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| RESEARCH ARTICLE

# Teachers' Realizations, Challenges, and Coping Strategies on the Sudden Shift to Online Teaching during Pandemic

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| ABSTRACT

The covid 19 pandemic has greatly affected the whole world including the education spectrum. In this study, the researcher described the realizations, challenges, and coping strategies of teachers on the sudden shift of classes to online teaching during the pandemic. It also aimed to propose an assistance program to improve the experience of teachers in online teaching. It was conducted using a qualitative phenomenological research design where the researcher interviewed 8 college instructors in an extension campus using a validated interview guide. The following themes emerged in view of their realizations on the sudden shift to online teaching: Realizations on the Use of Technology, Realizations on the Effectiveness of Online Teaching, Realizations on the Teachers' and Students' Safety.The following themes were unveiled in view of their challenges on the sudden shift to online teaching: Technological Challenges, Students' Concerns, Work From Home Set Up. The following themes were disclosed in view of their coping strategies on the sudden shift to online teaching: Provision of Consideration for Students and Study for Instruction. The following themes sprouted in view of the Proposed Assistance Program on the sudden shift to online teaching: Technical Assistance and Teachers' Welfare.

## 1. Introduction

The Covid 19 pandemic has moved academics from conventional face-to-face classes to online classes. This shift came to be so abrupt because of the little planning time. Several problems arose due to this, but this study focused on teachers' realizations on the rapid change to online education due to the pandemic.

The virtual or online classroom environment is not the same as the online classroom environment. The relationship between students and teachers and students with students is more involved in conventional classrooms. In traditional classrooms, movements, reactions, facial expressions, and tone of voice are not the same in online classrooms. In a typical classroom, it is more practical and clear. However, online training is not required for this form of interaction (Ergulec, 2015). Since they are the most critical component of the teaching-learning process, contact between the teacher and the student is essential. And students' constructive involvement in class discussion helps them in improving their learning. Abdullah et al. (2012) said that this kind of atmosphere in the classroom would stimulate learning, make both teachers and students feel comfortable, and ultimately contribute to a successful learning process. This has demonstrated that both teacher and student presence and engagement play an important role in-class discussion.

Given the reviewed literature on online teaching, it is reasonable to assume that online teaching is still relatively new, especially for instructors who have not previously provided instructions through the internet. Also, teachers who have been teaching online for long time face difficulties and challenges while teaching online. According to Barr and Milller, (2013) and (Schmidt et al., 2016), teachers are facing difficulties because the transition from conventional to online is difficult for them.

In their research, Trammelle and LaForge (2017) addressed the common challenges faced by instructors in online education. According to them, the most important obstacles in online teaching are course design and instructional effectiveness. One of the most challenging aspects of online teaching is creating a class structure. It entails producing content, engaging in debates, setting deadlines, and getting immediate feedback. According to the researchers, course material should be visually engaging, just as it would be in a typical face-to-face classroom. However, without careful course design, these students' requests become difficult. Instructor involvement, availability, and organization are all factors in instructional effectiveness from the student's perspective. When there is no fixed class time and students are engaged in the content, it can be difficult to define boundaries and decide how long the teacher will be available.

Friedman (2020) addressed some of the common challenges in online teachings, such as technical difficulties, which are unavoidable in an online environment. While conducting a video conference, both the teacher and the students can experience internet connection interruptions or computers shutting down. Another problem is distractions and time management. Since online education takes place at home, both the teacher and the student can be disturbed by noise, siblings, and family. Furthermore, since they are both at home, another responsibility can take up their time, impacting their time management. Furthermore, teachers face a new challenge in keeping students engaged now that they are no longer taking classes on campus. It is challenging for teachers to find inspiration for their pupils. A lack of face-to-face contact is also a concern. It can be difficult to adapt to online classes, particularly those that are better suited to face-to-face teachings, such as science lab components. Finally, one of the most common obstacles for both teachers and students is adjusting to modern technologies. Despite the fact that technology has become an indispensable part of the modern generation, some teachers still have trouble navigating and using it.

