

Lived Experiences of Technology and Livelihood Education Teachers on the Challenges and Benefits of Facilitating Online Learning

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ABSTRACT

This study aimed to describe the essence of the lived experiences of Technology and Livelihood Education Teachers on the challenges and benefits of facilitating online learning. This study utilized a qualitative method with a phenomenological perspective and a transcendental design. The result revealed three (3) superordinate themes with various subordinate themes for the ‘challenges’ of TLE teachers infacilitating online learning, which include: (1) Challenging Teaching Tasks; (2) Technological Infrastructure Availability and Management; and (3) Assessment and Monitoring of Student Learning. On the other hand, five (5) superordinate themes emerged under ‘benefits’ of facilitating online learning, including (1) Improvement of technical skills; (2) Improvement of communication skills; (3) Access to learning resources; (4) Fulfilling job; and (5) Learning convenience. This study suggested that teachers and students must have access to Information and Communications Technology(ICT) resources and

facilities, both groups must receive adequate training, and curriculum materials must be digitized. Likewise, the school administrators may allocate more funds for the schools to have internal resources. This is encouraged for the academic program to function.

Keywords — Technology and Livelihood Education, lived experiences, COVID-19, phenomenological research, online learning, Calamba City, Philippines

INTRODUCTION

The global COVID-19 pandemic has brought big problems in every sphere of human existence. The education area is not exempted. As a result, more than 1.57 billion children (90 percent of all enrolled students) from more than 190 countries were out of the physical classrooms (United Nations Educational, Scientific and Cultural Organization, 2020). Social isolation became the main preventative measure against catching and spreading the novel coronavirus. This leads academic communities worldwide to abruptly switch to emergency remote teaching (ERT) to maintain educational continuity (Hodges et al., 2020). ERT is an unintentional crisis response that is only intended to be transitory (Hodges et al., 2020). While the pandemic persists, some institutions and students have fared noticeably better than others; yet, the rapid changeover to ERT has revealed larger socioeconomic differences in access to technology, course quality, and educational continuity (Beunoyer et al., 2020). Additionally, teachers, staff, and students that take part in ERT usually lack expertise in online teaching and learning (Jandrić et al., 2021).

In the Philippines, a countrywide quarantine forced all schools across the country to close as a precautionary measure. While schools stopped face-to-face classes during the first month of the lockdown, numerous private schools have planned to begin offering online classes in late July 2020 in accordance with the government's pandemic standards. Online education quickly gained popularity among all private urban institutions, with proponents arguing that this new strategy is the best short-term solution to the learning difficulty posed by the pandemic (Alvarez, 2020). In response, the Department of Education adopted the Basic Education Learning Continuity Plan (BE-LCP) by releasing D.O. No. 012, s. 2020. By changing the K-12 curriculum, matching learning materials, deploying multiple learning delivery modalities, providing relevant schooling

for teachers and administrators, and properly orienting learners' parents or guardians, the BE-LCP focuses on ensuring learning continuity (DO No. 012, s. 2020). While there is a plethora of studies on how countries throughout the world are striving to employ online and other adjustment approaches as a means of intervention learning, most of them focus on the status and limitations of transitional pedagogies based on policy reviews and surveys (Morgan, 2020; Pace et al., 2020)

Online instruction has been a popular alternative move to support student learning during the time of school lockdowns. Simonson et al. (2019) defined distance education as “the separation of student and teacher,” with students geographically separated from one another and their teacher. In this new learning environment, the teacher’s job is to figure out how to make students feel connected and capable. However, with more than three billion people living alone, digital spaces are evolving from a luxury to a necessity as they become not only the main means of accessing information and services but also one of the last remaining points of the compass for economic, educational, leisure, and social interactions. Unfortunately, not everyone has the same access to networks or connected devices or the essential skills to move about digital worlds efficiently. Even before the outbreak of COVID-19, there were certain digital disparities already existing, but the crisis has substantially exacerbated the population-wide digital divide (Beaunoyer et al., 2020).

