

---

**Teachers' Challenges and Coping Strategies With Hybrid Online Learning Delivery Amidst the Covid-19 Pandemic**

Hana Lynn A. Valencia<sup>1</sup>, Krisha Jan R. Abalo<sup>2</sup>, \*Gengen G. Padillo<sup>3</sup>  
Cebu Technological University-Main Campus<sup>1,2,3</sup>

doi.org/10.51505/IJEBMR.2024.81112      URL: <https://doi.org/10.51505/IJEBMR.2024.81112>

Received: Oct 15, 2024

Accepted: Oct 24, 2024

Online Published: Nov 16, 2024

**Abstract**

The COVID-19 pandemic produced the first nationwide extended educational disruption, posing many challenges for teachers obliged to use a distant teaching and learning paradigm. Educators adjusted curricular material, delivery, and assessment methods to accommodate and engage learners while maintaining academic objectives and reducing unnecessary stress for learners. Few teachers had prior experience with distance instruction; thus, they had little to no adaptive knowledge on which to depend. Constructivist Theory guided this qualitative study exploring teachers' experiences in distance learning through a lens of adaptive expertise. A phenomenological qualitative design was applied to data acquired through interviews with teachers. The data was analyzed by identifying emerging themes. Thematic analysis was used for the collection of data. The findings indicate that during the implementation of HOLD, teachers modified their strategies and approach to cater to the needs of the learners and not overwhelm them. These changes had an impact on academic quality and consistency, as well as student learning assessment. Furthermore, teachers' priorities shifted from academic achievement to learners' well-being. Other teacher takeaways include ideas for future practice in traditional and distance learning settings and observations on how their distant learning experiences might affect their future as educators.

**Keywords:** Early childhood education, teachers' experiences, hybrid online learning delivery, phenomenological-qualitative research, Cebu

**1. Introduction**

This global pandemic has affected many lives in many ways(Alzueta et al., 2021). Most people struggle to follow the government protocols, such as staying at home, social distancing, wearing protective gear such as face masks and face shields(Williams et al., 2020), following strict curfews, and bringing the necessary documents like quarantine passes and vaccination cards to buy the essentials(Hapal, 2021; Vallejo Jr & Ong, 2020).

Despite the challenges posed by the pandemic, service providers, including healthcare and education professionals, have shown remarkable resilience in carrying out their duties(Araujo et al., 2022). Their unwavering commitment to their responsibilities inspires many, even in the face of the threat of infection. As we look towards a happier and safer future, their dedication serves as a beacon of hope, reinforcing our belief in the possibility of a new normal.

These are trying times for educators and students alike. Thousands of school teachers are gearing up for what could be the most significant challenge of their careers: the transition to Hybrid Online Learning Delivery (HOLD)(Singh et al., 2021). Traditional classroom interaction is now limited, presenting teachers and students with unique challenges. However, these challenges also provide opportunities for innovation and creating interactive and engaging lessons.

According to Pregowska et al. (2021), the severe rumble of the COVID-19 virus has significantly changed the country's educational system. In this high-risk situation, there is an urgency to protect the community. This is where the online setup emerged. In the 21<sup>st</sup> century, technology is becoming essential to everyday life(Elliott, 2019). As a result, society has made use of emerging technology for learning. In this type of e-learning, teachers need to be flexible regardless of age. Although online learning is an up-and-coming option, there are also some underlying problems regarding the teaching mode. Issues such as brownouts, no electricity, no internet connection, bad weather, and many more can hinder teaching-learning. During this time, the concern is not about whether the online teaching-learning methods can provide quality education but how the teachers will adapt to the change in the whole education system rapidly.

During the pandemic, the teaching-learning process was impacted in various ways, and it became one of the most critical elements to consider. Teachers had different experiences and challenges during their teaching process(Klapproth et al., 2020). According to Khan and Kha (2019), one of the experiences teachers encounter is problems assessing and evaluating the learners through online platforms and grading them properly. Teachers are overloaded and exhausted working under increased demands, and limited resources during the pandemic have taken a toll on the teachers in this study. Some traditional classroom courses are being replaced with online distance learning. Specifically, teachers' experience adjusting content, delivery, and assessments to engage learners while maintaining academic goals without overwhelming them or adding unnecessary stress.

In the report of Wilichowski and Cobo (2020), the introduction of remote learning has resulted in significant developments in the field of education. As a result, teachers have had to continue working despite various circumstances and stressors, some of which may have harmed their mental health. Changes in teachers' mental health are linked to changes in their working conditions. Due to a lack of preparedness and expertise in digital competencies and remote learning pedagogical methods, most educators were unprepared to address the technical obstacles that accompanied the pandemic. They are frequently faced with the challenge of quickly adapting course content created for delivery in a physical location to an online or remote format. Having the right abilities and capacity to adjust to the changing setting while continuing to communicate and effectively engage with learners are just a few of the variables that go into being able to educate effectively.

A research study is needed to assist educators in dealing with the unforeseen occurrences caused by the pandemic. It is essential to understand the hurdles that teachers face to assess and address the issues that they have experienced or witnessed. This will benefit future educators in

comprehending the importance of flexibility in the classroom. This study will act as a guide for what works, how to handle unforeseen events, how to identify problems and fix them, and how to adapt to modern needs. Professional teachers require access to a wide range of data because they are responsible for experimenting with various methods and techniques to enhance the teaching-learning process. Also, because the world is changing and evolving, research studies like this can enable teachers and future teachers to create and discover new ways to improve the quality of education we can provide learners.

With the foregoing in mind, the researchers aim to study the experiences, challenges, and coping mechanisms of early childhood teachers using HOLD amidst the COVID-19 pandemic among kindergarten, grade one, and two teachers in the identified private schools in Cebu.

### *1.1 Purpose of the Study*

This research delved into the teachers' challenges and coping strategies with Hybrid Online Learning Delivery during the COVID-19 pandemic. Specifically, it sought to explore the participants' experiences using HOLD particularly the challenges they encountered, the coping mechanisms they employed to address these challenges, and the benefits of teachers in implementing HOLD.