Technology in education is extremely effective; however, some teachers are accustomed to the conventional method of instruction, while the majority of students prefer the use of technology in education.This pandemic has caused many people to be afraid of going outside and socializing and going to school campuses and universities, so they decided to close all schools to prevent the virus from spreading further. However, with the use of technology and online learning platforms, learning never stops.

Jena (2020) believes that online learning is the most successful way to resolve the educational challenges that have emerged as a result of the pandemic. Teachers can use virtual classrooms to teach from home and have access to all of the required resources, making online sessions just as successful as in-person sessions. Pandemics often require students to remain at home for prolonged periods of time, obstructing the teaching-learning process.

According to Tria (2020), implementation will trigger students with limited internet connectivity, low gadgets, and weak ones. Not every student has the ability to take classes online. Particularly in conventional face-to-face classroom setups, even before the pandemic and before the introduction of online distance learning, there are still students who are unable to attend school due to financial difficulties. Furthermore, in online courses, students must buy gadgets to attend class; to access the internet, students must pay the internet provider; students who use cell data must purchase a network subscription.

The show must, however, go on, as they say. Many schools have devised methods for dealing with the new developments and obstacles that come with the new normal of education, one of which is the transition to remote learning. Given the fact that many institutions were unfamiliar with the current teaching situation, they decided to continue their education. Some schools offered financial aid to students who could not afford online training so that they could continue their education.

In the Philippines, due to Covid-19, school institutions are also expected to continue learning through virtual classes. Abisado et al. (2020) stated that conventional universities would have no choice but to adjust to the "new standard" once proclaimed by the government (WHO, 2020).

Certainly, this pandemic has brought rapid changes and uncertainties in the education system. This study aimed to describe the realizations of teachers on the sudden shift of classes to online teaching during a pandemic. It also aims to propose an assistance program to improve the experience of teachers in online teaching.

### 1.1 Statement of the Problem
1. What are the realizations of teachers on the sudden shift to online teaching during a pandemic?
2. How may the challenges of teachers on the sudden shift to online teaching during a pandemic be described?
3. How may the coping strategies of teachers on the sudden shift to online teaching during a pandemic be described?
4. Based on the findings, what assistance program may be proposed?

## 1.2 Objective of the Study

This study aimed to describe the realizations, challenges, and coping strategies of teachers on the sudden shift of classes to online teaching during the pandemic. It also aims to propose an assistance program to improve the experience of teachers in online

## 3. Methodology

A qualitative phenomenological approach was used in this study. The phenomenological method concentrates on the similarity of a group's lived experience. The approach's fundamental goal is to arrive at a description of the nature of the occurrence in question (Creswell, 2013). The researcher described the realizations, challenges, and coping strategies of the college teachers that are rooted in their actual experiences on the sudden shift to online teaching during the covid 19 pandemic.

### 3.1 Participants

Lambert (2012) discussed that regarding the use of sampling in a qualitative descriptive design, virtually any purposeful sampling technique may be used. Like any other qualitative research design, the goal is to obtain cases deemed rich in information to saturate the data.

The participants of this study were 8 college instructors in an extension campus of a state university. They were selected using these criteria: First, they should be teaching on a full-time basis in a program that is issued with COPC from CHED. Second, they should be teaching online and they should have experience teaching in the traditional face-to-face setting. Third, they should have at least two years of teaching experience.

### 3.2 Instruments

The researcher used an interview guide to capture the needed data for this study. The interview guide consisted of questions focused on the perceptions of teachers on the sudden shift to online teaching and implications or suggestions to improve teaching in the digital platform. It was a self-made interview guide and was validated by two research experts. The two validators are experts in the field of qualitative research and they hold doctorate degrees.

### 3.3 Data Collection

The researcher asked permission from the authorities of the university and from the participants to conduct the study. After securing the permit, the researcher scheduled an interview with the participants via google meet to observe safety precautions due to the current pandemic. The researcher explained first the objective of the study before the interview began. The researcher also asked the permission of the participants to record the interview.

### 3.4 Ethical Considerations

The researcher adhered to the ethical standards of doing a research. Prior to the conduct of the study, the full consent from the participant was obtained, the confidentiality of the research data was ensured, biases and other misleading information were avoided; and other works and researches that were used in this study were properly cited (Karakose, Yirci, and Kobacas, 2014).

