Research Article

PERCEPTIONS OF FILIPINO TEACHERS TOWARD ONLINE TEACHING

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Abstract

The central problem investigated in this study is to determine the perceptions of teachers toward online teaching. In doing this, the study has accumulated data from Western Mindanao State University, Zamboanga City This study was purely a qualitative method of research, specifically a phenomenological design to examine the substance of human experiences concerning a phenomenon. Through the non-probability sampling, particularly the convenience sampling, made the in-depth one-on-one interview possible and we were able to accumulate the data needed for answering the research questions. Results showed, out of the five (5) responses of the teacher-respondents, they viewed online teaching as helpful in times of pandemic, for instance in delivering the lesson and continuing to interact with the students virtually. In addition, respondents viewed online teaching as not a hindrance to students' achievement. Though classes are more online-focused, students can still develop their literacy skills. There were also identified problems in online teaching, such as unstable internet connections, electric power interruptions, assessing students, gadgets, and platforms used. However, as the teacher-respondents pointed out, these cannot be a barrier because they all have plans in place before this could occur. The teacher-respondents from Integrated Laboratory School under the supervision of Western Mindanao State University in the Philippines have positive perceptions toward online teaching as one of the alternative ways to continue the quality of education being delivered to students. Despite problems encountered while teaching, they manage to search for possible courses of action; additionally, with a true passion for teaching, being adaptive, versatile, and flexible, these problems cannot be a hindrance.

Keywords: Online Teaching, Online Learning, Perception, Teachers

Introduction

Education system changed when the COVID-19 pandemic strike. Many schools were forcefully locked down to avoid the spread of viruses to teachers, students, and parents (Huber and Helm, 2020), thus classes cannot be conducted via face to face mode to adhere in the guidelines and protocols set by the Inter-Agency Task Force (Lao et al., 2021). Many schools undergo the process of teaching and learning through online settings; regardless of online learning being new in the country, was introduced with urgency, and little to no understanding of its results (Cabangcala et al., 2021). The use of various digital tools and approaches to continue the learning of the students (Eickelmann & Gerick, 2020). Due to the fact of its continuous dependency of things being done online, the said implementation of distance education, therefore, can no more discriminate classroom learning from home environment (Lao et al., 2022). Teachers use technology to connect with their students and adapt from traditional teaching to online teaching. There are many ways to define online teaching and learning, depending on how one person views it. With the use of technology, teachers can still teach their students and use different platforms that are convenient for both the students and the teacher. While the transition of classes from traditional to distance learning may seem beneficial, it also comes with challenges and disadvantages that could hinder success delivery of this modality (Francisco, 2022). The most common uses are Google Classroom, Microsoft teams, Zoom meeting, WhatsApp and Messenger, which can be used to have one-on-one calls, group video calls, and webinars.

In particular, the proposed research aim is to determine the perceptions of teachers who were confronted with the current COVID-19 pandemic situation. As a result, the conduct of online classes at college and university level has been adopt in different higher education institution (Handang, 2022), which has posed unprecedented challenges and required teachers to adapt to teaching online. Due to this suddenness, educators were plunged into this new mode of teaching, which meant that they went into it with a little preparation. In the case of the teachers who were confronted with the new mode of teaching, determining their perceptions as well as the impact of some factors of online teaching is the first step in recognizing the needs and accommodating the problems that were experienced by teachers.

There are limited research studies that focus on the teachers' perspective when it comes in online education in the local setting, specifically in Philippine education system. Since the COVID-19 pandemic strike, most research studies focused on the students' perspective towards online learning and lack documented insight from teachers towards online teaching settings (Moralista & Oducado, 2020). Wherein the most common challenges that teachers face are lack of materials for online teaching channels, poor internet connectivity, and power outages, all of which become major issues for teachers when teaching and learners when learning (Estrellan et al., 2021). In this case, researchers argued that there is a necessity to study the perceptions of online teaching for teachers during the midst of a pandemic. Researchers believed that by determining the perceptions will reveal how teachers feel about this new mode of teaching-learning, which is the latest form that has been embraced by schools since the pandemic. In this regard, this will show to the public how this affects them and will surely seek an answer to the problem.

Therefore, the significance of this research lies in exploring teachers' perceptions toward online teaching and learning. The interview focused on teachers from one of the well-known universities in the Philippines, which is the Western Mindanao State University. Understanding the perceptions of faculty regarding online teaching is necessary to ensure that instructors will effectively and efficiently deliver the lessons and be prepared in the online classroom setting.

Sadiku, Adebo and Musa (2018) in their research article *"Online Teaching and learning"* defined online teaching as education conducted with the use of internet. In which it accommodates the need to solve the barriers experienced by the students and teachers during pandemic, offers unexplored parameter to distance education and teaching instructions (Villanueva, 2022); provide opportunities for students not only engage in subtle manner with their teachers but further develop their potential to associate with each other (de Leon, 2022). It is proven and tested that it is easy and convenient access for students to maximize their learning experience with this kind of setup. In this education where teachers or professors need to use Course Management System (CSM), Software to pre and deliver their courses that will engage students.

