

# Teachers' Experiences In Online Teaching and Learning Modality

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## Abstract

This study explores Teachers' Experiences in Online Teaching and Learning Modality. The participants were selected private school elementary teachers in Pagadian City offering Online Modality in School Year 2020-2021. The study was based on the interpretivist paradigm since the researcher used social skills to construct knowledge and meaning. Case study was utilized. Teachers' experiences include perception, way of delivering instruction using online platforms, struggles, adjustments, and suggestions for improvement. The study is supported with data from multiple sources: Interview Guide Questions, Principals' Evaluation Form, and Researcher's Checklist. Participants perceived online modality as agent of continuity of learning, and challenging. It showed that Zoom teleconferencing is the preferable online platform to use. The participants' struggles were power interruption, poor internet connectivity, computer technology operations, imposition of classroom management, lack of preparation, and getting used to another personal work-schedule. The participants' adjustments pointed to acceptance of situation, self-exploration, asking teaching materials, and knowledge-skill support from the school. The participants and principals' responses led to attending trainings regarding Online Teaching Methodology in general. Based on the findings, the researcher recommends to the outmost possibility that there may be ICT trainings, provision of upgraded internet connectivity and gadgets, reducing workload and class size.

*Keywords:* Perspectives; Online Delivery; Struggles; Adjustments

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## 1. Introduction

As an immediate action, the Department of Education is in the process of adapting the New Normal System of Education. The shift from traditional Face-to-Face teaching to Distance Learning Modality is one of the department's mechanisms. Several private institutions take Online Delivery of Instruction as an initiative towards the modification of the Education System. Teachers' experiences in Online delivery of instruction are areas to be looked upon to yield quality Online Education. Technical knowledge and the teacher's perception towards online teaching are some of the cognitive demands that build teachers' interest to be permuted into action and advanced to mastery of craft (Yang, 2004). Experiences of teachers involve engagement and understanding of the medium and the practicalities on how to use different tools (Sung, 2016).

Teachers' perspectives and current skill in online teaching using educational tools are factors affecting their experiences (Darling-Hammond, 2020). There are marked differences in the experiences and expectations across these generational cohorts since Generation X, Generation Y, and Generation Z have an entirely different view of the world of work with Information and Communications Technology on hand (Kraus, 2017).

The said education system will allow teachers to develop online content such as lesson plans and instructional materials and teach and evaluate online. In the Philippines, the Department of Education provides accessible teaching and learning platforms. Teachers use media to support distance learning modalities in a precise manner of delivering Basic Education. It is also a way of encouraging learners to continue learning at their respective homes.

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Some published studies dwell on online teaching to unveil truths regarding teachers' readiness and competence with the use of technological tools for Education. What makes this study have a gap in the literature is the qualification in choosing the research participants. The research participants are elementary teachers in private schools who did not formerly apply online teaching as primary means of delivering instruction. The Researcher is well motivated to conduct a study to come across the Experiences in Online Teaching and Learning Modality of selected Elementary Private School Teachers to gauge experiences such as their perspectives, way of delivering instruction using Online Platforms, Struggles, and Adjustments.

## **2. Research Questions**

The study aimed to assess the experiences of Generation X teachers (aging 39 – 54), Generation Y teachers (aging 23 – 38), and Generation Z teachers (aging 19 – 22) in Online Teaching and Learning Modality. This study sought to explore this central question: How do teachers in different generations describe their experiences in Online Teaching and Learning Modality?

In examining the central question, the following sub-questions are utilized:

- 1) What is the perspective of Generations X, Y, and Z teachers regarding Online Teaching and Learning Modality?
- 2) How do Generations X, Y, and Z teachers depict their way of delivering instruction using online platforms?
- 3) What are the common struggles encountered by Generations X, Y, and Z teachers during the online delivery of instruction?
- 4) How do Generations X, Y, and Z teachers adjust to the abrupt shift of teaching modality?
- 5) How will Generations X, Y, and Z teachers improve their future teaching experience in the online delivery of instruction?

## **3. Materials and Methods**

### *3.1. Research Design*

A Qualitative Case Study Research Design, particularly Sharan Merriam's model, is utilized for this study. The said method is efficient enough because its primary role is to study a unit intensively, thoroughly investigate and explore an event, and obtain results through descriptions as the nature of qualitative design is applied (Merriam, 1998). The model's characteristics of being Particularistic, Descriptive, and Heuristic were observed. Triangulation of Data Sources, as one of the model's highlights, is also integrated.