### 3.5 Data Analysis

The researcher utilized thematic analysis to analyze the transcript of the interview with the participants. Joffe (2011) cited Braun and Clark (2006) who discussed that thematic analysis involves identifying and analyzing patterns of meaning in a set of data. It illustrates the important themes in the description of a phenomenon being studied (Daly et al., 1997.)

## 4. Findings and Discussion

This presents analyses and interprets the data gathered based on the specific problems of the study.

**Realizations of the participants in the sudden shift to online teaching**

After a thorough evaluation of their notions, the following themes or categories emerged:

Realizations on the Use of Technology, Realizations on the Effectiveness of Online Teaching, Realizations on the Teachers' and Students' Safety.

**Realizations on the Use of Technology**

Technology undoubtedly plays an integral role in online teaching. According to the participants, they still have a lot to learn and improve in their capabilities in utilizing the technology. Also, they uttered that they had to invest just so they can ride the tide. The participants shared that the use of different online platforms in online teaching is an inevitable situation. The current pandemic has called them to explore new worlds of conducive learning outside the four corners of the traditional physical

classrooms. The participants realized that online teaching will test their patience because of the sudden adjustments in the education system. Despite the stress that the participants acquired from these unprecedented adjustments, they still chose to understand the challenges that everyone including the students' struggles. The participants also noted that since online teaching is conducted via the internet, the threat for the safety and security of the teachers' and students' data is bound to occur. This theme sprouted from these responses:

*Lessons can be hacked." (P1)*

*"We use google meet and google classroom*

*It affects the whole situation wherein you need to change everything." (P2)*

*"Excited to have something new modality in teaching*

*Disadvantages, we are used to the traditional way of teaching." (P4)*

*"It takes time to deal with the method that teacher would invest with use of technology." (P5)*

*"Adjust in terms of technology. Learn and helping me to improve." (P6)*

*"Teaching using gadgets and technology." (P7) "Teaching with the internet." (P6)*

Similarly, according to Heiser et al (2020), if online education becomes more popular, educators may have to trade convenience for the security and integrity of students' course assessments. They polled accounting professors for their thoughts on how to improve online course assessment options. They recommended that professors be more cautious when planning their classes, adopting methods that would increase the integrity and security of students' knowledge and performance assessments.

**Realizations on the Effectiveness of Online Teaching.** The effectiveness of online teaching was also thought by the participants. Two of them even compared it to the traditional face-to-face classes. As per them, the reason why they feel that it is ineffective is the fact that both the teachers and the students are not ready for it. Undoubtedly, teaching is always tiring. From the preparation of lessons, delivery of instruction, providing activities, and the assessment of learning. The participants also articulated that online is exhausting. According to them, they encounter many challenges that made it difficult for them to perform their noble task as educators. This was derived from the direct responses of the participants:

*"A big struggle in all matters*

*I feel like I am facing mountains blocking my whole vision for the future." (P2)*

*"It is quite difficult." (P3)*

*"Online teaching is not effective as in classroom set up." (P4)*

*"It is hard because we are not ready and the students are not ready." (P6)*

*"It is difficult because of the challenges." (P6)*

*"We have to cope up because of the pandemic." (P8)*

*"You have to be open 24/7." (P3)*

*"It takes time to deal with the method that teacher would invest with use of technology." (P5)*

*"There are a lot of works to do unlike in face- to- face." (P7)*

*"Very tiring from the operation and the assessment and from the way you have to discuss everything." (P4)*

*"Very exhausted, first of all, there are a lot of hindrances." (P7)*

*"Very tiring, there are a lot of preparations that you have to do." (P8)*

Sener et al (2020) investigated English instructors' perspectives of online teaching in terms of technological, pedagogical, and institutional concerns; as a result, a survey with both Likert Scale and open-ended questions was utilized to dig further into these issues. Because the sample size was tiny, the responses to Likert scale questions were examined in terms of frequency.