There are numerous modes of teaching and learning. Some of these are synchronous and asynchronous. This is only possible with the use of different technological tools namely computers, laptops, smart phones, and other devices that is fundamental for both online teaching and learning as what Noor et al. (2020) stated in their study *"Online teaching practices during COVID-19 Pandemic."*

According to Joshi and Vinay (2020) during COVID-19 pandemic, large number of researchers conducted studies about problems faced by the learners in online teaching and learning. For that reason, they failed to give proper attention to the concerns of teachers regarding this kind of setup. It is necessary to learn and understand the concerns of teachers regarding this issue because the challenges they experience from the transition of face-to-face to online setup is like those of learners; and it is said to be that the quality of learning experience of learners is influenced by the quality of instruction s/he receives (Brillantes, 2022). Addressing these problems will surely establish a well productive and effective teacher.

In the study of Sims and Baker (2021) on *"Faculty Perceptions of Teaching Online During the COVID-19 University Transition of Courses to an Online Format"* there are research conducted and identified factors as to how teachers perceived online teaching. Some have shown negative impact, and some were positive.

On the other hand, a positive impact result drawn from the study of Yang (2020) *"Teachers' perception of Large-scale Online teaching as an epidemic prevention and control strategy in China"* discussed that teachers strongly support online learning and it appeared that they are in favor of collaborating with their students and school administrators to ensure a smooth delivery in online learning environment. He also discussed how teachers perceived online teaching somewhat difficult since most of the teachers are unfamiliar with relevant technology and techniques.

Teachers have a wide range of opinions on their online teaching experiences. Somewhat, this kind of setup is a comfortable and convenient way to use according to the teachers. However, assessing the student learning is one of the major concerns. Evidently, common challenges were seen from teachers teaching online is that they cannot fairly conduct assessments that include three domains such as cognitive, affective, and

psychomotor. But the most challenging to assess out of the three domains were the affective that refers to students' attitudes since teachers cannot compare the attitudes shown at school and home (Rasmitadila et al., 2020).

Other related issues that came up included adapting to online teaching, which presents a variety of challenges for teachers, like technical issues including internet connectivity, student attendance, and psychological issue such as lack of emotional connection to their learners (Estrellan et al., 2019). In addition, due to a lack of support in providing training programs, teachers are experiencing difficulties in conducting online classes (Kulal & Nayak, 2020). As mentioned in the study of Sims and Baker (2021) on "*Faculty Perceptions of Teaching Online During the COVID-19 University Transition of Courses to an Online Format*" that higher education teachers are highly satisfied teaching online if there are appropriate trainings given and supported by institutions and organizations.

Yang (2020) on "Teachers' Perceptions of Large-Scale Online Teaching as an Epidemic Prevention and Control Strategy in China." The results showed that with the notion of prevention and control of the prevalent contagious disease, the teachers were immediately given an opportunity to train themselves with the support of the school's organization and multifarious departments on how to hold classes online on different platforms. Despite this, certain hardships remain. Even though some unexpected things happen, teachers who were surveyed had positive support for this new mode of teaching and learning.

There must be a need to analyze and investigate how teachers undergo the new mode of teaching and learning, as it is very important to understand their lived experiences and their perceptions of various colleges and institutions. Educational specialists will be able to better comprehend and adapt to the demands not only for students but also for teachers.

The widespread coronavirus had a significant effect on instructions. As a consequence of this emergency, teachers are left with no other options as it is mandatory to quickly adapt and shift to remote teaching. Most of the studies have only covered the perceptions of the students. However, fewer studies were also investigated concerning how teachers perceived the current mode of teaching and learning (Estrellan et al., 2019). There is indeed a need to accommodate all the challenges of the teachers since most of the results of studies have shown that teachers are experiencing tensions and stress (Song et al., 2020), feeling demotivated, somewhat online teaching can be a source of stress (Tote & Limone, 2021), and some also have feedback that they are not knowledgeable about the technologies (Yang, 2020). Through the results gathered, this can provide wide assistance to teachers, such as providing adequate training to different online platforms and technology tools.

Statement of the Problem

The purpose of this study was to determine the perception of Integrated Laboratory school teachers towards online teaching during the COVID-19 Pandemic period at Western Mindanao State University. Specifically, it sought to answer the following questions:

1. What are the perceptions of the teachers concerning online teaching?

2. What are the difficulties experienced by the teachers in the implementation of online teaching?

Objectives of the study

The study aimed to find answers to the following specific objectives:

1. To determine the perceptions of the teachers concerning online teaching.

2. To identify the difficulties experienced by the teachers in adapting to online teaching.

Research Methodology

Theoretical Framework

This study was anchored on Technology Acceptance Model Theory. The Technology Acceptance Model was developed by Fred Davis. The Technology Acceptance Model is an adaption of TRA Theory of Reasoned Action by Ajzen & Fishbein (1980). The TAM is a theoretical model that predicts how a user comes to accept and use a given information technology. It specifies casual relationships among external variables, belief and attitudinal constructs, and actual usage behavior (Hubona & Kennick, 1996).