It is not surprising that online learning experiences vary given the substantially varying ICT infrastructure and institutional expertise in many nations around the world. Because of this spectrum, categorizing ERT as a whole is difficult, and even if their own experiences were pleasant, educators all around the world were well aware of how difficult they may potentially be (Abdulrahim & Mabrouk, 2020; Crick et al., 2021). It is hardly surprising that institutions, teachers, and students frequently experienced shock when implementing online distance modality (Rapanta et al., 2020). Closing of schools and subsequent initiatives to ensure educational continuity at the expense of actual classrooms and co-presence were comparable to many people’s ability to handle loss (MacIntyre et al., 2020; Peters et al., 2020). Severe disruptions have been used to characterize the earliest shifts (Osman, 2020). In spite of the fact that the use of digital or computer technology in education has long been known in the field of educational technology, the COVID-19 pandemic has forced schools and educational institutions, teachers, and students worldwide to face these situations head-on in

a trial-by-fire, ultimately making the use of virtual teaching and learning methods unavoidable (Alqurshi, 2020; Alvarez, 2020). This was not simple, as was evident from research conducted in Ghana; years of preceding in-person teaching did not adequately prepare teachers for the challenges of teaching remotely (Gyampoh, 2020).

The sudden change and the intention to maintain continuity in education in many respects brought about new issues and worsened old ones. Both teachers and students lacked the necessary preparation for online learning in general. Students' reports of not understanding assignment requirements show how certain traditional course components may have been lost in transitioning from face-to-face instruction to online distance learning modality (Alqurshi, 2020). The methods used by teachers to run their classes frequently involved imitation of in-person teaching techniques. This frequently resulted in less engagement with students and teachers, leading to unfavorable opinions of online education and, ultimately, lower levels of satisfaction (Bozkurt et al., 2020). Students also discovered that their major means of accessing and participating in their courses were now their mobile phones, which they used for 6–8 hours per day. For both students and teachers, this could be monotonous, if not tiring (Sundarasan et al., 2020). Home-based learning environments that could be uncomfortable and/or distracting require extensive engineering (Sepulveda-Escobar & Morrison, 2020). Due to COVID-19, distant learning took place simultaneously on a worldwide scale for the first time. According to Johnson et al. (2020), teachers in their study were not very enthusiastic about ERT, and a lack of expertise or teaching presence in digital settings frequently resulted in unfavorable perceptions of learning (Sepulveda-Escobar & Morrison, 2020).

Lesson delivery per learning area complies with the subject matter's requirement. The subject of Technology and Livelihood Education is considerably different from other disciplines because it emphasizes skill-based learning. Teachers need to develop new approaches and solutions that will enable them to give high-quality instruction while overcoming the challenges the pandemic presents. This created discomfort and presented a new level of difficulty, particularly for teachers of skill-based subjects like Technology and Livelihood Education (TLE), which depend more on the students' hands-on skills than their ability to process knowledge. Despite being somewhat common, T.L.E. can occasionally be a challenging topic. Because of this, teachers struggle to discover the simplest approach to impart the skills even when they are not delivered face-to-face.

Using online distance learning modality has brought about similar issues and challenges in the area where this study is conducted. Similar situations like those in the literature have occurred for teachers and learners. However, it is important to assess how severely these issues will affect the entire school community to make necessary adjustments in actual plans and programs. Considering this, the current study investigated teachers' experiences with online learning during COVID-19. The study aimed to investigate and establish a critical knowledge of their firsthand experiences with online learning facilitation in both digital and emerging digital environments, particularly in Technology and Livelihood Education teaching and learning.

FRAMEWORK

The lived experiences of Technology and Livelihood Education Teachers who facilitate online learning serve as the object of the phenomenon in the study. TLE teachers who are teaching for the first time online are the participants. As a result, through their testimonies, the study can analyze how teachers' lived experiences can be investigated. Each chapter of this study provided a diagrammatic portrayal of the story as it developed. The phenomenological research study path described the researcher's journey and the context to the phenomena of interest, namely TLE teachers' lived experiences as facilitators in online learning in the new normal. The essence of TLE teachers' lived experiences on the challenges and benefits of facilitating online learning was collected after a rigorous method. The primary source of data for this study was interviews with participants. Reports of life experiences, reduction of experiences to invariant elements, thematic clustering, comparison of numerous data sources to validate the invariant constituents, and building individual structural descriptions were presented and considered in the treatment of the qualitative data. New themes were identified because of this method and exposed to imaginative modification, resulting in a composite structural description. Finally, the texture and structure were blended to express the essence of the phenomenon's lived experiences.

OBJECTIVES OF THE STUDY

This study was conducted to explain the essence of the lived experiences of Technology and Livelihood Education (TLE) teachers on the challenges and benefits of facilitating online learning. Specifically, it aims to identify the

challenges and benefits encountered by the teachers in facilitating online learning and to discuss the emerging themes from the testimonies of the participants.