Participants' open-ended responses were examined using content analysis. Despite the large number of participants reporting emotional support from their colleagues, the data show that participants have experienced a shortage of technical equipment for virtual classes, an increase in workload, and a lack of financial assistance from the institution. Furthermore, they view the ability to generate engagement possibilities in virtual classes, students' low motivation, students' lack of autonomy, faculty lack of standards, and general internet connectivity concerns to be the most troublesome areas. Despite the challenges, the majority of participants expressed enthusiasm for online education.

**Realizations on the Teachers' and Students' Safety.**

The participants also realized that online teaching is done for the safety of both the teachers and the students from the virus. Some find it convenient because they no longer need to go out of the comfort of their houses. If before, they need to wear complete uniforms, now, since the camera only captures the upper half body of the teachers and the students, the participants said that they just wear the upper part of their uniform. However,  one participant also noted that students need interaction and it is very important. Surprisingly, the participants also found a silver lining in online teaching. For them, online teaching opened new doors of opportunities where they can be more creative in delivering lessons. It also stretched their capabilities and skills as teachers, according to them. This theme was unveiled through these responses:

> *"Teacher can be more creative." (P1)*

> *"The way of teaching is different from the actual class." (P3)*

> *"Excited to have something new modality in teaching." (P4)*

> *"Is a method of education where students remain at home Is very convenient in some cases." (P5)*

> *"Advantages, you can wear anything. Students will only see you in half body." (P8)*

> *"Is doing school or studying from home both teachers and students." (P8)*

> *"I'm just thankful to the technology now we are able to be school were kids are safe." (P6)*

> *"Disadvantages like students need social interaction and you know it is important." (P6)*

Relevant to this, according to Kay et al (2020), the majority of students are not yet ready for synchronous delivery, and it is suggested that universities in the Philippines provide an extra form of instructional delivery to preserve academic success during difficult times.

**Challenges of the participants in the sudden shift to online teaching**

The semi-structured interview conducted with the participants has disclosed the following themes:

Technological Challenges, Students' Concerns, Work From Home Set Up.

**Technological Challenges.**

Knowledge in the use of technology is still a problem being encountered by the teachers most especially in online teaching. Some participants admitted that technology is a challenge for them because they are digital native. The unexpected power interruption was disclosed by the participants as one of their challenges in online teaching. According to them, having lost the power supply is partnered with the loss of internet connection. The participants also revealed that the unstable internet connection also serves as a challenge for them in online teaching. Most of the teachers have family members who also use the internet when they are teaching, thus, making the internet connection to be weak and unstable.

*"We do not know when there will be a power outage. When there is a power interruption the internet connection will also lose." (P1)*

*"I need to know about more intervention about technology." (P2)*

*"I am like a coach because I have to teach my co-teachers who do not know how to use online platform." (P3)*

*"I don't know how to use some of the platforms.*

*Technology is a challenge for me." (P6)*

*"I'm not digital native." (P7)*

*"You have to be advance in your lesson because you do not know if there will be a power interruption." (P3)*

*"Problems in my discussion occurs because of interruption like loss of connection and power". (P5)*

*"We recently experiencing power interruption." (P7)*

  *"Power interruption is a big hassle." (P8)*

  *"Internet connection is my major struggle when it comes to online teaching." (P1)*

  *"In our house, four of us are taking an online class and the connection is poor." (P3)*

  *"The internet connection is always delayed." (P4)*

*"Internet connection is one of the struggles during online teaching." (P5)*

*"The signal is very poor." (P8)*

Likewise, Almazova, N., Krylova, E., Rubtsova, A., and Odinokaya, M. (2020) identified the following main challenges faced by university teachers: computer literacy, the university's electronic environment and support, academic staff readiness, and students' readiness for online learning, with the last two being the most significant impediments to the efficient implementation of the online education process. Most respondents also stated that a teacher's methodological work in a digital educational environment differs from traditional teaching approaches. As a result, psychological, technological, methodological, and teacher professional development programs are critical to minimizing the negative effects of rapid educational changes and ensuring effective online education.

