest that strengthening online teaching and delivery of methods by creating content tailored to the needs of the students during flexible learning will propel to ensuring the efficacy of teaching and learning processes. Various suggestions were offered for key players in education in addressing the challenges of online learning (Santiago, et. Al., 2021). As the results perceived, there's a lot of option in accessing the learning of the students. There's an application, different social media platforms, and other digital programs that can be used in the learning process.

Teachers have undergone a transition of delivering educational instructions from real-time classrooms set up into virtual classrooms. Teachers have been urged to recognize the benefits of using technology for education continuation. (Bingco, et.al, 2022) just same as the participants experience in the transition of classes.

And based on the results, the participants become more flexible when it comes to teaching. They tend to encounter the needs in the transition, that is why they become resourceful and capable of addressing the needs. They also experience to grow on their own way, teachers try to learn new things needed in the transition of classes into different modalities, just like learning the new trend in technology that can encourage the students to participate in the learning process, some uses the technology by the help of the gadgets and application.

In accordance with what is mentioned above, educators in the 21st century realized that students entering the classroom today are much different from

those who have come before. Today's students are demanding a change in the classroom because of their ability to gather information faster than any other generation. It gives users on-demand access to the content, tools, training, information, and support they need to create and enhance learning relevance and efficacy through both school-provided and personal technology. Learning is acquiring new, or modifying and reinforcing existing, knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information (Joan, 2013). It is very evident in the study that beforehand, teachers should be outfitted as 21st century facilitators of education. It is very useful and beneficial in the transition of learning into flexible mode.

As Agayon, et. Al. (2022) says that in situation like this, educators must be ready for any situation that may arise. This situation is unlikely to get better anytime soon; instead, teachers will need to adjust and accept this reality. Teaching can be challenging and frustrating, especially in these difficult times, but as these teachers demonstrated, everything is possible. Likewise, teachers were very versatile and flexible enough to go through these difficulties. Just like the old saying "teachers are the best visual in a classroom," but what if in this time of illness. Still, teachers are at their best to do their task right and responsibly. Even though it's hard, teachers are trying their best to uphold and do their job righteously.

The educators were used to conventional teaching delivery and were obliged to embrace technology although they were not prepared for this sudden shift to teaching remotely (Barrot, Llenares, & del Rosario, 2021; Winter et al., 2021). Unfortunately, it is the sad reality that teachers experienced during the transition. Not all were trained in using digital platforms in teaching. Not all foresee this scenario and was not able to get ready for it. While on the other side, the participants in this study is willing to learn even if they are not prepared and untrained.

As found in the results, teachers see the modular modality as an advantage in adopting distance learning with the students when needed. Unlike what is mentioned by the study of Vento (2020), the

researcher indicates that some teachers found themselves scrambling to digitally transform resources they already had. But in the response of some participants, they didn't struggle a lot in the transition, instead they use it as a motivation and a tool to adopt what is needed in the current situation. Though teachers still manage to cope and try their best to keep up in the trend. It is because of the rampant change that no one knows will happen eventually. Some traditional teachers, when it comes to their teaching strategies and approach felt shocked in these changes. But still teachers are flexible, they make it a point to handle and do their job responsibly.

2. What are the challenges experienced by the teachers in transition to flexible learning?

Teachers experience in the transition is a huge challenge to adjust and to keep up to the teaching. As mentioned early in other variables of the study, there's a lot of concerns by the teachers as they experienced those challenges.

Back then, teachers and students in the new normal in education are burdened just to achieve all curriculum requirements (Aliyyah et al., 2020). There are newly hired, seasoned teachers and even new in the teaching career who were adjusting in teaching. It became hard for the teachers to connect with their students and give the quality of education because of the issues and problems arising during the transition period.

The participants had difficulties in assessing and monitoring the learnings of the learners that is also evident in the study of Jamon (2021), it states that for the public-school teachers, one of the weaknesses of the transition learning in Philippine education is the difficulty to monitor, feedback, and assess learning. These difficulties are tried to address by the Department of Education by continuously issuing orders and memoranda to guide teachers. Just recently, the Department of Education issued DepEd Order No. 31 s. 2020 as a guide in assessing and grading learners in light of Covid 19 pandemic. Though the order provides clear and specific guidelines on how to assess and grade learners, teachers are still experiencing problems with monitoring, feedbacking, and assessing student learning due to several gaps, such as

communication, technology, and students' socioeconomic status.

Aside from that, Nemenzo (2018) mentioned that unsupportive parents; absenteeism; conceptualizing classroom rules written in the English language; observance of classroom rules; bullying; work; uninterested students; lying; littering; students' care giving; and dirty shoe cover contamination were also problems encountered by the teachers. It is relevant to the results that the participants also underwent troubles in disciplining the learners but unlike in Nemenzo's statement, unsupportive parents is not a problem to them because their parents were very supportive and cooperative to the school.