## **2. Method**

This section presents the research design, participants, instrument, gathering procedure, and data analysis.

### *2.1 Design*

This study employed a qualitative-phenomenological design to determine the teachers' challenges and coping strategies with HOLD during the COVID-19 pandemic among Kindergarten, Grade One, and Grade Two teachers in the identified private schools in Cebu.

The data collection includes interviews among the teachers regarding their age and gender, civil status, number of years in teaching, available electronic gadgets at home, internet connectivity status, their opinion about HOLD, and the challenges and benefits they encountered with this new type of learning delivery. The researchers interviewed the faculty one-on-one and used the Zoom Videoconferencing App for the discussion of some teachers working from home.

### *2.2 Participants*

The study's participants were kindergarten teachers in Grade One and Grade Two of the identified private schools in Cebu City. These participants were selected through universal sampling techniques to gain experience in hybrid online learning delivery during the pandemic.

### *2.3 Instrument*

The study was conducted using transmittal letters, an informed consent form, and an interview guide. Since the school is implementing HOLD, the teachers checked the content validity. The transmittal letters ensured that before conducting the study in two of the identified private

schools, the school principals should be aware of the researcher's flow of the interview process. The interview guide includes questions regarding the subject intended to elicit data that shed light on the nature of the research problem.

The interview had two parts. Part I was about the introductory statements on the demographic profiling of the participants. The demographic profile of the teachers includes age and gender, civil status, number of years in teaching, highest educational attainment, available electronic gadgets at home, and quality of internet connectivity. This data was used to identify valid, credible interviewees/participants of the study from whom the researcher gathered the qualitative data.

Part II consisted of the teachers' opinions about the HOLD and their perceptions of the challenges and benefits they encountered during its implementation.

The researchers interviewed the participants in-depth, personally and virtually, using Zoom and visited two identified schools. The meeting was recorded for those participants who were interviewed virtually. This is to have a vivid and accurate copy of the participant's responses to each interview question.

#### *2.4 Collection of Data*

The researchers obtained a written permit from the schools. After receiving consent, the researchers presented the study's goal to the participants and double-checked that each met their predetermined criteria. The researchers collected the data utilizing an interview. The interview process for the two schools lasted two weeks. The interview length for each participant was about 15-30 minutes. The challenges and benefits encountered by the participants were identified in the second part of the interview that was asked of them. After the participants were interviewed, the researchers interpreted and analyzed the information. The researchers interviewed each participant for about three to five minutes.

*Ethical Considerations.* The researchers made decisions based on international ethical norms for moral values such as dignity, bodily integrity, autonomy, and privacy. The researchers informed all participants of the research study's objectives and relevance to follow ethical guidelines. Through the process of informed consent, the principles of autonomy and respect for the individual were respected. Before the interview, the researchers gave their written, informed consent. Participants were told about the study's purpose, potential benefits to themselves or others, confidentiality protection, the researcher's contact information for inquiries about the survey, and the terms of participation, which included the right to refuse or withdraw at any time without penalty. The researcher told the participants their involvement was voluntary, and they could decline at any time throughout the interview.

*Data Privacy.* This study adheres to the mandate of the National Privacy Commission to administer and implement the Data Privacy Act of 2012 and to monitor and ensure compliance with data protection. The researcher has enforced the Data Privacy Act and adopted generally

accepted international principles and standards for personal data protection. All studies involving participants include provisions for maintaining the confidentiality of research data. To maintain confidentiality, participants' shared information must be protected with the understanding that it will not be disclosed to third parties without their consent. The researchers and the participants' agreement about how their identifiable privacy would be handled, managed, and distributed is to be followed accordingly with the informed consent form. Participants may only be willing to contribute information if they know it will be kept private and not shared outside the research context or with unauthorized people.

*Trustworthiness of Research.* The interview questions were developed for this study to capture the “live experience” and essential elements of the participants' experiences with Hybrid Online Learning Delivery. Data collection, in the form of interviews, began upon receiving written consent from participants. Interviews were audio and video recorded and transcribed.

This study gathers data on teacher experiences by preparing and bringing the same open questions to each interview and using the probing technique to elicit extra and more thorough information. Additionally, the second conversation allowed the researcher to solicit information that would not be addressed initially and seek more explanation on items from the first interview.

As the researchers, they acknowledged their role and participation in this study and the influence on its design, data, analysis, and conclusions. Their years of experience as teachers in a traditional classroom setting have made them partial to that setting and very sensitive to teachers' experiences, as that setting was abruptly and completely removed during the COVID-19 pandemic and the mandated move to distance learning.

They kept their personal bias from corrupting the data throughout the study by purposefully bracketing out our emotional reactions and replies to the interview data itself.

*Data Analysis.* Thematic analysis was utilized to transcribe qualitative data regarding the demographic profiling of the participants' and teachers' experiences concerning their opinions, challenges, and benefits of implementing HOLD.

### **3. Results**

This part provides discussions and analysis of the results gathered.

#### *3.1 Experiences of the Participants on the Use of Hybrid Online Learning Delivery*

This section displays the narratives of the teacher's personal opinions from kindergarten to Grade two regarding HOLD that was being used in the pandemic.

Participant 1 said:

*“I think to reach out to our pupils possibly is the best that we can do and provide as a learning aid. We are still in this pandemic, so HOLD plays the*

*biggest role. As for me, I have fewer encounters, so it's beneficial on my end and manageable in a way."*

Participant 2 opined that even in this time of the pandemic, it should not be a hindrance to continuous learning. It was shared that:

*"We are ensuring that the learning is still there and it's still continuing and somehow we need also to really adapt to the new ways of education and to really make part of the other countries which are really going into online or more on technology."*

Participant 3 agreed that the HOLD has both its advantages and disadvantages. It is advantageous in a way that the teachers and pupils can work by themselves at their own pace. It is disadvantageous in the sense that not all teachers know how to deal with technology, and proper channeling of communication has not been really effective. Participant 3 said that:

*"It is advantageous in the sense that I can work at home at my own pace. Disadvantageous because there are things that you need to consult with people in school but can't because you are at home and sometimes the connection is not working well."*

Participant 3 also expressed that dealing with pupils' behavior in an online setting requires a lot of processes.