**Students' Concerns**.Unfortunately, some concerns regarding students have also emerged as the challenges of the participants in online teaching. Generally, this pertains to the students' passive engagement. As per the participants, students seemed to be lacking of motivation to participate in online discussions. If cheating has been a perennial problem in traditional face-to-face classes, it became a more prevalent issue in an online class. The issue of concern, according to the participants is the uncertainty if the students are really the ones answering their exams or activities. This particular theme was unveiled from these excepts from the participants' interview:

*"Students are passive during discussion." (P1)*

*"When you call a student and ask about the lesson, they do not know the answer.*

*The student involvement in online is less 50% or more." (P3)*

*"The involvement of the students is very limited." (P4)*

*"The interaction of students in online teaching is limited." (P5)*

*"The participation of student is hard.*

*You cannot get instant feedback.*

*My students do not participate during synchronous*

*I think the main problem of teachers is the student." (P6)*

*"Students are feeling entitled.*

*During discussion you have to save data for the students." (P7)*

*"If the question is quite difficult, the student will leave the google meet." (P8)*

*"Discipline is quite difficult in online teaching." (P3)*

*"Motivation is a challenge.*

*How do we encourage our students? It is quite difficult." (P6)*

*"You have to give a lot of consideration." (P2)*

*"We cannot force student to attend their class." (P3)*

*"We have to consider them even though sometimes they abuse it." (P8)*

*"When I give them activities you don't know if they are cheating already." (P3)*

*"In their activities you don't know or sometimes they could just look in google or in their lectures.*

*How to make valid and reliable in terms of assessment." (P4)*

*"You don't know if the students are telling the truth.*

*I don't know if my students are already cheating.*

*It is difficult that your tests are objective because it is easy to cheat." (P8)*

*"You cannot rebuke them and marked them as failed." (P7)*

Relevant to this, student 'passive participation' with forums (viewing messages in a forum but not 'actively' contributing, popularly known as lurking) is significantly higher than 'active engagement' with forums, according to Smith, D., and Smith, K. (2014). (posting in the forum). To encourage or increase 'active involvement,' it is suggested that teaching and learning practices be revisited. However, the evidence and literature suggest that some students may benefit from engaging in a 'passive' way of learning. Rather than emphasizing the importance of encouraging students to participate in active forum use, the focus might be moved to ensuring that appropriate/sufficient material is offered to 'passive engagers.'

**Work From Home Set Up.** The participants shared that they are still answering students' queries even though it is already late at night. They mentioned that they need to be available all the time to serve the students. The background noise both on the part of the students and teachers make it more difficult for the participants to do their function in online teaching. This background noise distracts the participants while the online class is ongoing. The Data privacy law which protects every citizen of the republic also sets limitations and challenges in an online class. The participants mentioned that because of this law they cannot require the students to open their cameras while participating in an online class, thus, the participants are unsure if the students are engaged, listening, or simply sleeping.

"Even it is late at night I will answer your questions." (P2)

"Your involvement is quite intense because you have to do everything. It's like I am always on call that's another part for me." (P3)

"There are lots of applications." (P7)

"Availability of my time." (P8)

*"Background noise during discussion. I am easily distracted like for example student message me while I am discussing." (P2)*

*"Another problem is that the noise." (P3)*

*"Background noises in part of the students." (P4)*

*"Because you're working at home it's tempting to just rest." (P5)*

*"It is tempting to procrastinate." (P7)*

"You cannot force the students to open their cam because of the privacy. You do not know if they are listening." (P3)

"We are not allowed to push the students to open their cam." (P2)

In connection to this, Khalil, and Faisal Faisal (2016) found a positive association between teachers' time management skills and their class performance. Due to effective time management, the study concluded that teachers' lesson preparation technique was

very effective for their class performance. To improve teachers' managerial and administrative activities, it was suggested that time management skills be included in teacher training programs.

**Coping Strategies of the participants in the sudden shift to online teaching**

The in-depth analysis of the transcribed interview has unveiled the following themes:

Provision of Consideration for Students and Study for Instruction.