Davis et al. (1989) believed that the extent to which people accept the integration of technology can be an essential factor for the success of information systems. Davis et al. (1989) revealed that this theory is taken as model to assess perception of teachers about using technology as teaching tool.
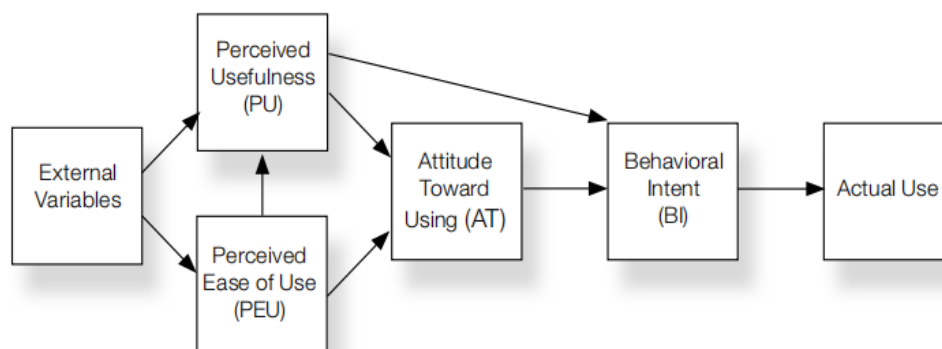

Figure 1. Original Technology Acceptance Model (TAM) (Davis, 1989, cited in Szajna, 1996, p. 86).

Figure 1 presents the primary elements of the original TAM. This theory is relevant to the present study because the model suggests that when users are presented with a particular information technology, several factors, notably perceived usefulness, and perceived ease of use, influence their decision of how and when they will use the technology. Indeed, The Ease of use and usefulness can be used to predict teachers' actual use of Online learning environment.

Research design

The study employed a qualitative research approach, specifically the phenomenological research design. According to Creswell (2009), in phenomenological research, the researchers will examine the substance of human experiences concerning a phenomenon as described by the respondents. Phenomenology is both a philosophy and a method, and the procedure entails examining a small number of subjects over a long period

of time to create patterns and correlations of meaning in a small number of subjects (Moustakas, 1994). Moreover, this method included open-ended questions. The collected data was analyzed for the research to reach a conclusion on teachers' perceptions of online teaching during COVID-19.

Respondents of the Study

The researchers selected five (5) teachers at the Integrated Laboratory School to be the respondents of this study. A non-probability sampling design is used to collect the data needed. In particular, a convenience sampling design was employed for the study since the selected respondents from the population were interviewed when they were conveniently available to the researchers.

Instrument

The study was all about the perceptions of teachers towards online teaching. The researchers formulated questions using open-ended interview questions, and these questions helped the researchers meet the objectives of the study.

The secondary follow-up questions are used to provide additional information about the participants, such as their attitudes, opinions, beliefs, and experiences, so that the researchers are satisfied with the responses provided by the respondents.

The willingness and truthfulness of the participants in answering the questions given by the researchers were a great help in meeting the objectives of the research. The researchers asked an open-ended question through the use of a one-on-one interview protocol via face-to-face.

Data Collection

The researchers sought permission from the college dean. Upon being approved, the researchers obtained an informed consent from the respondents, specifying their awareness of the process of the study, their agreement to participate in the interview, and their freedom to disclose or not to disclose any information gathered. Next, the researchers had a one-on-one interview with the respondents at the most convenient time and conducted it at their most convenient place. Additional information essential to the study was contained in the informed consent from the form read and signed by both interviewers and researchers, ensuring they did not miss important data. When the interview was done, the collected data from the interviews was analyzed for presentation.

Data-collection Procedure

A small qualitative study was conducted to determine the perceptions of teachers toward online teaching. Data were gathered through one-on-one, in-depth interviews with five (5) teachers who taught online classes. The respondents were notified beforehand that the researchers ought to secure security and confidentiality throughout the research process. Pen names are assigned to the respondents.

Interview sessions with five (5) teacher-respondents lasted from 15–25 minutes. The interviews were audio recorded. The interview sessions were transcribed thoroughly after all the gathered information.

The interview questions are presented in this chapter with some parts of the responses from the teacher-respondents. Consideration of the theme is carried out in the next chapter with the research question.

Data processing and analysis

In this study, a phenomenological analysis was utilized by the researchers to process the data collected from the respondents. Researchers highlight the relevant and beneficial ones and omit the irrelevant ones in order to obtain accurate data. For the data analysis, after the researchers gathered the data, in order to validate the accuracy of the information, first and foremost, the researchers transcribed the recorded data, specifically the answers of the respondents. Then, after transcribing the data, the researchers were required to organize and arrange the data in an orderly manner. Then, the research coded the data and assigned it to a category. Then right after, the data is now categorized into groups according to identified themes or descriptions to interrelate and interpret the meaning of these themes or descriptions.