*It's hard in terms of the behavior intervention, especially for those pupils who need prompt attention. I can't discipline the pupils right away online because we need the consent of the parents. The advantage of HOLD is the easy schedule and less screen time.*

Distant learning has not eliminated student disobedience Baysal and Ocak (2021), but schools are discovering that enforcing discipline in a virtual setting is a complex and frequently unclear process (Das et al., 2019) and that existing regulations do not neatly apply to online behavior (Sprague & Walker, 2021).

With the pros and cons of this HOLD, Participant 7 added that:

*"Teachers are given more time to prepare the lesson. However, the demands make it hard; this is why I stress a lot."*

Participant 7 is already a tenured teacher. She explained that her disadvantage is that she is not tech-savvy, making her have difficulty coping with this HOLD.

Tenured teachers are overwhelmed by the demands of using technology in this new mode of education. They are also trying to adjust to the transition to online teaching. Even with those challenges, tenured teachers are trying their best and seeking assistance from the younger generations.

Participant 6 explained that in HOLD, activities such as groupings are limited; it was shared that:

*“Students have lesser actual or physical interaction with peers. Intrinsic motivation for students is difficult for the teacher to achieve. There are limited group activities. Staring at computer monitors for a long period is not healthy both for students and teachers.”*

Bondie et al. (2019) and Young et al. (2019) stated that teaching with technology is not a one-size-fits-all approach as it depends on the types of technology used at the time and the curriculum content being taught. Individual differences between generations can be highlighted through collaborative learning exercises or group work, highlighting the limitations of a "one-size-fits-all" approach (Taft et al., 2019).

Participant 9 explained that in an online set-up, there is a need to adapt and be flexible to changes to cope with the demands and be at par with the other countries in the educational system. It was shared that:

*“Hold is the result of the way education copes with the pandemic. The curriculum has to be flexible, that’s why we have this HOLD.”*

Participant 12 said that learners with access to gadgets and internet connectivity can work efficiently and productively since learners have a lot of resources to use at home in this online set-up. It was shared that:

*“It is effective in terms of accessibility because pupils can access lessons no matter their physical ability or location, and virtual learning is a more cost-effective option for many learners.”*

Not all learners are blessed enough with access to gadgets and internet connectivity. There is also a downside to it. Participant 13 expressed that:

*“It is only beneficial to students with gadgets and internet access. So, it is a case-to-case basis.”*

Due to the COVID-19 pandemic, the school utilizes a hybrid online learning model to complete students' education. It is critical to have the fundamental abilities required for hybrid teaching. It is also important to consider the utility of your chosen tools. With this type of setup, flexibility should be evident in every aspect.

### *3.2 Challenges Encountered by the Participants in the Use of Hybrid Online Learning Delivery*

This section presents the challenges teachers face when using HOLD during the pandemic.

All participants said that one of the challenges they encountered was the internet connection, particularly if it fluctuated significantly. Having a good internet connection is a must in this new educational system.

Dhawan (2020) and Ferri et al. (2020) stated that online learning allows teachers to reach students worldwide, but the technology that makes this possible cannot be taken for granted.

Everything can and will fail at some point, and it is up to teachers to have the technological know-how to handle these issues, such as troubleshooting quickly.

Some participants, especially the tenured ones, elucidated that it is a very new setup; this was not a course or a subject given back then in college, or they were not trained to deal with this type of setting. Teachers face a higher difficulty in terms of preparation. Instructional items that are appropriate for use in an online classroom. For the synchronous classes, they spent more time creating PowerPoint presentations. They needed to make adjustments to the Learning Management System (LMS) that they were using, as well as use new gadgets that complemented the LMS (Clarín & Baluyos, 2022).

Participant 3 highlights that she is having difficulty in giving a follow-up with the pupils every time they miss book activities, tests, or tasks on time. It was said that:

*“You need to give that child a one-on-one remedial so as not to let that child be left behind by the lessons.”*

As per Amerstorfer and Freiin von Münster-Kistner (2021), teachers must consider how to foster connections and relationships with their students. They must also manage the students' time for feedback and provide resources such as a virtual bulletin to assist students with their work (Felten & Lambert, 2020).

Participant 4 revealed that it is hard to control the pupils, and she is having thoughts such as “Am I an effective teacher?”, “Are my pupils learning something from me?”. It was said that:

*“Classroom Management is one of my challenges. I must ensure everyone is listening and that they are still with me in our lesson.”*

As Dörnyei and Muir (2019) stated that one of the most challenging aspects of teaching is classroom management. It is also one of the most important areas of professional development for teachers, as no amount of schooling can equip you to deal with dozens of children, each with their interpretation of what it means to be silent. Any experienced teacher will tell you how important it is to create routines early in the year and stick to them throughout the year (Ozen & Yıldırım, 2020).

In agreement with Courtney et al. (2022) and Reich (2020), even though large resources have been committed to integrating technology in the classroom, many teachers have battled with the disruptions that devices may cause, had their work badly impacted, or have not utilized technology successfully. The teacher's age is the top challenge since it is hard for tenured teachers to grasp the different strategies as fast as possible, especially instructional materials for technology use.

*“I am retiring; this doesn't mean that I am not willing, but then it's stressful on my part. That's why I prefer face-to-face classes.”*



Participant 6 also shared that the school-related submissions greatly challenge her; everything has to be submitted on time. It was said that:

*“We need to submit both the learning plan and the learning resources simultaneously so that everything is ready before the implementation. It takes time to prepare everything all at once.”*

Participant 8 had the same sentiments as Participant 15 when it comes to the following areas: Internet Connectivity, Electricity, and Graded Assessments being authentic; other than that, she explained that in an online set-up, learners are not responsive, making it hard for her to know if the pupils got the lesson or if she needs to explain it again thoroughly.