### *3.2. Research Locale*

This study was conducted in selected private schools inside the Division of Pagadian City. The study preferred to have private schools as a source of research participants since they are the only learning avenues that conducted online delivery of instruction as a learning continuity plan for the New Normal Education System.

### *3.3. Research Participants*

The participants of this study are selected elementary teachers from private schools. The participants are classified into Generation X (aging 39 – 54), Generation Y (aging 23 – 38), and Generation Z (aging 19 – 22). The principals of the participants were also involved and stood as the second source of data (Table 1 and Table 2).

### *3.4. Research Instruments*

The main instrument of this study is the researcher. One of the tools being used in this study was the Interview method. The Researcher developed questions for the interview and were validated before gathering data. The second source of data is the Principals' Observation Evaluation Form. The evaluation form named Principal's / School Head's Observation Evaluation Form on Teachers' actual conduct and excerpts of Online Class Based on the 2019 model of

DIWA Learning Systems Incorporated, Innovation in Education was utilized following the interpretation of the given Hypothetical Mean Range as follows 1:00 – 1.75 (Good), 2.51 – 3.25 (Satisfactory), 1.76 – 2.50 (Very Good), and 3.26 – 4.00 (Very Satisfactory). The numerical interpretation supported sub-question 2: Teachers’ way of delivering instruction using online platform. The qualitative part of the school principal’s evaluation form supported the responses of the teacher participants in sub-question 5: Needs for improvement for future teaching experience in the online delivery of instruction. Last is the Researcher's Observation Checklist on Teachers' actual conduct and excerpts of Online Class Based on National Online Teaching Standards adapted from the study of Baldwin in 2019 on Online Course Design Checklist: Development and users' perceptions. A table or list of characteristics and behaviors were evaluated. Both overt behaviors and areas which were not exhibited by the teacher participant during the conduct of online class were identified as supporting data towards sub-question 2: Teachers’ way of delivering instruction using online platform. The checklist completed the triangulation. Same as the Principal, the Researcher sat during the research participant's online class and referred to the checklists as a guide for the observation. The intent of having a triangulation of data sources is to increase the study's validity and reliability (Golafshani, 2003). Having multiple instruments in gathering information is believed to be a good practice, primarily if a researcher conducts a Case Study Research Design (Yazan, 2015).

**Table 1.** The Participants for the Interview

Participants (Teachers)	Generation Type	Age Bracket	Years of Service	Codes: Teacher Participant (TP)
Teacher A	Generation Z	19 - 22	2	TP01
Teacher B			2	TP02
Teacher C			2	TP03
Teacher D	Generation Y	23 – 38	8	TP04
Teacher E			4	TP05
Teacher F			7	TP06
Teacher G	Generation X	39 – 54	4	TP07
Teacher H			7	TP08

**Table 2.** The Participants who will conduct the Evaluation

Participants (Principals)	Teacher Participant under Supervision
Principal A	TP01
	TP02
Principal B	TP03
Principal C	TP04
	TP05
	TP06
Principal D	TP07
	TP08

### 3.5. Data Gathering Procedure

Since the schools involved are from Pagadian City Division Premise, the Researcher requested authorization from the Schools Division Superintendent to run the study. Upon approval, the Researcher informed the school principals and the participants about the study's nature and purpose. The researcher has administered Interview Guide Questions to the selected participants. A designed evaluation form is used by the School Principal during actual conduct of online class. To complete the triangulation, the researcher used a checklist in observing the actual conduct of online class. There was an Audio Recorder during the process to document every word that will stand as evidence for the vitae. Results' trustworthiness is the bedrock of high-quality qualitative research (Birt, 2016). The researcher did Members' Checks. The research participants validated whether the transcription of their responses is accurate, valid, and meant to express what they wanted to express in the very first place.

### 3.6. Data Analysis

The researcher used coding to protect participant's personal information. The generational cohorts are identified into 3 cases. Case 1 Generation Z (19-22), Case 2 is Generation Y (23-38), and Generation X (39-54) as Case 3. The sequence of the data analysis was based on published studies that also adapted the Case Study model of Merriam (1998). Triangulation of data sources is applied in Sub-question numbers 2 and 5.