Result and Discussion

Interview Analysis

A series of analysis processes were heightened right away after each collected data. The process involved open coding, theme emerging, and making sense of the data. The data were continuously compared and contrasted with similar events during open coding to identify themes. Researchers were able to make sense of the data by the theme emerging, followed by the next enhancing components demonstrating the relationships between codes and themes. Then the final process was making sense of the data, which generated the ideas together that would address each of the research questions.

Interview Findings

This study aimed to determine the perceptions of the Integrated Laboratory School's teachers toward online teaching. As all of the five (5) interviews were transcribed, themes and categories emerged that informed the research questions. Teachers with online teaching experience were asked three (3) structured questions to determine their perception of online teaching, observations of this mode of instruction, and difficulties encountered.

The following interview questions were organized, in addition to the gathered responses of teachers toward online teaching that address the interview questions. Interview question 1 (1Q1) was to impart the perceptions of teachers regarding the research question 1.

Interview Question 1: Tell me briefly about online teaching.

Teachers' Responses:

Out of five (5) respondents, two of them have the same response as to how they view online teaching. They said that online teaching is a way or mode of delivering the lesson to the class virtually. They do not interact physically, like face-to-face, but make their way through the use of different online platforms. Respondent 3 said that online teaching has created drastic changes, and respondent 1 also said that in online teaching, there are a lot of factors that must be considered when implementing this. Another thing that

the respondents mentioned is that online teaching is helpful in delivering the lesson and interacting with the students virtually.

Researchers' Reflection:

The statements of the respondents showed that they are all grateful for the online teaching and its implementation because teaching and learning still continue. It shows how passionate, flexible, and adaptive they are as a teacher because, just in 2 years, they were able to cope with the new mode of instruction, which is online teaching.

Interview question 2. Tell me about your current observation in using online teaching.

Teachers' responses:

Out of five (5) respondents, there is only one who gives a positive observation on using online teaching. She said that online classes are nice and that learners are really enjoying them. They find it interesting and interactive, although they love face-to-face classes. While the other respondents have the same observations that online teaching is quite difficult, knowing that they are not used to it, and because of the issues that they are experiencing like poor internet connection in the country, that is why they are having problems in reaching out to some of their pupils; power outages that interrupt the classes; weather conditions that affect the signal; and the platform itself that gives them problems teaching, however, with passion and an optimistic mind they can search for solutions. And they said, as teachers, they need to be versatile, innovative, and responsive to the needs and changes of time. Now, in their current situation, they are in the process of transitioning to become better at using and integrating the online platforms for online teaching. Respondents 2 and 3 also pointed out that when it comes to pupils and their parents, it was also hard for them because they are used to face-to-face classes, and it will be their burden and their responsibility at home to teach and deliver the lesson following the instructions given in the modules.

Researchers' reflection:

The given statement above shows that not all teachers who are conducting online classes have the same observations in online teaching. Some of them point out that they prefer online teaching compared to face-to-face teaching or vice versa. This setup, which is online teaching, lets them possess the quality of being versatile, innovative, and responsive to needs in order to provide the quality of education.

Interview Question 3. Tell me about the difficulties you encounter on the implementation of online teaching.

Teachers Responses:

All of the respondents' or the teacher's responses to this question about the difficulties they encounter in the implementation of online teaching are the same. They said that the difficulties they encounter are the connectivity or full access to the internet connection and the devices or gadgets they use. Having poor connectivity can hinder their classes, not only because the teacher has difficulties but also because not all students can provide and can have good access when it comes to the connections. They don't have really good access to internet connections. Some of them are just using data. By this, the implementation of online teaching is not effective and efficient for the class and for the students.

Researchers Reflection:

The given statement above shows that all the respondents or teachers' responses in our study have the same concern or difficulties encountered when implementing online teaching, and these are the full access to the internet connection and the devices or gadgets to be used. But still, they can manage those difficulties and implement online teaching just to make sure the teaching and learning are still feasible and continue to cater to the needs of the students.

Emergent Themes and Codes

The in-depth interviews were transcribed and manually code. The transcribe data was ordered and traced by series of methods following Caufield (2019) thematic analysis steps compromising the themes emerging, coding and making sense of the data.

The emerging themes for analyzed interview transcripts were:

1. Viewed online teaching as helpful.

2. Viewed online teaching as not a hindrance.

3. Problems encountered during online teaching.

4. Course of action to the problems.

CODING	
First cycle emergent themes	Second cycle emergent Themes
1) Viewed online teaching as helpful.	a) Delivering the lesson b) To interact with the students
2) Viewed online teaching as not a hindrance.	2.1 Students' achievement
3) Problems encountered during online teaching.	a) Internet connection b) Power outage c) Assessing students d) Gadgets e) Platform used
4) Course of action to the problems.	a) Rescheduling classes b) Conducting offline activities i) Modules ii)Posting Lectures c) Updating the students and parent through a message channel.