As Hargreaves and Woods (2019) said that when teachers engage with their pupils in person every day in the classroom, they can get a feel for those going through a difficult time at home. You can check in privately to see how things are progressing. Having such one-on-one talks in remote learning is more difficult, especially with students who aren't engaged. Participant 15 opined that:

*“The first challenge is the working environment. I cannot control the noise in my surroundings; it's a distraction. Second is the electricity; without prior notice, the electricity will go down. Third is Internet Connectivity; sometimes, because of the weather, there are disruptions, or my connection is unstable, making it difficult to explain the topic further. Fourth, classroom management is too difficult for the child or the children. I must be careful when giving instructions because the parents are also listening. Fifth, the teaching strategy- the activities I can give the pupils are very limited, especially in playing games. Sixth, the assessment of the pupils, I have no idea if they are answering the test. The answers to the test are no longer authentic.”*

The real challenge, however, relative to Laghigna (2020), is to provide effective distance learning with meaningful activities to keep students focused on their learning goals and performance objectives.

The research participants elucidated that they've encountered many challenges with implementing HOLD during the pandemic. Most of them said that internet connectivity and electric interruption are game changers. Without these two, online learning will be interrupted and no longer continue.

As Bozkurt et al. (2020), there is also a concern about time and classroom management, which they will likely address now. Teachers spend more time preparing than on the lesson encounter, which is alarming. Fewer encounters with the learner equal less or no mastery of the skills. Therefore, mastery learning ensures that every student masters a unit before moving on, increasing achievement and cultivating lifelong learners.

3.2.1 Common Themes Emanating from the Perception of Key Participants

This section shows the common themes developed out of the narratives of the kindergarten to grade two teachers regarding the challenges they encountered in implementing the Hybrid Online Learning Delivery.

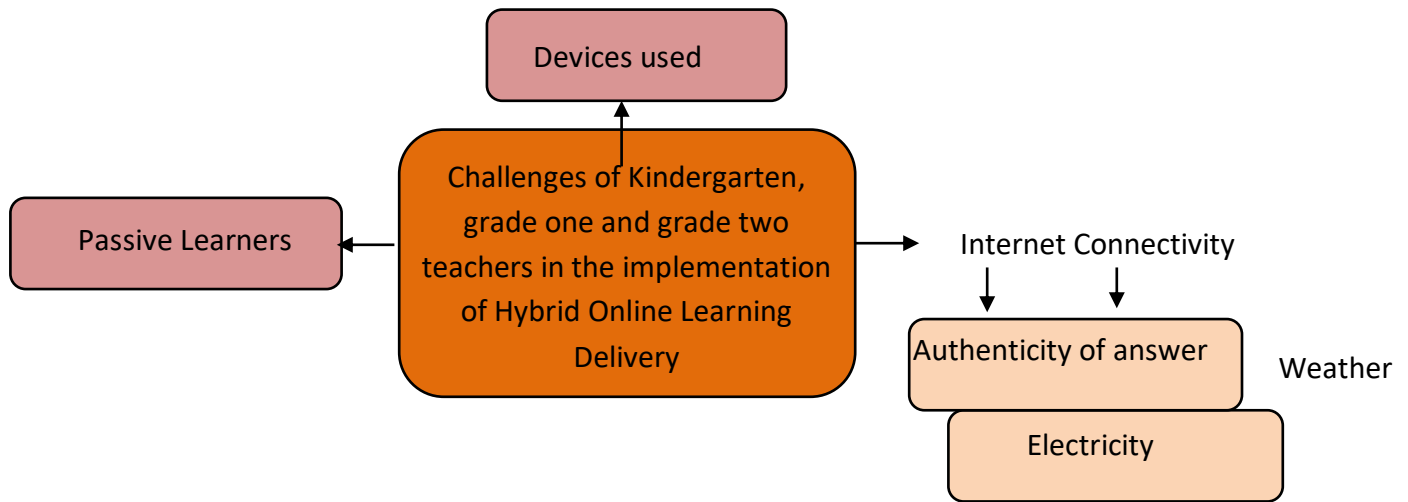


Figure1 Challenges Of Kindergarten, Grade One, and Grade Two Teachers in the Implementation of Hybrid Online Learning Delivery

This section presents the challenges the kindergarten, grade one, and grade two teachers encounter in implementing HOLD.

With the figure above, the participants have expressed that internet connectivity is the greatest challenge. A stable internet connection is necessary to survive, making teachers' and learners' lives much more accessible. Factors that affect internet connectivity are the changing weather and the interruption of electricity. There are times when there will be a sudden power outage because of fixing the wires or weather disturbances, such as heavy winds, that affect internet stability. Without internet connectivity, online classes cannot resume.

Further, in traditional or online classes, some passive learners are unmotivated. Teachers sometimes cannot control them since teachers are only given a short time to discuss the entire lesson, and it would primarily fall that the class encounter will be mostly teacher-centered. With this, teachers have to find appropriate teaching approaches to ensure that the learner's learning progress will be attained and will be motivated to listen to class discussions and answer activities. Under passive learners, the guardians or parents are the ones beside the learner, who sometimes are the ones answering the assessment. The validity and authenticity of answers are hard to identify.

### *3.3 Coping Mechanisms of the Participants to Address the Challenges in HOLD*

The rapid adoption of technology is the primary resource in the teaching-learning process and has shown evidence of challenges for learners and teachers. Most teachers were not prepared to face the technological challenges that came with the pandemic due to a lack of preparedness and experience in terms of digital competencies and remote learning pedagogical methods.

This area showcases the narratives of teachers' coping mechanisms in this Hybrid Online Learning Delivery.

Participant 1 says:

*“The most important thing is not to pressure yourself too much, take things slow, and not take things seriously, especially the deadlines; it does not mean that we do not submit, but keep everything in balance.”*

Participant 1 expressed that balancing work and life is their primary coping mechanism. It means giving the right amount of time and effort to their work and personal life outside of work.

As reported by Johari et al. (2018), work-life balance is an important factor in improving teacher performance and satisfaction in the classroom. It has been demonstrated that a solid work-life balance leads to teacher wellness and improved learners' behavior.