### 3.7. Ethical Considerations

Research is a pillar of knowledge and wisdom, and it constitutes a pivotal part of progress. The Researcher is responsible of protecting research participants from any risk or harm associated with participation in the research and conducting research that meets the scientific standards in the field of Education. All the goals of this study point to ensuring all participating members of this research follow widely accepted standards: Negotiating Gatekeepers, Informed Consent, Anonymity, and Respect for Research Participants, for ethical, professional, and scientific conduct of the study's design as to their background protection and implementation, dissemination, and reporting of results.

## 4. Results and Discussion

### 4.1. Teachers' Perspectives regarding Online Teaching and Learning Modality

Generations X, Y, and Z teachers were worried, shocked, and pressured when they heard about the modality, but perceived that it needs to be embraced for continuity of learning to happen. Furthermore, preparation and orientation are prerequisites in order to be ready and effective during the implementation of online delivery of instruction. Classroom management is also an important factor to be considered, which makes the current situation truly challenging and hard for them because some of them do not know well the process of operating some computer technologies. In addition, teachers have hard time dealing with their usual work schedules, and there is a need to come up with a new work schedule that they can easily get used to. Since teachers are viewed by society to be individuals who are capable of modifying oneself to any changes (Idris, 2012), the research participants in this study also acted one. Since the research participants formerly teach in a face to face set up, and the shift of modality abruptly occurred, most likely they are left with no choice but to adapt for practicality purposes given the idea that looking for a new job is not an easy work to do.

### 4.2. Teachers' Experiences in Delivering Instruction using Online Platforms

With the use of the Interview Guide Questions, the researcher discovered the Generational Cohorts' depiction on the manner they deliver instruction using an online platform. Generations X, Y, and Z teachers preferred to conduct virtual classes using Zoom because teachers and pupils can still meet and interact with each other. The teacher participant sends first a link as an invitation. When the teacher and pupils are already in the meeting, online class through discussion and sharing of self-made slides or presentations takes place. Generations Z and Y mentioned about

power interruptions and poor internet connection as their main issues during their actual class. Generation X has the same problem but tend to emphasize their lack of skills in manipulating educational technologies as the main concern they wanted to be addressed.

4.3. *Principal’s Observation Evaluation Form on Teachers’ Actual conduct and excerpts of Online Class. Based on the 2019 model of DIWA Learning Systems Incorporated, Innovation in Education. (Numerical Part)*

**Table 1.** Generation Z

Case 1	Teacher Participant	Learning Plan / Lesson Package	Area Technology Integration	Lesson Delivery	Average with remarks
Generation Z (19 – 22)	TP01	4	3.75	3.625	3.79
	TP02	4	3.5	3.5	3.67
	TP03	4	3.5	3.625	3.71
					<b>3.72</b> <b>Very Satisfactory</b>

**Table 2.** Generation Y

Case 2	Teacher Participant	Learning Plan / Lesson Package	Area Technology Integration	Lesson Delivery	Average with Remarks
Generation Y (23 – 38)	TP04	4	3.75	3.875	3.88
	TP05	4	4	3.75	3.92
	TP06	4	3.75	4	3.92
					<b>3.90</b> <b>Very Satisfactory</b>

**Table 3.** Generation X

Case 3	Teacher Participant	Learning Plan / Lesson Package	Area Technology Integration	Lesson Delivery	Average with Remarks
Generation X (39 – 54)	TP07	3.67	2.75	2.75	3.06
	TP08	3.33	2.75	2.63	2.90
					<b>2.98</b> <b>Satisfactory</b>

Using the Principal’s Observation Form, the second source of data, the researcher found out the rating of each generational cohort in terms of their level of proficiency in the areas; quality of lesson packages, integration of educational technologies, and the totality of lesson delivery. Tables 1 and 2, clearly both have the same remarks with reference to the given hypothetical mean ranges (shown in the Appendices). In other words, the mentioned generations have a very satisfactory performance during their actual conduct of online class. In the other hand, Generation X exhibited only a performance rated satisfactory. The results just supported the responses of each generation from the 2nd sub-question of the Interview Guide Question.