Moreover, some of the other challenges faced by the teachers are spending a considerable amount of time on familiarizing with the online teaching environment, using new approaches, for example organizing virtual teaching related activities, virtual meetings, and group discussions, to engage with students (Cavanaugh & DeWeese, 2020; Scull et al., 2020). It is also a serious problem of the teachers in being familiar to the new trend and strategy in online teaching. But unlike the results that came from this study, teachers are more likely doing their best to familiarize in the new settings of learning to adopt.

Teachers nowadays are expected to be ICT and technologically literate. In fact, during the teachers' hiring in the Department of Education, teachers must undergo "skills demonstration" and the most common skill demonstrated by the teacher applicants is computer literacy. The demand for ICT or technologically literate teachers emanates from the dominance of ICT and technology in their lives (Oliver, 2002 as cited in Nawaz & Kundi, 2010).

We all know that teachers are important when it comes to the effective use of technology in education. They are urged to continuously improve their computer literacy and use this skill in teaching and learning (Asan, 2003), and this is the struggle of the greatest number of teachers in the institutions. Some had concerns about the equipment or gadget to be used, stable internet connection, and even being knowledgeable in technology is also a problem.

As what stated by Asan (2003) and Nawaz & Kundi (2010), it is also a justification in this study that using technology is a great tool in the new learning of the students, it is up to the facilitator to cope up and go with the flow to continue learn and explore just as evident to the participants experienced.

3. How do teachers cope with the problems they faced during the transition period?

For there is a problem, there should be a solution. One of them is to maximize professional development. Good teaching involves the desire to keep improving. Teachers should bring that energy and personality into their online classroom the same way they bring it to their physical classroom. The skills that a teacher will learn, the resources they create, the flexibility they show, the effort at improvement, the calmness and level-headedness, and the acceptance of the situation can help them in a practical sense as a teacher and can be appreciated by senior management and possibly, hopefully by their students (Simbajon, 2021). It is true that reskilling or upgrading the competencies of the teachers are helpful to become more equipped and knowledgeable to the never-ending changes in teaching. Continuing their professional growth is one of the good ways in supporting the needs of the teachers. The above mentioned by Simbajon (2021) is same as the findings presented by the participants of the study. It claims that the actions of the teachers reflect to the students because they see teachers as their role model in the right doings.

Another way of the participants to handle the struggles is to set rules and orientation to the students so that it would help to have a smooth-sailing interaction with the students. It will also save time correcting them and reiterating the rules. It affirms the findings of the study of Laguador (2021) may be utilized by teachers and educational managers in planning the delivery of flexible learning to different geographic locations of the students because of various factors that might hinder their participation in online or offline classes. Teacher may reach the students to communicate in various platforms like social media, short messaging system, and emails. Setting the proper rules and responsibilities for the learners is a great help in sustaining healthy learning.

This is beneficial to make way for the teachers to be effective and efficient in giving quality education. It makes the teachers more equipped in facing the students with their shield and full gear armored with their skills.

According to Meyer et al. (2014), flexible learning spaces also create an opportunity to talk with students about their learning environments during class. As you hear students' feedback and learn more about their experiences, make changes over time to better align classroom resources and design with learner needs and your own pedagogical goals.

Just like in this study, it is better to have communication with the learners. Teachers should talk to the students to constantly remind them, guide and allow them to understand the students. It is useful, as is mentioned by the participants, that interacting to the students will let them know and understand every individual.

Above all, the well-being of the teachers matters as well. It is equal to the study that states, emotional well-being of an educator is very important. And it is possible by social support, healthy living, leisure activities, mental health promotion, work and study activities, spiritual activities, and avoidance activities (Andrade, et. Al, 2021).

VII. CONCLUSION AND RECOMMENDATIONS

As the results, the researchers found out that the teachers experienced challenges in the transition of classes into different modalities. With regards to this, it is also beneficial to the teachers that makes them more flexible, adaptive to the situation, and engage in the new learnings that is needed in the transition period. Moreover, teachers find ways on how to handle and manage to cope with those difficulties that arise during the transition of classes into flexible learning. The struggles undergone by the teachers make them more efficient and effective in the way of delivering quality education for the learners.

The researchers may recommend having more trainings, workshops, and seminars that is relative to the teaching approaches and techniques needed in

using the different modalities in the learning areas of the students. The growing era of high technologies is rampant, therefore teachers as a facilitator of learning should also be updated and well-trained to be equipped and prepared in the needs of teaching. It is advantageous that teachers are experienced and skill-based in the 21st century learning skills. Besides, curriculum developer and evaluators may take a deeper understanding of various modalities that we can adapt in the Philippine educational system that would also be beneficial to the teachers and of course, to the students.

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