METHODOLOGY

Research Design

This study used a qualitative technique and a transcendental design. Husserl (1931) identified the principles of transcendental phenomenology, which (Moustakas, 1994) converted into a qualitative technique. Similarly, with a qualitative method, one of the most important aspects of gathering data is observing participants' behavior while engaged in activities. The information gathered was compiled to understand the phenomenon under investigation. The researcher utilized this design to examine the issue and the experiences of the participants under investigation.

Research Site

This study was conducted in SDO Calamba City. The fifteen participants were mostly from seven (7) large and medium schools in the Division of Calamba City that offered online distance learning. Calamba Bayside Integrated School, Kapayapaan Integrated School, Calamba Integrated School, E-Baretto Sr. Integrated School, Palo Alto Integrated School, Canlubang Integrated School, and Majada-in Integrated School are some of these schools.

Participants

For this research, 15 ODL TLE teachers from seven identified schools of SDO Calamba City which offered ODL modality, served as the study participants. The number of participants was carefully considered for data saturation, wherein interviews continued until no new information was presented. TLE teachers teaching online for the first time in their careers during the COVID-19 epidemic were eligible to participate in the study. There are just a small number of teachers who teach online because the majority of the schools in Calamba City offer Modular Distance Learning (MDL) modality. All ODL teachers of TLE who accepted to be part of the study as participants were included. Participants must have at least one year of experience in face-to-face pedagogy as a point of reference for comparisons between in-person and online teaching.

Instrumentation

The researcher designed an in-depth interview schedule for the data collection instrument of this study. This was the researcher's made instrument, which was validated by three research experts-preferably with grammarian, a qualitative research expert, and the school's research expert. The interview questions aimed at eliciting relevant information concerning the participants' lived experiences as facilitators of online learning during the COVID-19 pandemic. The content of the interview questions grasped and guided the participants to emerge relevant and effective themes from their experiences. The questionnaire has six (6) prepared items using structured questions varying from their personal experiences, observation, and recommendation, and identifies strengths and rooms for improvement. These questionnaires encompassed trustworthiness, credibility, transferability, dependability, and confirmability. The guide questions for the in-depth interview were divided into three main parts: *Profile of the TLE Teachers in SDO Calamba City, Lived Experiences of TLE Teachers in Facilitating Online Learning, and Benefits and Challenges in Facilitating Online Learning.*

For research ethics protocol, this study employed co-researchers; therefore, careful examination was required to ensure the privacy and security of the participants. These difficulties were identified to avoid future concerns during the study process. Confidentiality, privacy, anonymity, and acknowledgment of works were among the important topics examined. The integrity of the research was ensured. After describing the goal of the study to the participants by text and e-mail, the participants gave their written informed permission. The identities of the participants were kept private, and a verbal agreement was obtained prior to recording. Another ethical consideration in this study was giving due credit to the sources of data by citing them properly and ensuring that correct and proper citations were done.

RESULTS AND DISCUSSION

As to the challenges of Technology and Livelihood Education teachers in facilitating online learning, three (3) superordinate themes emerged, which include: (1) Challenging Teaching Tasks; (2) Technological Infrastructure, Availability, and Management; and (3) Assessment and Monitoring Students' Learning. Each superordinate theme has subordinate themes. For 'challenging teaching tasks' the following emerged: Adaptability Struggle; Technical and Technological Literacy; Pedagogical and New Normal Pedagogies; and Time-Consuming and Labor

Intensive. On the other hand, ‘technological infrastructure, availability, and management’ has two (2) subordinate themes, which include: (1) Connectivity; and (2) Access to Resources. Lastly, the ‘assessment and monitoring students’ learning theme also has two (2) subordinate themes, including (1) output issues; and (2) connectivity.

As to the benefits of Technology and Livelihood Education Teachers in facilitating online learning, five (5) superordinate themes emerged, including Improvement of Technical Skills; Improvement of Communication Skills; Accessible Learning Resources; Fulfilling jobs, and Learning Convenience.