Participant 2 shared that giving themselves a reward system is always their motivation and coping strategy. It was stated that:

*“Actually, food and reward systems are my motivation; before, I made a list of books or shows that I wanted to read or watch. Moreover, after work, I get to do everything I want.”*

Teachers usually implement a reward system for the learners in the education system. Often, teachers also do it for themselves.

As reported by Aknin et al. (2018), frequently rewarding yourself while working improves the entire experience, which naturally drives one to complete the task and perform effectively. Therefore, allow yourself to experience beautiful feelings while taking a break.

Some participants convey that watching YouTube and Netflix is one of the things they commonly do when they are feeling stressed with work. It was shared that:

*“I have also learned how to watch YouTube tutorials. Those are my coping mechanisms in order to deliver my lesson. Binge-watching my favorite Korean dramas on Netflix.”*

Working from home is a benefit; Participant 3 shared that there is no need to think of commuting when going to work or going home. Participant 5 added that the young ones are the ones who are very helpful, especially when talking about technology. She uttered,

*"Good thing they are really very generous with their time for the tenured ones and extend their help to us since we do not have any knowledge on how to do it."*

According to Rau (2020), art can stir intense emotions. We are often drawn to podcasts, TV programs, films, or social media apps to experience intense emotions. One of the foundations of our well-being is good emotions. As a result, it would make sense to watch more feel-good shows on TV or open social media applications to boost our positive emotions.

Some commonly say that their coping mechanism would be spending time with family and friends and talking with colleagues. It was expressed that:

*"My coping mechanism is to talk with co-teachers or a family. I get to spend time with them. Since I live in the province, I have to make sure that I visit the beach with my son even once in a while. It is so relaxing. We get to spend the afternoon there, listening to the sound of the waves. Also, eating is crucial here. Moreover, watching movies."*

According to Evans (2018), spending quality time with family and friends is fun and good for one's health. It helps people cope with stress better. Social bonds provide emotional support, which improves psychological well-being.

Participant 4 also added that she loves solving puzzles, and when they are solved, she feels relieved. Participant 13 expressed that not only spending time with his son is her coping mechanism, but also doing online shopping. Since the pandemic began, Participant 13 has learned how to buy things through Online applications. Making shopping decisions might help you feel more in control of your surroundings.

Burnout has previously been shown to have a negative relation with positive or task-oriented coping methods that minimize or solve stressful circumstances. Thus, the activities shared by Participants 9 and 12 may be effective for burnout prevention, such as time management with a to-do list. Participant 9 shared that:

*"Organizing my email helps me a lot with all the emails that I have been receiving from the teachers, plus the parents and personal as well. Every time I receive emails, I move them to labels or folders. I really make sure that my inbox is empty before I close my emails. So, what I see every time I open is the new messages already. It's easy to work when everything is organized and in place."*

Participant 10 expressed that listening to music is what helps him feel relieved and be able to express himself through music Participant 10 says:

*“Listening to music, it soothes me and helps me feel relaxed. Writing songs whenever I feel stressed or inspired is where I can express my emotions.*

Music has tremendous power. It is proven to have great positive impacts on our brains, in addition to its entertaining value. Music, in particular, can influence how we act, feel, and think. Songs are instruments that let people think they are not alone, partners in every situation people go through in life.

Participant 11 expressed her thoughts about being new in the city since she lives in Ormoc. She shared that visiting new places is a coping mechanism.

*“It is nice to visit places that I have never been to. Furthermore, I travel with my new friends and colleagues at work.”*

According to Mackett (2021), traveling can make people feel calmer, benefiting their mental health. Taking time away from work to travel to new areas helps to relieve stress. Relieving the tension and stress of professional life allows the mind to relax and recuperate. Working under pressure strains the mind and body and negatively impacts physical health.

### 3.3.1. Common Themes Emanating from the Perception of Key Participants

This section shows the common themes developed out of the narratives of the kindergarten to grade two teachers regarding their coping mechanisms for addressing the challenges in Hybrid Online Learning Delivery.

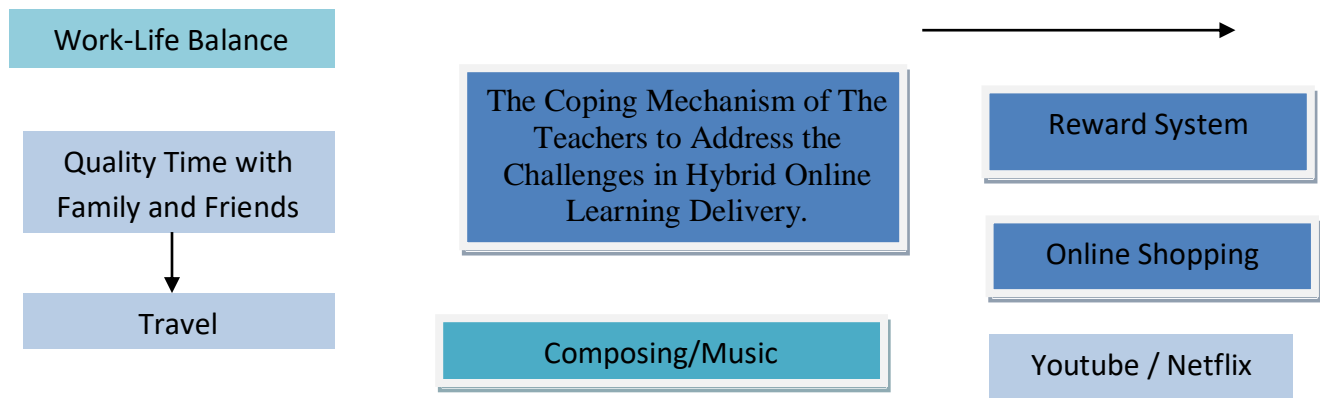


Figure 2 The Coping Mechanism of The Teachers to Address the Challenges in Hybrid Online Learning Delivery

This section presents the coping mechanisms of the kindergarten, grade one, and grade two teachers as they address the challenges of Hybrid Online Learning Delivery. The themes developed from the narratives of the teachers on the coping mechanism are presented herein.