Relationship of interviews to research question 1

1. What are the perceptions of teachers toward online teaching?

There are various questions employed during the in-depth interview to aid the research question. Only two (2) themes emerged out from the teacher responses to Research Question 1. (See Figure 2).
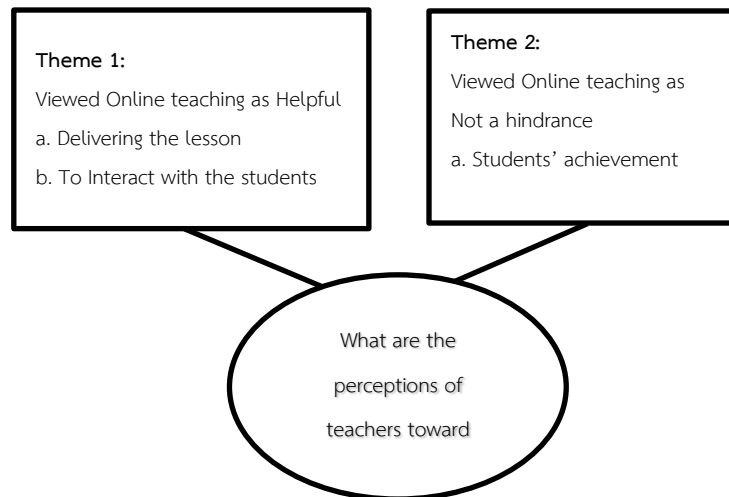
Theme 1:

Viewed Online teaching as Helpful

a. Delivering the lesson

b. To Interact with the students

Theme 2:

Viewed Online teaching as

Not a hindrance

a. Students' achievement

What are the perceptions of teachers toward

Figure 2 Diagram of Research Question 1

Relationship of Theme 1: Viewed online teaching as Helpful

Viewing the teacher-respondents, they addressed that online teaching is a helpful alternative mode of instruction in conducting classes.

Summary: Theme 1 Viewed Online teaching as helpful

1. Teachers viewed online teaching as helpful in Delivering the lesson.

2. Teachers viewed online teaching as helpful to interact with students.

Delivering the Lesson

In response to COVID-19, all schools needed to shift to online education, which is both an opportunity and a challenge (Toquero, 2020). Respondents emphasize that online teaching provides a temporary, feasible alternative for them to teach and support students (Hodges et al., 2020). How Taiwanese teachers taught online during the COVID-19 pandemic was studied. Their study explored online teaching activities and processes adopted by teachers at all levels during the pandemic. Their study compared how colleges, high schools, and elementary schools teach online. According to their quantitative analysis, teachers most often used roll calls, lectures with a presentation screen, in-class task allocation, and whole-class synchronous video-/audio-based discussion. Elementary teachers were more likely to use homemade videos, share their screens, and arrange a variety of teaching interactions, according to this study of elementary teachers. Synchronous and asynchronous audio/text discussions were also held. Similarities are likely with what respondents said in the researchers' one-on-one interview.

To interact with the students.

Online teaching allows respondents to interact with distant students. Online teaching is interactive and creates environments where students actively engage with the material and learn by doing (Palloff & Pratt, 2013). E-learning is beneficial for students because it's student-centered, flexible, and offers asynchronous and synchronous tools such as e-mail, forums, chats, and video conferences. Internet technologies are used to distribute content simultaneously. Since the internet plays a major role in education, students rely on online platforms for individualized learning (Saldariega et al., 2022). It also offers learners control over the content,

control over the time spent learning, and flexibility in the process, which contributes to better communication despite the pandemic (Online Teaching and Learning in Higher Education during the Coronavirus Pandemic: Students' Perspective). The World Bank (2020) stressed that education systems must use emergency remote education (ERE), including online teaching, and prepare, if needed, different learning delivery modalities to keep students engaged and learning.

Relationship of Theme 2: Viewed online teaching as not a hindrance

Viewing the teachers-respondents, they addressed that the online teaching is not a hindrance in students' motivation and participation in class.

Students achievement

With all the efforts of the respondents carrying out online teaching, most of the respondents consider it not a hindrance to students' achievement. Though classes are more focused online, students can still develop their literacy skills.

Respondent 3 said that some of his students are not well-off, meaning they do not have access to the internet and gadgets. Some of them have to visit other relatives to attend class. Although these are present, it does not mean that online teaching is a hindrance for students to achieve the set goals. Education undersecretary San Antonio said, "It's something that is beyond [our] capacity to address—the inequality in terms of the availability of resources for learners, depending on the socioeconomic status of families."