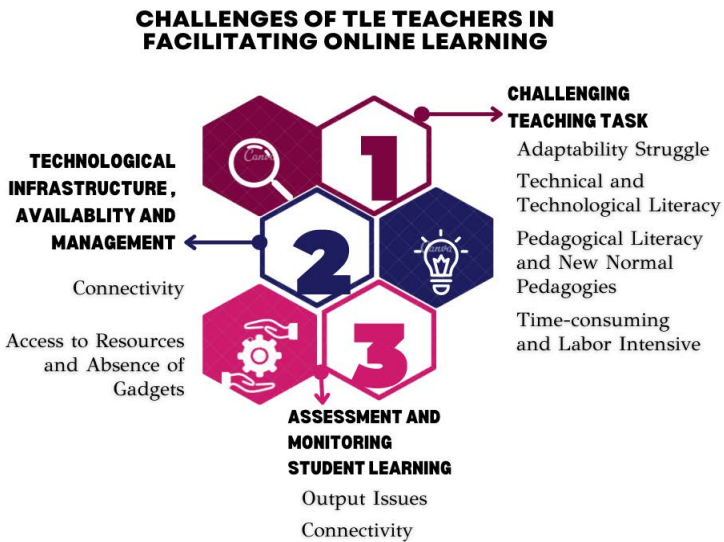


Figure 1. Challenges of TLE Teachers in Facilitating Online Learning

Most of the participants thought that teaching online was difficult. Equipping teachers with abilities for this new learning modality will take much time and work. The transition to online education is the new normal, but it is difficult because it needs patience, diligence, technical expertise, and complete instructional strategy design. Most teachers have significant obstacles due to lacking resources, handling children, and submission burdens that add to stress and burnout (Robosa et al., 2021).

Adaptability Struggle (Teachers’ Transition Identities). Changed to online engagement in response to travel bans and home quarantines indicated the beginnings of a surprising revolution. Even though the transition has created

significant obstacles, people all around the world were asking if COVID-19 may serve as a catalyst for online educational growth and accelerate the adoption of cutting-edge technology to the point where the future becomes the present. The participants agreed that online education is an unexpected and unanticipated development in the learning process. The teachers' anxiety originated from having to educate their students at home and attempting to make the best of a bad situation. Many are scared and apprehensive because it is new, and they fear making mistakes while handling the class online. Because they used to teach in person, they worry about how well they can facilitate the class; their fears regarding relevance and efficacy mystify them. A participant described a scenario of his initial thoughts. Sir Peter said that various modalities the teacher must adapt to in a short time require many modifications. Due to the numerous considerations involved in an online course, students have significant problems and changes when they participate.

Similarly, Ma'am Rose added that as a first-time online teacher, she experienced the change. She recognized that she still lacked a lot of knowledge despite teaching ICT. The apps that she can utilize are unknown to her.

Two essential aspects have shifted because of the pandemic. Traditional in-person lecturing models do not translate to a remote learning environment; hence pedagogical adjustments have proven crucial. Teachers must adjust their approaches and be innovative to keep learners involved, as every home has become a classroom without a learning environment. Second, the pandemic has changed how teachers balance teaching, student contact, and administrative obligations. A study conducted in the Philippines that looked at the pandemic through educational lenses found that instructors are not psychologically or skillfully prepared for the country's dramatic transition in learning methods (Tria, 2020).

Similarly, Hoskins and Schaffhauser (2020) found that roughly 9 out of 10 teachers are significantly disturbed and anxious following the pandemic's transition. Furthermore, according to the survey results, 81 percent of educators work more than 14 hours daily to perform their professional tasks. Ma'am Delsey remarked that it is challenging to adapt. Online applications and platforms are not something she is familiar with. She is not familiar with Google Meet's features. Ma'am Camille, on the other hand, emphasized that not all students are adept at navigating and using online learning resources. Some, though, are making progress over time. However, several students are still unsure of how to submit and upload. It would be difficult for teachers to adjust to this new educational environment emotionally, psychologically, and physically without adequate

technical training and continual preparations (Condino, 2021). Teachers and students struggled to use new technology in the early phases of online distance learning, and some still do today because they did not know how to use it or traverse specific applications and programs. Teachers and students battled with flexibility as they migrated from a brick-and-mortar learning environment to a virtual one, as well as digital literacy and difficulty catching up on teachings owing to the once-weekly schedule. Sir Michael recounted that even students and parents had to make many changes. The lack of gadgets will force you to change the setup. Online learning's procedure also changed. Their ability to learn will also change if they lack ICT proficiency. Teachers like himself are not computer or ICT literate.