4.4. *Researcher’s Observation Checklist on Teachers’ actual conduct and excerpts of Online Class. Based on National Online Teaching Standards adapted from the study of Baldwin in 2019 on Online Course Design Checklist: Development and users’ perceptions.*

**Table 4.** Generation Z

Case 1	Areas	No (Not Observed)	TP01	TP02	TP03	
Generation Z (19–22)	Teacher’s skills	2. Completed professional development geared to teaching online.	✓	✓	✓	
	Teacher’s behavior	8. Possesses a sense of humor and is able to project their personality through developing an online voice.			✓	
	Teacher’s work in constructing lesson package	11. Specifies learning objectives and design activities and authentic assessments to measure mastery of the stated objectives.				✓
		13. Demonstrates competencies in creating and implementing assessments in online learning environments.	✓	✓		✓
		14. Demonstrates competencies in modifying instructional methods to guide student learning.	✓	✓		✓
	Pedagogy task	8. Maintains order & behavior		✓	✓	✓
		10. Guides student time management		✓	✓	
	Technology use task	14. Uses word processing				✓

**Table 5.** Generation Y

Cases 2	Areas	No (Not Observed)	TP04	TP05	TP06	
Generation Y (23–38)	Teacher’s skills	2. Completed professional development geared to teaching online.	✓	✓	✓	
	Teacher’s behavior	8. Possesses a sense of humor and is able to project their personality through developing an online voice.	✓	✓		
	Teacher’s work in constructing lesson package	11. Specifies learning objectives and design activities and authentic assessments to measure mastery of the stated objectives.	✓	✓		✓
		13. Demonstrates competencies in creating and implementing assessments in online learning environments.			✓	
		14. Demonstrates competencies in modifying instructional methods to guide student learning.	✓	✓		✓

Cases 2	Areas	No (Not Observed)	TP04	TP05	TP06
	Pedagogy task	8. Maintains order & behavior	✓	✓	
		10. Guides student time management	✓	✓	✓
	Technology use task	14. Uses word processing	✓	✓	✓

**Table 6.** Generation X

Case 3	Areas	No (Not Observed)	TP07	TP08	
Generation X (39–54)	Teacher's skills	1. Effective in Oral communications.	✓	✓	
		2. Completed professional development geared to teaching online.	✓	✓	
		3. Had the prerequisite technology skills to teach online.	✓	✓	
		4. Had experienced online learning from the perspective of a student.	✓		
		6. Prepared to use modern information, communication, learning tools, and works well without constant supervision.		✓	
		7. Ables to promote online dialogue to deepen the learning experience.	✓	✓	
	Teacher's behavior	8. Possesses a sense of humor and is able to project their personality through developing an online voice.	✓	✓	
		10. Provides online leadership in a manner that promotes student success through regular feedback, prompt response, and clear expectations.	✓	✓	
		Teacher's work in constructing lesson package	11. Specifies learning objectives and design activities and authentic assessments to measure mastery of the stated objectives.		✓
			12. Plans, designs, and incorporates strategies to encourage active learning, interaction, participation, and collaboration in the online environment	✓	✓
			13. Demonstrates competencies in creating and implementing assessments in online learning environments.	✓	✓
			14. Demonstrates competencies in modifying instructional methods to guide student learning.	✓	

Case 3	Areas	No (Not Observed)	TP07	TP08
	Communication task	4. Maintains teacher presence	✓	✓
		5. Models communication skills.	✓	✓
	Pedagogy task	6. Uses informal Q & A assessments	✓	✓
		8. Maintains order & behavior	✓	✓
		10. Guides student time management	✓	✓
	Technology use task	13. Does not refer to technology experts	✓	✓
		14. Uses word processing	✓	✓
		15. Uses presentation software	✓	✓

With the help of the Researcher’s Checklist, the third source of data, it can be clearly apprehended that there are a number of focal sub-areas or aspects which the researcher himself did not observe during the teacher participants’ conduct of online class. With respect to the tables that has been presented, the researcher discovered that Generations Z and Y have the same areas which were not exhibited during the class. To be exact, these are some of the skills and behavior of the teacher, the way the lesson package constructed and delivered, and the pedagogy and technology task. In the other hand, Generation X has more areas which were not observed comparing to the mentioned generations. These areas are some of the skills and behavior of the teacher, the way the lesson package was constructed and delivered, and the communication, pedagogy and technology task. The researcher believes that this somehow supports the results from the pupil’s interview and principal’s observation.

#### 4.5. Teachers’ Struggles in Online Delivery of Instruction

Generations X, Y, and Z teachers point to external factors that inhibit online classes’ smooth flow, such as loss of internet connection and power interruptions. Another is on the need to reroute their usual day and time work schedules leading to the usage of their extra time during weekends for preparation of lesson packages, presentations to be exact. And last is, lack of gadgets needed for online classes and lack of mastery in using computer technologies and online platforms were also considered as potential barriers in having successful online teaching experience and could negatively affect the pupils’ information processing.