The respondents said that the online platform is not a hindrance, but it might be one of the factors that hinders students' achievement. Respondent 1 said that it can be a factor, whereas respondent 2 said that there are lots of factors that hinder the student from achieving. Students can still perform and complete the tasks that are expected of them, albeit online. Respondents 4 and 5 said that it is not a hindrance because the online platform is just a matter of follow-ups, and the parents are there to assist with the student's behavior during class. In addition, respondent 5 calculated that 90–95% of her students were performing well. Contrary to the others, respondent 3 is the only one who expressed that the online platform is a hindrance because learners are forced to learn during the online teaching and they are not used to it, so it becomes the learners' and their parents' responsibility to make a follow up at home if their part of the lesson is not clearly delivered. With these mentioned findings, it is supported by the study of Reyes-Sokolowsky (2020), where students succeed in online courses because of their internal motivation. Even though there were a lot of factors that hindered them, students can still manage to do the task that is expected of them. According to Reyes-Solowsky (2020), adding that if the student has no intrinsic motivation to succeed, the ability to complete an online course successfully went relatively downward. This means that students need to have the drive to succeed, especially in the online environment, due to the responsibilities of the student within their virtual course. "*Motivation is the foundation on the road to online student success in their coursework.*"

Relationship of interviews to research question 2.

1. What are the difficulties experienced by the teachers in the implementation of online teaching?

There are various questions employed during the in-depth interview to aid the research question. Only two (2) themes emerged out from the teacher responses to Research Question) 2. (See Figure 3)
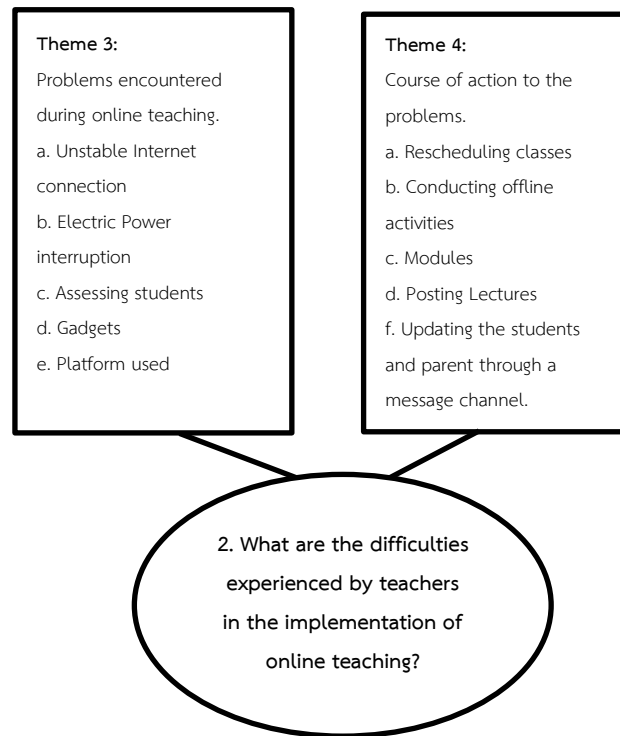
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┌─────────────────────┐   ┌─────────────────────┐
│ Theme 3:            │   │ Theme 4:            │
│ Problems encountered│   │ Course of action to │
│ during online       │   │ the problems.       │
│ teaching.           │   │ a. Rescheduling     │
│ a. Unstable Internet│   │    classes          │
│ connection          │   │ b. Conducting       │
│ b. Electric Power   │   │    offline          │
│ interruption        │   │    activities       │
│ c. Assessing        │   │ c. Modules          │
│    students         │   │ d. Posting Lectures │
│ d. Gadgets          │   │ f. Updating the     │
│ e. Platform used    │   │    students         │
│                     │   │    and parent       │
│                     │   │    through a        │
│                     │   │    message channel. │
└─────────────────────┘   └─────────────────────┘
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2. What are the difficulties experienced by teachers in the implementation of online teaching?

Figure 3 Diagram of Research Question 2

Relationship of Theme 3: Problems encountered during online teaching

In viewing the teachers' responses, they addressed the problems encountered during online teaching.

Summary: Theme 3 Problems encountered during online teaching

1. Teachers identified problem in terms of unstable internet connection.
2. Teachers identified problem in terms of electric power interruption.
3. Teachers identified problem in terms of assessing students.
4. Teachers identified problem in terms of gadgets.
5. Teachers identified problem in terms of platform used.

Relationship of theme 4: Course of action to the problems

In taking the course of action of the teacher-respondents outspokenly addresses to the problems encountered during online teaching.

Summary: Theme 4 course of action to the problems

1. Teachers course of action to the problems is by Rescheduling classes
2. Teachers course of action to the problems is by Conducting offline activities by
   a. Modules
   b. posting lectures
3. Teachers course of action to the problems is by Updating the students and parents through a message channel.