Every participant in the educational process must adjust. Again, educators cannot produce specialists who can convey their knowledge or identities to cope with each problem or situation that may arise. Rather, educators can only place students on the path to mastery by preparing them to apply what they have learned in the classroom to future learning. It will always be up to the school's leaders to provide a positive and clear response to changes in parents, students, and teachers. They should be aware that these adjustments are inevitable. As a result, modifications should be handled in a stress-free manner. E-learning program quality is a big concern. The government makes no explicit provisions for e-learning programs in its educational policy. There are no quality control, e-resource development, or e-content distribution standards. This issue must be addressed as soon as feasible so everyone may benefit from high-quality e-learning (Cojocariu et al., 2014).

Comas-Quinn (2011) advocates a transmission of knowledge approach to training that fails to acknowledge and encourage the transition in teachers' identities that occurs when they move from traditional classroom-based to online teaching. The transition necessitates a pedagogical knowledge of the benefits of the new medium and acceptance of the teacher's new role and identity. Teachers resist change since they are used to traditional teaching methods like face-to-face lectures. However, during the crisis, we have no choice but to adapt to and accept change. It will help educate and may lead to the development of new technologies. It is important not to overlook students who do not have access to all forms of digital technology. These learners may miss out on online education since they are less well-heeled and come from less tech-savvy homes with low financial resources. They may be disadvantaged due to the high expense of digital equipment and internet data connections. The digital divide can widen the disparity between the rich and poor (Dhawan, 2020).

Technical and Technological Literacy of Teachers and Students. Strong technical skills are required for online teaching. Teachers must use digital learning materials, acquire new tools and software, and troubleshoot common problems. Ma'am Myla raised how a teacher can know the ins and outs of an online class and how they can begin one when teachers are immigrants to technology; hence they are not technology natives. Teachers are just following their lead.

Teachers would prefer additional time to be trained, from beginner to expert, because they have noted overlapping training and schedules and problems balancing activities at home. Faculty growth is incomplete without training. It demonstrates how much a school values its employees by equipping them with sufficient information and skills. With online distance learning, however, practically all teachers must immediately switch from traditional face-to-face teaching to virtual teaching. To teach online, teachers must have a basic understanding of how to employ digital learning modalities. This is not always the case, though. Teachers often have only a basic understanding of technology. They lack the requisite resources and tools to conduct online education. To address this, schools should invest in providing teachers with the most current technical training to easily conduct online lectures. Other drawbacks include teachers' lack of e-Learning knowledge, tutorial support, and creating student courses without considering what is acceptable. These disadvantages may outweigh the advantages of e-Learning. Users may have difficulty understanding technical, quantitative, or scientifically oriented course information, resulting in a failure to provide course outcomes efficiently. Students also saw technical issues as major roadblocks to eLearning (Mushtaha et al., 2022).

It is also worth remembering that most teachers are not digital natives or inclined, and many are uncomfortable with novel tools. The teachers' initial impressions of their talents and skills in managing the class using gadgets, the learning management system (LMS), and the internet were apprehensive. Most participants were having trouble because it was their first time facilitating the class online. Some of them are tenured, but they are not techies. Even millennial teachers argued that they are not fully adept in using and applying all teaching software and programs. Ma'am Rhea said that she is aware that using multiple Apps still necessitates technical support. She knows that her familiarity with the fundamentals of Microsoft Office is insufficient. She must arm herself with additional technologies to adjust to the new arrangement.

On the other hand, teachers resorted to searching the YouTube channel when the school could not deploy technical professionals to assist them when

they experienced technical difficulties. They also looked at YouTube for technical information. Sir David shared that since he did not use computers much while studying, this is also the first time he has learned this. Teachers are new to this, so they searched YouTube for necessary courses. Students, as well as teachers, have had difficulty exploring and navigating the digital world. Ma'am Marie commented that despite the template being in Microsoft Word, only a few students could respond directly. Ma'am Adelaida added that even though most students are technologically savvy, some cannot use simple programs like Microsoft Word and PowerPoint, making it impossible to manage their files. Some of the remarks from the interviewees emphasized the importance of continuing education and opportunities for faculty members. Sir James reiterated that DepEd needs to invest more in the teachers by providing them with high-quality seminars about online classes, familiarity with the various programs, and today's proper use of technology. Teachers are important to the success of any learning method; therefore, how effectively distance learning works will be determined largely by how well teachers migrate from their traditional face-to-face classroom duties to the broader, more complex roles that distance learning entails. Some practitioners may find it difficult to learn new skills and establish a new professional identity (Aziz et al., 2020).