**Provision of Consideration for Students.**

Communication has always been effective to make in understanding the situation. The participants shared that they kept connected with the students by updating them regarding the university's decisions, and answering their queries regarding school matters.Providing activities to students is a means for the participants to show their consideration to them. The participants even extend their consideration to students by accepting late activities. The use of recorded videos in online teaching has emerged as one of the coping strategies of the participants in addressing their challenges in online teaching. The participants present videos and documentaries because they believe that the students would learn better this way.

*"I will give them activity." (P1)*

*"Consideration to those who participate in discussion." (P2)*

*"If they did not attend my class, I will give them activity." (P3)*

*"I try to keep positive attitudes.*

*I will give the students a benefit.*

*I apply my empathy.*

*I focus on the output based." (P6)*

*"I accept their activities even if it is late." (P8)*

*"I use different teaching style." (P1)*

*"I also intend to learn the right approach." (P5)*

*"I conduct recitation before I start my discussion to get their attention." (P2)*

*"My strategy is get my students involve like dialogue situation." (P6)*

*"Pinpoint some person to answer the question." (P8)*

Withal, Sharing resources before the class, according to Mahmood (2021), will benefit the creation of engaging online classes. These tactics are critical for improving student learning.

**Study for instruction**

The participants narrated that they do self-study for online teaching. They do this by watching youtube videos and asking for assistance from others like their colleagues and family. The participants coped with their challenges in online teaching by accepting the situation. Two of them noted that they just go with the flow or simply accepted the online teaching situation.

*"I watch YouTube to learn." (P3)*

*"Learn how to use the platforms." (P4)*

*"Inquiry to new method to be efficient instructor." (P5)*

*"I seek help from my kids because they know something about technology." (P6)*

*"When they said that we will be using google classroom, I search and study about it." (P7)*

*"I will go with the flow." (P2)*

*"Actually, it is just the acceptance." (P4)*

Relevant to this, Rohaan, Taconis, and Jochems (2012). Teacher expertise in technology education is often thought to have a significant impact on students' technological learning. Numerous teacher knowledge models depict various domains of teacher knowledge, but there is little empirical information on how these domains interact. Teacher training could benefit from insights regarding the interaction of teacher knowledge domains. This information will improve teachers' confidence in their ability to teach and, as a result, their attitude toward the subject. More confidence in technology teaching and a more positive attitude are projected to improve the frequency of technology education, resulting in more teaching experience and, as a result, a boost in instructors' pedagogical topic understanding.

**Assistance Program**

**Technical Assistance.** In view of the proposed assistance program, it will consist of technical assistance for the teachers in online teaching. Since the challenges of the participants include technical problems like unstable internet connection and unexpected power interruption, it is proposed that teachers should be given a higher internet allowance so they can upgrade their internet subscriptions. It is also suggested that the university should provide online teaching equipment like laptops, headsets, and webcams.

*"The huge impact of pandemic in education brought a significant adjustment to us teachers. However, in order to lessen the difficulties that we teachers experience during online teaching, I suggest that our university should increase our internet allowance because it can help us to avoid distractions due to weak internet connection. Aside from that, I also wish to have free school supplies from our university or from other agencies that we can use to improve our teaching skills and engagement to our students. Lastly, I also wish to have a free webcam and microphone that we can use during synchronous meetings." (P1)*

*"If possible: The University will give us new laptops. Provide us enough internet allowance for one whole sem/free internet. Free headphones, speakers and microphones." (P2)*

*"Shifting from face to face learning to online teaching it's a big adjustment for every educator. This paradigm shift brings stresses even dilemma to the academe. In order to cope up with this transition, I think necessarily to receive technical assistance in using the different modalities in learning." (P3)*

*"As we face the new normal, online teaching is a big adjustment not only for students but also teachers experiencing the challenges and issues of sudden shift of teaching thru online were in some of the challenges that we experience are technical issues are bound to happen in an online only environment. On my experience while attending one my classes live through videoconferencing, my computer suddenly shut down and i needed to restart the device.*

*"There are also moments when my Wi-Fi is spotty. Therefore, it is very important that the university should provide equipment such as laptops or monitors that are suitable for online teaching." (P4)*

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*"I want to receive a computer set to use since my laptop is unstable." (P7)*

In line with this, the Civil Service Commission Memorandum Circular no. 10 series of 2020, section 3.1.e.3 states that to facilitate the implementation of the work-from-home arrangement, the agency head shall ensure the following: The employees have access to or is provided with any communication equipment or facilities, such as computer/laptop, internet or e-mail, facsimile, telephone or mobile phone. Furthermore, section 4.e states that the agency head shall ensure that all workers are afforded with the following adequate support mechanisms: Reasonable expenses incurred during the work-from-home may be defrayed by the agency subject to accounting and auditing rules and regulations.