Rescheduling classes

Most of the teachers who take action on the problems emphasize that they are rescheduling the classes due to power interruptions they encountered in their places. Also, the poor internet connectivity makes the teaching and learning process difficult to deliver, and in addition, they also pointed out that power outages are another issue that frequently disconnects them from the online meeting, forcing them to reschedule the class. Four of the teacher-respondents have similar reasons for why they rescheduled classes as one of the course actions to the problem in terms of power outages and poor internet connection. Also, the availability of the students to participate in online or distance learning activities (Gillett-Swan, 2017; Kebritchi et al., 2017). In contrast to this, one of the respondents did not mention rescheduling the class because he adapts to the new normal of education. Digital tools are useful to students' learning, especially in extending study time and developing student motivation. Like WhatsApp, Facebook, Twitter, and Instagram, which introduced online educational platforms such as ZOOM, Cisco WebEx, Google Meet, etc. that help students to enhance their learning (Future Learn, 2020).

Conducting Offline Activities

a. Module

Three (3) out of five (5) teachers' responses in an in-depth one-on-one interview mentioned that they conduct offline activities such as modules. In the introduction to the module, it includes information about how long students should expect to spend working on the module. This helps to maintain a consistent pace among students (Shea et al., 2003). Since the teacher-respondents mentioned that the university where they teach is doing blended learning, Dolores et al. (2019) show the transformation of traditional learning into blended learning that helps enhance students' engagement in both in-class and online approaches, which is also effective for the teachers. The teachers provide modules to students in such a way that students who cannot attend classes due to poor signal can still learn since it is efficient. For instance, one of the respondents gives supplementary activities to the students when the lesson is not easy and they are struggling with internet connectivity.

Modules have been implemented by DepEd to let the students learn individually, with no need to buy gadgets, especially for those who are in the far-flung areas. Teachers let the parents go to school to get the modules where students need to write their answers. so that students' learning processes are not disrupted by power outages and poor connectivity Flexible learning and teaching encompasses a wide range of ways that may accommodate a wide range of learners' demands. These include time and location independence, curriculum flexibility, and the use of current information and communication technologies to facilitate a variety of learning styles (Alexander, 2010).

b. Posting lectures

Posting lectures offline is one of the alternative ways in continuing the learning of the students It is evident in the interview data that teachers take an action to solve the problem by posting lectures to the class group page of social media application which is the Facebook in order for the students to be updated on what's going on to the class. Savery (2005) emphasizes that organization is critical because online students

must fit the course into their busy schedules. He highlights the need of early publishing of course assignments and due dates, as well as clear instructions. In addition, for the students to follow or be on the same page with others, the importance of clearly labeling and organizing course-level and section-level materials to are required to create. In this situation, students must take responsibility for their own learning, be more self-directed, and make decisions about what they will focus on and how much time they will spend learning outside of the classroom. (The Higher Education Academy, 2014; Camacho and Legare, 2016).

Updating the students and parents through a message channel

It is critical that teachers and parents work together during this pandemic. By doing this, they can contribute hand-in-hand to the learning, students' behavior, performance, and wellbeing of the children. A child's academic achievement has a good "direct relationship" with the learning environment at home (Australian Institute of Family Studies, 2015). Many teachers, especially for students with unique learning needs, use daily communication books to convey information to parents. To begin with, it is critical to explicitly define what information will be provided, by whom, and how often. In this regard, all teacher-respondents provide a lesson, announcement, assignment, quiz, and performance update to their students. In addition, the respondents stated that they collaborate with their children's parents using message channels such as Google Meet, Messenger, Facebook, Video Call, and Microsoft Teams.

Furthermore, in line with the statement above, according to Reyes-Solowsky (2020), parental support was the top external factor that teachers perceived as critical to student success. It is also important that the parents' support the student because it links to how well a student does within their online coursework. The parent provides the foundation for the student to succeed. The partnership between teachers, parents, and students really matters.

Discussion of Research Question 1.

The start of the COVID-19 pandemic has brought a significant disruption in education, and because of that, it resulted in a rapid transition from face-to-face setup to online setup. One of the factors explored by this study is the teacher's perception concerning online teaching. Respondents viewed online teaching as a way or mode of delivering a lesson online with the use of technology. Since they cannot see each other, communication and interaction among students are done virtually. Teacher – Respondents used various educational teaching platforms such as Google Meet, Google Classrooms, and the university's official platform, Microsoft Teams. of the teacher-respondents, the implementation of online teaching is a great help and a good alternative since it promotes the continuation of teaching and learning where teachers can still talk and teach their pupils even though they are not in the actual setting. Because of the sudden transitions, teachers were confronted with the need to adapt to online teaching. At first, it was difficult for them to adapt, as one of the teachers responded, "it was difficult, especially since I am not fond of using online gadgets." and needs a big adjustment. But, later on, they tried to be more adaptive and learned to embrace it just to deliver the course content and provide quality education to learners.