Pedagogical Literacy and New Normal Pedagogies. Teachers' main challenges in providing classes online were a lack of connection and their capacity to properly communicate and provide relevant lessons. Participants stated that they needed to be innovative, organize lessons with a variety of teaching methods, use an interactive LMS, and employ accessible learning materials or resources, as well as conduct appropriate assessments. Sir David explained organizing classes better and making them more engaging. Teachers provide engaging activities for the students, such as downloadable slides, and use Quizzis and Kahoot specifically.

According to a local survey, the most important change teachers in the Philippines made was adopting innovative and creative teaching strategies. Even if their interactions are small, they feel more attached to their learners (Talidad&Toquero, 2020).

A Learning Management System, or LMS, is also essential. This is important for arranging learning. Students are the ones who are most concerned about getting access to learning materials or tools. However, there was no precise plan for which LMS should be utilized to develop a common platform in the area where the study was done. This is seen in the lack of a standardized and universal methodology for employing LMS. It is also worth noting that teachers need to

be aware of their duties in the online distance learning teaching-learning process. Some teachers actively directed and supported students in completing activities from start to finish to effectively promote their learning outcomes in online education. Aside from vocal directions, teachers should create clear instructions or documents that all students can access and understand. Teachers also talked about how they plan and organize their classes. Some students strictly followed their Learners' Packages (LEAPs), while others produced a Work from Home Learning Plan (WHLP). But the greatest challenge for teachers is engaging students to focus on the lesson and maintain productive interactions. Faculty members are required to adjust to technology. They experienced various problems, including a lack of eLearning experience and/or limited time to create online courses. Student and instructor performance suffered because of their efforts to develop a new educational delivery system based on online approaches and materials. The shift to online education modified learning principles by emphasizing the unique aspects of an individual's learning as well as the importance of the lecturer's role. Teachers can use technology to construct a range of customizable programs to assist students in better understanding concepts (Dhawan, 2020). According to a study-based analysis conducted by Wyman (2020, as cited by Gulati, 2020), to completely react to the viral pandemic changes, educators in the new normal must adopt new methods and forms of management, both professionally and emotionally.

Time-consuming and Labor Intensive. The participants unanimously agreed that online instruction was a positive experience. However, various negative emotions surfaced regarding the time-consuming and labor-intensive perspectives. In response to these limitations, the interviewees stressed the significance of great time management and organizational skills. Ma'am Mia shared that there are more tasks for ODL teachers. Compared to meeting face-to-face, more preparations are made. Before, all the information was simply posted on the board for demonstration. Teachers need to simplify the lesson for students to grasp and understand easily. Regarding preparation, learner assessment, course design, management, and evaluation, most participants feel online teaching involves more time and energy. They suggested efficient time management, prioritization, organization, and computer skills to overcome these obstacles.

Technological Infrastructure Availability and Management. Internet access is another major issue with ODL modality. While internet coverage has increased dramatically in recent years, maintaining a constant connection with adequate speed in smaller cities and villages remains challenging. There can be a

loss of continuity in learning for learners if they do not have access to the internet regularly.

Connectivity. Internet connectivity is one of the concerns relative to technology infrastructure. Participants attested that internet connections are unreliable and inadequate, which makes it difficult to deliver effective online teaching and learning. Because the internet is needed to implement ODL, it becomes a barrier when teachers or students have an unstable internet connection. Ma'am Jessica mentioned that internet access is necessary. Teachers have difficulty in this aspect. Internet connection is poor, especially at school, no matter how well-prepared a teacher is. Due to the erratic internet connectivity, teachers have frequently turned to asynchronous work. Ma'am Marie added that due to the slow and sporadic internet connectivity, teachers cannot help the students with the appropriate tasks. It emerged as being more teacher focused.

According to Organization for Economic Cooperation and Development (2020), the availability and management of technology infrastructure is a fundamental barrier in transitional pedagogy. Many students may miss out on learning possibilities because of a lack of proper digital tools, limited internet access, or poor Wi-Fi connections. Institutions should work to ensure that all students and faculty members have access to the resources they require. If students do not have access to laptop computers, they must ensure that all instructional apps are compatible with mobile devices. As a result, initiatives to close the digital divide must be implemented (Dhawan, 2020). Learners had connectivity challenges when taking an online class, technical issues with device possession, and a backlog of learning activities. Students and teachers struggled to adjust to the new normal in virtual learning classes. The digital era's advent impeded most public school teachers. Due to a lack of resources, they cannot carry out specific activities for learners electronically, provide a suitable learning environment, or engage with them (Robosa et al., 2021). Teachers in the Philippines are principally and fiercely concerned due to a lack of funding. According to the survey, teachers are distressed and looking for ways to ensure that the funding granted by their local governments will meet all their children's needs (Obana, 2020).