**Teachers' Welfare.** The welfare of the faculty is the most important aspect of the proposed assistance program. This aspect of the program pertains to being certain that teachers are given enough time to prepare for instruction. This can be enriched if the university provides more training and researches about the welfare of the faculty in online teaching.

*"The institution protects and advocate the welfare of the students and should also the teachers. They said that no students will be left behind and this should also applicable to all academe personnel like teachers. They should also no teacher will have left behind. Consideration regarding to the contract of service should be addressed especially when there are uncertainties happening like academic break due to lockdown. Teachers are being underpaid due too many reports, paper works even preparation that can cause also breakdowns and many sleepless nights among teacher." (P3)*

*"I hope they provide more training to improve online teaching and check on the mental health of the teachers." (P8)*

*"I should focus more on the things that could make my teaching more effective and efficient in a way that students will enjoy learning while acquiring the competencies." (P6)*

In view of this, According to Fadeyi, Sofoluwe, and Gbadeyan (2015), providing adequate attention to teachers' welfare will result in good changes in the educational system. They suggested that instructors be paid fairly and given opportunities to get additional training in their particular specialties in order to improve their performance.

**Reyes' Proposed Online Teaching Assistance Program**
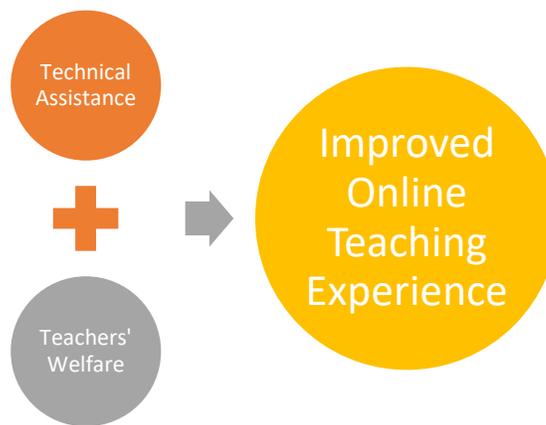


**Objectives:** This assistance program aims to improve the online teaching experience of the instructors amidst the pandemic. It also targets to provide solutions to the challenges being encountered by the instructors on the sudden shift to online teaching.

**Description:** Generally, this assistance program is divided into two aspects of assistance. The orange circle which pertains to the technical assistance would consist of the provision of internet allowance and the necessary equipment of the teachers in online teaching such as laptops, headsets, and web cameras. On the other hand, the gray circle refers to the assistance on the teachers' welfare. This gray circle will focus on making sure that the salaries of the teachers will not be hampered including the permanent, temporary, casual, contract of service, and the part-timers. The conduct of training for the instructors regarding online teaching, online teaching assessment, online teaching platforms is also included in the gray circle. Lastly, the gray circle also consists of making sure that the mental health of the instructors is being prioritized.

The plus symbol denotes that technical assistance and teachers' welfare should both be given in the assistance program. Eventually, an arrow pointing to the yellow and the biggest circle leads the assistance program to its target outcome. The yellow circle which pertains to the "improved online teaching program" is the target outcome of this assistance program.

**Duration:** This assistance program should be implemented prior, during, and after the conduct of online teaching in an academic year.

**Funding:** The funding for this assistance program may be taken from the university's budget and the partner Local government unit if there is any.

## 5. Conclusions

The researcher concluded that the teachers realized that it is not easy to shift to online teaching especially amidst the pandemic. They face challenges that hinder them to teach effectively because of this sudden shift. However, despite the challenges that they encounter, they still think of ways on how they can effectively teach their students in online teaching. With that, technological and holistic support should be given to them in this time of adversity.

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