1. *Work-Life Balance*—The teachers admitted that their coping mechanism keeps everything in balance. There should always be a time for work and to enjoy life. It's vitally important to find a counterweight to the work teachers do because sometimes, teachers bring work home and finish unfinished, resulting in spending less time with family and friends and missing some family outings and vacations. Teachers expressed that they regret spending more time at work than enjoying life.
2. *Reward System* – In a classroom setting, whether a traditional or online class, teachers love to reward the learners who do good in their class. In a teacher's life, the reward system is also practiced. Teachers expressed that after a whole day of work in school, they would reward themselves by eating something good or shopping. Buying something for oneself is always a rewarding feeling and helps you stay motivated to do another task or responsibility. Teachers also admitted that binge watching their favourite series in Netflix and watching funny videos in YouTube gives a calming effect and takes away the stress that they feel during the whole day work.
3. *Music*—*Music is always part of people's lives. Music gives meaning and color to each person. Teachers may express themselves through composing a song or being in one when listening to music. Music, which they believe, gives teachers hope and inspiration to do things.*

#### *3.4 Benefits of the Teachers in this Hybrid Online Learning Delivery*

The word "new normal" is one of the most commonly used terms after the pandemic, and the new normal in education is the increased usage of online learning technologies. As with most teaching methods, online teaching-learning has its benefits.

This area showcases the narratives of teachers' benefits in this online set-up. One of the major benefits the participants have answered is working from home. Some participants shared that:

*"We are in the comforts of our homes, with less exposure, especially in those places with high cases of COVID-19, then perhaps more time for family and loved ones and less exposure to toxic people."*

As per Susilo (2020), studies have shown that people who work from home exhibit effective and efficient labor indicators. Working in a comfortable and friendly setting increases productivity, and people who operate from home offices are also less distracted by their surroundings.

Participant 2 also expressed that in an online set up, new strategies are being learned and stated that:

*"We were able to learn how to use the Learning Management System. Discover more online applications that will make learning more engaging to the pupils and more effective for them. Right now, we are gearing towards more innovative ways of teaching."*

Based on their experiences during the first year of remote learning, teachers were able to gather some techniques to use in online set-ups despite having limited interactions. Teachers

are innovative and creative in some ways to reach the learners' engagement level and cater to their needs.

Learners learn and retain more when they are actively involved in class. Learners who are enthusiastic about their work are more likely to persevere and enjoy completing it. Thus, new learning strategies are needed to cater to the needs of the learners.

Technology is playing the most significant role in the education system in this HOLD. Participant 4 narrates how important it is to adapt to technology in this new normal. It has shared that:

*“One realization is that I must adapt to be relevant to the changing of time.”*

Other participants expressed that teachers are flexible and adapt quickly to this changing time in the education system. With the new adaptations, teachers could hone specific skills and improve their creativity in making the Learning Management System. It was shared that:

*“We learned to be flexible in terms of our time and my time management skills. As a teacher, I am now more creative in my discussions and activities. You get to be very resourceful.”*

Even in this trying time, teachers are also well aware of the pupils' mental health through modular and online approaches. Participants 10 and 15 said that;

*“Even in an online set-up, pupils got to engage with one another. Less screen time should be highlighted in this online set-up for the pupils. Less screen time for the pupils and less for the teachers.”*

Participant 15 also added that, as a mother, she gets to spend much of her time with his son. She said that:

*“As a mother, one of the benefits that I can think of is that I get to spend more time with my son. I wanted to be a hands-on mother. All thanks to this set-up, working from home, I get to do it.”*

As O’Doherty et al. (2018) says online teaching and learning have the power to break down barriers. Online learning environments enable learning to take place in a controlled environment. It is not constrained by place or time. Teachers can use online teaching to expand their teaching strategies and choices and stay competitive in the ever-changing world of education.

### *3.4.1 Common Themes Emanating from the Perception of Key Participants*

This section shows the common themes developed from the narratives of kindergarten to grade two teachers relating to the benefits of teachers from kindergarten to grade two in hybrid online learning delivery.

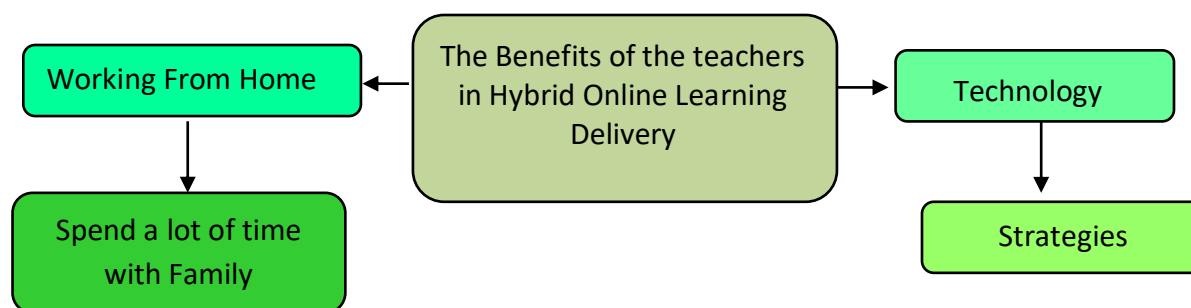


Figure 3 The Benefits of Teachers in Implementing Hybrid Online Learning Delivery

The themes developed from the teachers' narratives on the benefits of implementing HOLD are presented herein.

1. *Working From Home*—Teachers fantastically expressed gratitude for working from the comforts of their homes. They could save money on the fare going to school, have less traffic, and spend more time with their families. Working moms are delighted to be in a work-from-home set-up so they can watch their son or daughter full-time without the help of a housemaid. Teachers also admitted that they feel safe at home since it would give them less exposure to places with a high incidence of COVID-19.
2. *Technology*—Since technology plays a significant part in this new normal, teachers could adapt to the change and express learning from the applications being used. Teachers used new strategies and techniques to cater to the needs of the learners. Teachers got to explore different sites for engaging discussion and an interactive class.