#### 4.6. Teachers’ Adjustments toward the Abrupt Shift of Teaching Modality

Generations X, Y, and Z teachers pointed on devoting oneself to work by self-studying or self-exploring about the things revolving around Online Modality. Asking for learning materials support, purchasing the gadget that is needed in online class, requesting mental and skill assistance from MKOs, and attending some series of webinars were also identified. They also added time management and creating another flexible home and work schedule that they can easily be used to. Finally, they stressed to focus on mind setting such as acceptance, flexibility, open-mindedness, and the state of becoming teachable.

#### 4.7. Teachers’ Plans for the Improvement of Own Future Teaching Experience

Generations X, Y, and Z teachers emphasized continuity of exploration of computer software through self-effort, asking help from colleagues, learning materials assistance from the school, attending trainings on creative production of self-made presentations and educational technology awareness could be of help. Another is on character

improvement, resourcefulness, creativity, acceptance of others’ comments and recommendations. The researcher observed that all of the responses in this area during the interview were all unified, which only means that the generational cohorts involved in the study are aware of their weaknesses and acknowledge the positive effect of both intrinsic and extrinsic factors that could contribute to improvement or even mastery.

4.8. *Principal’s Observation Evaluation Form on Teachers’ Actual conduct and excerpts of Online Class. Based on the 2019 model of DIWA Learning Systems Incorporated, Innovation in Education. (Qualitative Part)*

**Table 7.** Principals’ suggestions to improve future teaching performance in delivering instruction online.

Cases	Trainings to be attended (if there are any)
Generation Z	Technical training, Online Pedagogical training, Curriculum Mapping training, Online Teaching Strategies training, and Video Production training
Generation Y	Microsoft Office Exploration; Power Presentation, Technical training, Online Teaching Strategies training, Online Assessment and Pedagogical training
Generation X	Consistent  Peer Evaluation, Technical training, Online pedagogical training, Microsoft training, Online Teaching Strategies training, Online Platforms training, and Video Production training

The table shows the suggestions of the principals with reference to the performance of the teacher participants during their actual conduct of online class. The principals believed that the following training programs could be of help in their formation as 21<sup>st</sup> century global teachers. The researcher intentionally includes this part not to force teachers to really look for programs that could boost potentials to become skills for the sake of teaching, but to provide a glimpse of realization such as grabbing the outmost possibility whenever some of the training programs are available for the sake of own improvement.

**5. Conclusion**

Based on the findings, the researchers concluded that the selected research participants from different generations had acknowledged the blessing brought by Online Teaching and Learning Modality in today’s current situation, but more to look over is on how these teachers from Different generations accepted and embraced the challenges of the sudden change of modality from face to face to Online. Due to the force modification, it can’t be avoided to encounter challenges or struggles. Classroom management, designing self-made presentations to encourage classroom interaction, and operating computer technologies are some which were identified. With the presented challenges, the researchers also concluded that as the teacher participants from the different generations are thoroughly undergoing the process of coping with, they felt more loads of sacrifices because they are also carrying with them existing struggles. A poor internet connection and power interruption make teachers feel that the current modality they are using can’t serve as a counterpart. Equipment concerns are considered barriers to online teaching practices and physical structuring issues such as electricity supply and internet connectivity are other things to be considered to have smooth flow in conducting classes (Baticulon, 2020). Despite these existing barriers, the research participants were still able to deliver instruction online and continue to be more equipped with knowledge and skills. Thus, teachers are truly capable of modifying oneself to fit in in any situation. It has been mentioned in their responses that they somehow gradually improved from day one and will continue to improve even more if guided. Professional development workshops help alleviate second-order barriers to technology implementation by providing the teachers with assistance and training in Technology used during the seminars and between workshop sessions (Johnson, 2016). Indeed, experience teaches teachers. With the triangulation of data, the researchers believed that teachers must be taught first with enough knowledge and skills to be more equipped when deployed to the field. The researchers also

recommends that schools pursuing Online Distance Learning may provide itself with upgraded internet connection in order for teachers to use online platforms in unison without interruptions, and also with the provision of educational tools. The school could also look deeper on the situation that its faculty is experiencing and may give them enough rest by reducing teaching loads in a day and by limiting class size for an easy online classroom management.