Access to Resources and Absence of Gadgets. It is critical to note that learners' access to learning materials and resources is a major concern. The success of online distance learning is based on the accessibility of the learners through fast internet connectivity and gadget availability. Ma'am Mila emphasized that gadgets must have the right specifications to match the internet speed. Sometimes students' gadgets are not even i3 or i5. The apps that teachers were using to create the lesson entail higher specs.

During the COVID-19 outbreak, Dube's (2020) and Mengistie's (2020) projects focused on social justice problems while integrating technology-driven remote education, especially in low-income regions. While the COVID-19 pandemic has expanded the divide between rich and poor or between urban and rural learners, any transitional approach to education during the COVID-19 outbreak should not violate learners' rights, regardless of their geographic location (Dube, 2020). Mengistie (2020) employs a similar tone to describe the Ethiopian higher education scenario of transitory online instruction, which excludes roughly 80% of university students residing in rural areas without electricity, a laptop, a smartphone, a desktop, or the internet. Another issue or concern mentioned by the participants was that some students continue to use cellphones solely for ODL.

Assessment and Monitoring of Student Learning. The evaluation of student learning determines how well a teaching member did in class. It expresses how effectively the learners comprehended the process. The teaching-learning process would be incomplete without assessment. Teachers may become confused about the level of consideration offered to learners when using ODL.

Output Issues. Teachers developed a sense of distrust when assessing students' outputs after they gained access to the internet. Teachers believe students' ODL outputs are untrustworthy, substandard, and insufficient because answers, particularly theoretical concepts and foundations, are easily accessible via the Internet. Ma'am Rose explained that managing ODL classes is challenging, especially if teachers cannot see their students on the screen. There is no personalized touch. They have no opportunity to get to know people who choose not to participate in the conversation. Furthermore, Ma'am Grace mentioned that face-to-face allows teachers to observe those who genuinely work and think. They appear to be searching for their solution on Google right now. Occasionally, it appears they are merely reading it off Google.

Robosa et al. (2021) added that the scarcity of resources is one problem. According to the participants, this has always been a source of contention for the school, teachers, and students' critical indicators. It limits their ability to participate in some activities. Another problem was their attitude toward their students. Conflict in passing students' production and activities was common before the outbreak; however, studying during a pandemic made it considerably more difficult. Because technology was their only means of communication, it hampered their ability to speak with one another. One participant stated that some of her students had difficulty locating their classmates to inquire about their unfinished tasks.

Connectivity. For both teachers and students, connectivity is a concern regarding assessment. There will be delays in retrieving instructions for assessment and submitting outputs if there is poor connectivity.



Figure 2. Benefits of TLE Teachers in Facilitating Online Learning

Improvement of Technical Skills. Teachers, like many other professions, were caught off guard by the pandemic but stayed steady in their commitment to delivering because they understood the importance of continuing education for the benefit of all students. Teachers have reservations about the procedure because it is unfamiliar to them. Although they have some notions about online distance learning, putting it into practice is beyond their comprehension, especially because they are in charge as facilitators. Conversely, teachers are known for their resourcefulness, resilience, and willingness to try new things. They will go to any length to study and share what they have learned. Sir Garry further shared that his knowledge and skills with regard to tools and applications became profound. He became more tech-savvy.

Teachers can acclimate to the virtual world and utilize technology to their advantage after a year of online distance learning experience. As a result, most of them highlighted the benefits they received from their online teaching experiences. Technology is an important aspect of education in the twenty-first

century. With the rising use of technology in education, educators' attitudes have shifted from traditional information distributors to new and more adaptable supporters and motivators that push students to participate and learn (Onyema et al., 2019). Learning is a futuristic mode of education that fits a wide range of user needs and expectations by allowing diverse forms of educational technology to operate, rethinking instructional approaches, and fine-tuning performance and effectiveness to meet eLearning priorities (Hamidi & Chavoshi, 2018).