#### 4. Discussion

The data on the participants' experiences using HOLD revealed that teachers agree this is the proper learning mode. The mode of delivery provides a learning aid, and it's the only way to possibly reach out to the learners. HOLD can offer the flexibility and convenience that meet the needs of the learners during this pandemic. This modality ensures the continuation of the learning experience and holds great potential for the future. However, this modality is not an ideal setup for Basic Education.

Moreover, the abrupt transition from traditional to online classes has significantly impacted teachers' teaching methods, especially those with less technological experience. Adapting to these changes without proper training has been a major challenge. Both teachers and students must have stable internet access, electricity, and compatible devices for the Learning Management System (LMS) they are using, highlighting the practical challenges of online learning.

Additionally, to achieve the goal of teaching and learning, teachers must overcome numerous obstacles. Conducting online classes is a huge challenge for teachers who have been doing classroom teaching for a long time. The first is identifying the authenticity of answers among



learners. Having this kind of modality, there is a need for parents or tutors to sit beside the learners, especially the kindergarten and grade one learners, to assist them in manipulating the gadgets and to guide them in understanding the instructions of the teachers. However, parents or guardians are inevitably the ones answering on behalf of their children and telling them answers to participate. In some graded assessments, done synchronously, some parents and guardians answer, giving the learners a perfect score. If it's asynchronous, it is challenging to identify honest answers without searching Google. With the world at the learner's fingertips and teachers remaining distant, cheating and plagiarism are frequently accentuated. Another challenge is the attention span of the learners. It is hard to believe that learners are not easily distracted by this online setup; they are just one click away from the other websites or gaming apps they can easily open and play with during class discussions without the teacher's knowledge. When having oral participation, some learners cannot answer the questions being asked, but it is surprising to see these learners having perfect scores during quizzes. The grades no longer align with the performance in class and the assessments given.

Learners need structure and guidance to self-regulate behavior, whether learning online or in person. Maintaining motivation is more difficult for learners, and motivating learners remotely is more difficult for teachers. That is why teachers nowadays are resourceful and creative in teaching strategies to engage and reach out to learners who need assistance effectively. In addition, teachers coping mechanisms are the answer to surviving this pandemic. School teachers must adapt to the changes and master what is needed to provide the best holistic education for the learners. Some coping mechanisms teachers have mentioned are watching Netflix and being in the zone with K-dramas, movies, films, and documentaries. Others are spending time with their family to distress, and of course, having a stroll around the city and going to the beach to unwind. A teacher's coping mechanism starts with accepting and making things possible.

Based on the findings of the study, a conclusion is drawn. It can be concluded that teachers' course material decisions were influenced by time limitation and delivery and their concern for students' emotional well-being and physical health, which took precedence over academic content. Teachers have the potential to use information technology in their teaching methods due to the pandemic. They must overcome numerous obstacles to implement the new teaching and learning style. For some teachers, teaching online classes was significantly difficult because they have been used to teaching in a classroom setting for many years. Teachers were eager to master new technology and make the best possible use of all resources for effective teaching, even after encountering all the problems with online teaching. Amid the COVID-19 pandemic, instructors and learners must keep fit, physically well, and think positively. The educational institution's management should give teachers sufficient training on learning software to instruct and lead students successfully and efficiently. There is a clear need for more research on what kind of training, particularly regarding technology use, would be most beneficial to educators and learners.

There are a few factors of how HOLD affects the experiences of teachers in conducting classes remotely in kindergarten, grades one and two. This study shows the importance of training,

tutorials, and webinars for teachers to enhance their knowledge further when teaching using technology. Mental Health has a big impact on the well-being of the teachers; thus, schools need to look into and highlight the significance of having accompaniment sessions wherein teachers will be asked how they are doing and what they have learned from the setup. The data on teachers' challenges in implementing this HOLD shows that time management, adaptability, and flexibility are the skills teachers need to enrich to cope with the needs of this new set-up of the educational system. This study also revealed that teachers' difficulty conducting classes is more on internet connectivity, electricity, and weather disturbances. Active engagement, the authenticity of answers, and passive learners are usually the complaints of the teachers teaching remotely. Many teachers learned to manipulate the technology through exploration. Teachers need to adopt different teaching methods and strategies to accomplish all the competencies needed for each grade level.

### 5. Acknowledgement

The researchers conveyed their heartfelt thanksgiving to the teacher participants, who were responsive to their interview, and to everyone involved who, in one way or another, contributed to the completion of this research work.

### 6. References

- Aknin, L. B., Van de Vondervoort, J. W., & Hamlin, J. K. (2018). Positive feelings reward and promote prosocial behavior. *Current Opinion in Psychology*, 20, 55–59.
- Alzueta, E., Perrin, P., Baker, F. C., Caffarra, S., Ramos-Usuga, D., Yuksel, D., & Arango-Lasprilla, J. C. (2021). How the COVID-19 pandemic has changed our lives: A study of psychological correlates across 59 countries. *Journal of Clinical Psychology*, 77(3), 556–570. <https://doi.org/10.1002/jclp.23082>
- Amerstorfer, C. M., & Freiin von Münster-Kistner, C. (2021). Student perceptions of academic engagement and student-teacher relationships in problem-based learning. *Frontiers in Psychology*, 12, 713057. <https://bit.ly/4fRahty>
- Araujo, C., Siqueira, M., & Amaral, L. (2022). Resilience of Brazilian health-care professionals during the pandemic. *International Journal of Quality and Service Sciences*, 14(3), 383–401.
- Baysal, E. A., & Ocak, G. (2021). Teachers' views on student misbehaviors during online courses. *Problems of Education in the 21st Century*, 79(3), 343.
- Bondie, R. S., Dahnke, C., & Zusho, A. (2019). How Does Changing “One-Size-Fits-All” to Differentiated Instruction Affect Teaching? *Review of Research in Education*, 43(1), 336–362. <https://doi.org/10.3102/0091732X18821130>
- Bozkurt, A., Jung, I., Xiao, J., Vladimirschi, V., Schuwer, R., Egorov, G., Lambert, S., Al-Freih, M., Pete, J., & Olcott Jr, D. (2020). A global outlook to the interruption of education due to COVID-19 pandemic: Navigating in a time of uncertainty and crisis. *Asian Journal of Distance Education*, 15(1), 1–126.
- Clarín, A. S., & Baluyos, E. L. (2022). Challenges encountered in the implementation of online distance learning. *EduLine: Journal of Education and Learning Innovation*, 2(1), 33–46.
- Courtney, S. A., Miller, M. E., & Gisondo, M. J. (2022). The impact of COVID-19 on teachers'