Therefore, online teaching and learning is still challenging and quite hard for the teachers of Integrated Laboratory School since they said that they much prefer having face-to-face classes because through that they

can see, guide, and help the student in understanding the lesson or the concept to be taught to them, and there are no other circumstances they may encounter. However, they point out that they are now used to teaching online since it is the new mode of instruction that needs to be embraced because it is one of the alternative ways to continue the quality education delivered to students. Because of this, I still salute the schools and government agencies that suggest and offer quality online classes to the teachers. The teaching and learning process are still feasible despite this pandemic.

Discussion of Research Question 2.

The elementary teachers in the Integrated Laboratory School shared their thoughts on online teaching during the pandemic. At this stage, difficulties were identified. They have encountered problems in terms of unstable internet connection, electricity power interruption, problems in assessing the students, the gadgets, as well as the platform used. All the respondents said that unstable internet connections really affect the teaching and learning process. This problem is caused by having a bad weather condition or a power interruption. The latter was also addressed as a problem because online classes would not push through, and they would have to reschedule the classes. And because teachers only meet their students virtually, two (2) of the respondents made mention that they are not sure if the students are the ones who are answering the given activities. Online teaching can also be challenging, not just on the part of the teachers but also the students, because they must have a well-functioning gadget in order to conduct the classes effectively. One of the teacher-respondents shared his experience wherein all his gadgets were damaged. He said that the heavy use of the Microsoft Teams application was one of the reasons why his phone hung. Three (3) of the respondents experienced difficulties in the utilization of the Microsoft Teams at first because they were not used to it. But later on, they were able to adjust to and cope with this. In addition, the teacher-respondents also shared what actions they have taken in dealing with the problems they have encountered. When it comes to unstable internet connections and sudden power interruptions experienced by both the teachers and the students, they consider rescheduling their classes, providing modules, and posting lectures. We have concluded that teachers show great passion in teaching. Even though they have encountered difficulties in the implementation of online teaching, they look for alternative ways, adjust to what they are not used to, and continue giving a quality education to the students.

The Philippines is known for having poor internet connectivity. This is why most of the teachers and students are having a hard time in classes during this pandemic. Upon analyzing the teachers' responses to the question given, even though difficulties were encountered, they still continued to provide a quality education by being adaptive and resourceful. As students continue learning, teachers also continue to learn something new in order to cater to the needs of their students. The thoughts that were expressed in their responses showed the true passion of being a teacher.

Conclusion

Through a phenomenological approach, this study illustrated the perceptions of teachers from the Integrated Laboratory School toward online teaching. The essential themes that emerged were: viewed

online teaching as helpful; viewed online teaching as not a hindrance; problems encountered during online teaching; and a course of action to solve the problems.

Below is the generated conclusion based on the findings of the study, which were crafted according to the research objectives:

Evidence from this research shows that participants had diverse perceptions towards online education, ranging from highly negative to practical in its use. Generally, teachers perceive that online teaching is challenging because of the many drawbacks that need immediate attention. The drawbacks include things like a lack of technological skills and digital resources, platforms used, electric power interruption, internet access or connection, weather conditions that affect the signal, and problems in reaching out to some of their students and assessing students. However, despite these, with passion and an optimistic mind, teachers can search for solutions on their own. And because they are professional teachers, who "possess dignity and reputation with high moral values as well as technical and professional competence, s/he adheres to, observes, and practices a set of ethical and moral principles, standards, and values." and who have the qualities of a good teacher, such as passion, versatility, optimism, innovation, and responsiveness to changing needs and trends. Now, in their current situation, they are in the process of transitioning to become better at using and integrating the online platforms for online teaching to provide the quality education that they aspire to give to their students.

Recommendations

The nature of this phenomenology is to determine teachers' perceptions of online teaching. Based on the finding of the study, the following recommendations are presented:

The Higher Education Institutions

This study suggests some strong recommendations for higher education institutions to explore diverse perceptions and experiences of teachers handling online teaching. Some teachers do not possess devices and are not familiar with the usage of online teaching since they have different technology literacy levels. Therefore, HEIs should invest more and more in online systems and devices and be responsible for giving demonstrations or guidelines to the teachers dealing with how to operate these online devices. Furthermore, HEI should conduct further studies to make the teaching and learning process more convenient for teachers and students.

The school administrator

The school administrator, who should also listen to and look for the needs of teachers, must provide the teachers with ample support by providing noiseless facilities and pieces of equipment supporting the online teaching implementation, like updated computer software and fast internet connection to enhance the experiences of teachers and students in an online class.

Teachers

Teachers should be ICT literate and be well-equipped with the necessary pieces of equipment for online teaching. Furthermore, teachers should have access to expertise in using technologies so that the teaching and learning process will be convenient.

Students

Students should be aware of the situations and experiences of teachers when teaching online. They should take part to help make the teaching and learning effective.

For the future researcher

Since this study has only focused on WMSU-ILS teachers, further studies should be carried out from the other universities that implement online teaching to see whether there are any similarities in the findings. Lastly, although teachers have diverse perceptions regarding online teaching, it might be a good idea to investigate the benefits of its implementation.

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