Improvement of Communication Skills. Several participants discussed the significance of effective communication skills. Because online learning environments rely heavily on written communication while lacking nonverbal cues, instructors must maximize communication efforts when using online discussion platforms. Sir Mario said he continues to help students, especially those who perform poorly, by guiding and assisting them. Even on Messenger, he tried to get in touch with them. He does not know their home environment, so he needs to comprehend it better. Teachers in public schools cope with their students by communicating effectively and comprehending their surroundings. Teachers benefit from their experiences. Despite stress and burnout, it includes their enthusiasm, the development of relationships, and completing their duties.

Access to Learning Resources. Teachers and students can access online and offline platforms, tools, and software. Teachers admitted that, despite their reservations about adopting digital platforms, they could incorporate apps and gamification into their course delivery to facilitate online distance learning. Ma'am Carmi mentioned that she used different applications for motivation like Quizzis and puzzles. According to Mushtaha et al. (2022), some researchers have invested in research impact of online learning on teaching and demonstrated how this type of instruction stems from the necessity for distance education. Various e-Learning tools can help with online education, especially during pandemics like the COVID-19 pandemic; these technologies and online platforms can help close education gaps and reach people worldwide. Students and teachers have benefited and suffered from previous studies on online learning.

Fulfilling Job. The thrill of teaching and altering lives is a teacher's most fulfilling occurrence in the learning process. Most of the participants in this study could recognize the challenges of online learning and were grateful that, despite these challenges, they found the profession to be more rewarding. Even though the teachers' online teaching experiences were challenging and time-consuming, most stated that the teaching ministry provided them with some fulfillment. Participants identified several elements that contributed to their happiness, but

several key stakeholders stood out as helping them continue and work harder as online education teachers. Ma'am Mia mentioned that she is happy with her experience. Happy to be an online teacher. Even with the distance, she can still see her students who are eager to attend virtual classes. Sir Mark also added that his experience has been both challenging and rewarding. This is his first time going through the procedure, which excites him. This finding about the participants' feelings of fulfillment is like that of Pontillas(2021), who found that all the teachers felt fulfilled or satisfied when participating in this novel modality, despite its presented problems. The students' gratitude, participation, and accomplishment brought them joy.

Learning Convenience Teachers have more alternatives for engaging in educational activities when teaching online. Online instructors have more freedom to educate at non-traditional times. They can even teach from anywhere with an Internet connection. Teaching from home or while attending a conference are two examples. Sir Mario emphasized that it is more convenient for teachers and students. In ODL, time can be managed well in the comfort of your home.

CONCLUSION

Teachers' doubts and anxieties were revealed because of coping with COVID-19's uncertainty and dread and the added strain of completing online instruction during the crisis. Despite several problems and crises, teachers learn to deal with technological challenges and successfully conduct virtual lessons. Learning technology and using it for online education has not been a choice for any teacher but rather a strategy to perform the job amid the COVID-19 crisis. The participants agreed that online teaching required a variety of talents and that they lacked the necessary knowledge and skills to confidently deliver virtual instruction. Teachers were compelled to begin instructing without rigorous preparation. Because of their 'unpreparedness,' they have lived experiences of 'anxiety and pressure' since working on a very shaky platform. This phenomenological study highlights significant concerns about integrating ICTs into the classroom and using the Internet as a teaching and learning approach. ICT and online distribution hastily and haphazardly are controversial, as there are other challenges to overcome before such temporary solutions are deployed. First, ensuring that ICT resources and facilities are available to teachers and students is vital. Online instruction is completely worthless without the bare minimum of ICT equipment and resources for students and teachers. Teachers must

receive significant training to make online instruction engaging and pertinent. The fundamental objective is to make virtual delivery using these techniques as interactive and fun as in-person delivery. Teachers must therefore be properly educated to exploit these functionalities. Significant hands-on training is required of students and opportunities for teachers to constantly update and upskill should be included in in-service professional development programs. Digitization of all learning resources, including reading and practice materials, is advisable.

TRANSLATIONAL RESEARCH

The findings of this study may help school administrators, curriculum developers, and planners construct curriculum and curriculum materials, making online learning simple and effective. This necessitates the digitization of all instructional materials and practice exercises. Teachers may be able to improve their knowledge and skills in ICTs. Teachers' professional development programs may include ICT upskilling as a major component. Furthermore, teachers have had the opportunity to learn about and use ICT for virtual teaching because of the pandemic. This may be carried out in the form of actual plans and programs. Teachers may also be instructed on how to build digital learning resources. Each learning result and related learning experience may be detailed in the curriculum, allowing teachers to select appropriate virtual forum activities for their learners.

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