- integration of digital technology. *Contemporary Educational Technology*, 14(4), ep387.
- Das, A., Macbeth, J., & Elsaesser, C. (2019). Online school conflicts: Expanding the scope of restorative practices with a virtual peace room. *Contemporary Justice Review*, 22(4), 351–370. <https://doi.org/10.1080/10282580.2019.1672047>
- Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*, 49(1), 5–22. <https://bit.ly/401FeFN>
- Dörnyei, Z., & Muir, C. (2019). Creating a Motivating Classroom Environment. In X. Gao (Ed.), *Second Handbook of English Language Teaching* (pp. 719–736). Springer International Publishing. [https://doi.org/10.1007/978-3-030-02899-2\\_36](https://doi.org/10.1007/978-3-030-02899-2_36)
- Elliott, A. (2019). *The culture of AI: Everyday life and the digital revolution*. Routledge. <https://www.taylorfrancis.com/books/mono/10.4324/9781315387185/culture-ai-anthony-elliott>
- Evans, M. P. (2018). Educating preservice teachers for family, school, and community engagement. *Family, School, Community Engagement and Partnerships*, 9–19.
- Felten, P., & Lambert, L. M. (2020). *Relationship-rich education: How human connections drive success in college*. Jhu Press. <https://bit.ly/3YpfOkr>
- Ferri, F., Grifoni, P., & Guzzo, T. (2020). Online learning and emergency remote teaching: Opportunities and challenges in emergency situations. *Societies*, 10(4), 86.
- Hapal, K. (2021). The Philippines' COVID-19 Response: Securitising the Pandemic and Disciplining the Pasaway. *Journal of Current Southeast Asian Affairs*, 40(2), 224–244. <https://doi.org/10.1177/1868103421994261>
- Hargreaves, A., & Woods, P. (2019). *Classrooms and staffrooms: The sociology of teachers and teaching*. Routledge. <https://bit.ly/3XYIcZa>
- Johari, J., Yean Tan, F., & Tjik Zulkarnain, Z. I. (2018). Autonomy, workload, work-life balance and job performance among teachers. *International Journal of Educational Management*, 32(1), 107–120.
- Khan, S., & Khan, R. A. (2019). Online assessments: Exploring perspectives of university students. *Education and Information Technologies*, 24(1), 661–677. <https://doi.org/10.1007/s10639-018-9797-0>
- Klapproth, F., Federkeil, L., Heinschke, F., & Jungmann, T. (2020). Teachers' Experiences of Stress and Their Coping Strategies during COVID-19 Induced Distance Teaching. *Journal of Pedagogical Research*, 4(4), 444–452.
- Laghigna, A. (2020). Distance learning: Challenges and opportunities.
- Mackett, R. L. (2021). Mental health and travel behaviour. *Journal of Transport & Health*, 22, 101143.
- O'Doherty, D., Dromey, M., Lougheed, J., Hannigan, A., Last, J., & McGrath, D. (2018). Barriers and solutions to online learning in medical education – an integrative review. *BMC Medical Education*, 18(1), 130. <https://doi.org/10.1186/s12909-018-1240-0>
- Ozen, H., & Yildirim, R. (2020). Teacher perspectives on classroom management. *International Journal of Contemporary Educational Research*, 7(1), 99–113.
- Pregowska, A., Masztalerz, K., Garlińska, M., & Osial, M. (2021). A worldwide journey through distance education—From the post office to virtual, augmented and mixed realities, and education during the COVID-19 pandemic. *Education Sciences*, 11(3), 118.

- Singh, J., Steele, K., & Singh, L. (2021). Combining the Best of Online and Face-to-Face Learning: Hybrid and Blended Learning Approach for COVID-19, Post Vaccine, & Post-Pandemic World. *Journal of Educational Technology Systems*, 50(2), 140–171. <https://doi.org/10.1177/00472395211047865>
- Sprague, J. R., & Walker, H. M. (2021). *Safe and healthy schools: Practical prevention strategies*. Guilford Publications. <https://bit.ly/404qje5>
- Susilo, D. (2020). Revealing the effect of work-from-home on job performance during the COVID-19 crisis: Empirical evidence from Indonesia. *The Journal of Contemporary Issues in Business and Government*, 26(1), 23–40.
- Taft, S. H., Kesten, K., & El-Banna, M. M. (2019). One Size Does Not Fit All: Toward an Evidence-Based Framework for Determining Online Course Enrollment Sizes in Higher Education. *Online Learning*, 23(3), 188–233.
- Vallejo Jr, B. M., & Ong, R. A. C. (2020). Policy responses and government science advice for the COVID 19 pandemic in the Philippines: January to April 2020. *Progress in Disaster Science*, 7, 100115.
- Wilichowski, T., & Cobo, C. (2020). From coping to improving and accelerating: Supporting teachers in the pandemic and beyond. *World Bank Blogs*.
- Williams, S. N., Armitage, C. J., Tampe, T., & Dienes, K. (2020). Public perceptions and experiences of social distancing and social isolation during the COVID-19 pandemic: A UK-based focus group study. *BMJ Open*, 10(7), e039334.
- Young, G., de Lugt, J., Penney, S., & Specht, J. (2019). Exceptionality Education International: Responding to Change and Promoting Dialogue on Inclusive Education for All. *Scholarly and Research Communication*, 10(2), 8-pp.