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## Appendices

### A. Interview Guide Questions

#### a. Engaging Question:

1. What can you say about Online Teaching and what can you expect from it compared to face-to-face situations?

#### b. Central Question:

1. How do teachers in different generation describe their experiences in the Online Teaching and Learning Modality?

Sub Questions	Descriptive Questions	Probing Questions
1. What is your perspective regarding Online Teaching and Learning Modality?	Would you let me have an idea about your experiences in the online delivery of instruction?	Please provide me more details regarding your encounter.  How did you react when you first perceive that there will be a change in terms of the mode of teaching in your respective school?  Did you manage to have an ease adjustment from traditional way of teaching to online delivery of instruction?
2. How do you depict your way of delivering instruction using online platforms?	What are the online platforms you are using when you conduct classes?	Could you tell what it is like to deliver instruction online using online platforms?  Among your utilized online platforms, what is your best personal preference?  Why do you think that online platform suits you the best? Will you please describe its finest features?
3. What are the common struggles that you encountered during the online delivery of instruction?	Did you encounter troubles during the entirety of delivering instruction online?	What are the problems you have encountered during the preparation of your class?  What are the problems you have encountered during the actual class?  How about during the submission of your learners' outputs or responses?
4. How did you adjust to the abrupt shift of teaching modality?	Could you tell me about your coping mechanisms as you swing from the traditional way to online delivery of instruction?	Did you adapt easily to the new trend of teaching?  What did you do during the process of coping with to the changing mode of teaching?

		<p>Did it cost much in relation to your mental capacity (knowledge and skills) and financial capability?</p> <p>Are these mechanisms able you to have a better teaching experience?</p>
<p>5. How will you be able to improve the quality of you future teaching experience in the online delivery of instruction?</p>	<p>Do you think you need to have an assistance coming from your respective school regarding your advancement in using technologies and Online platforms for the betterment of your teaching career?</p>	<p>What aspect/s of ICT awareness do you want to be trained with?</p> <p>Do you think this is enough to elevate your skills in the Online Teaching and Learning Modality?</p> <p>Will you still be applying this type of modality when things get back to the traditional way of teaching? Why? Or why not?</p>

**c. Exit Question:**

1. Do you still have anything to share that can enlighten us regarding your personal experiences in the Online Teaching and Learning Modality which was not explored by the abovementioned questions?

**B. Researcher’s Observation Checklist on Teachers’ actual conduct and excerpts of Online Class. Based on National Online Teaching Standards adapted from the study of Baldwin in 2019 on Online Course Design Checklist: Development and users’ perceptions.**

School: \_\_\_\_\_ Date: \_\_\_\_\_

Name of the Teacher: \_\_\_\_\_ Time: \_\_\_\_\_

Position: \_\_\_\_\_

Number of years in service: \_\_\_\_\_

*Directions: Please assess the total performance of the teacher in the Online Delivery of Instruction. Put a tick/check under the appropriate column.*

<b><i>1. Preliminary Observation on Acquired knowledge</i></b>	<b>YES</b>	<b>NO</b>
<b>a. Teacher’s skills</b>		
1. Effective in Oral communications.		
2. Completed professional development geared to teaching online.		
3. Had the prerequisite technology skills to teach online.		
4. Had experienced online learning from the perspective of a student.		
5. Able to use adaptive technologies to meet individual student needs.		

6. Prepared to use modern information, communication, learning tools, and works well without constant supervision.		
<b>b. Teacher's behaviors</b>		
7. Able to promote online dialogue to deepen the learning experience.		
8. Possesses a sense of humor and is able to project their personality through developing an online voice.		
9. Able to collaborate with pupils to further participation and success in the online course.		
10. Provides online leadership in a manner that promotes student success through regular feedback, prompt response, and clear expectations.		
<b>c. Teacher's work in constructing lesson package</b>		
11. Specifies learning objectives and design activities and authentic assessments to measure mastery of the stated objectives.		
12. Plans, designs, and incorporates strategies to encourage active learning, interaction, participation, and collaboration in the online environment		
13. Demonstrates competencies in creating and implementing assessments in online learning environments.		
14. Demonstrates competencies in modifying instructional methods to guide student learning.		
15. Delivers assessments or assignments that meet standards-based learning goals.		

<b>II. Overt Behaviors during the conduct of Online Class</b>	<b>YES</b>	<b>NO</b>
<b>a. Communication Task</b>		
1. Provides feedbacks.		
2. Delivers Content "Virtual Lecture"		
3. Facilitates Virtual Community		
4. Maintains teacher presence		
5. Models communication skills.		

<b>b. Pedagogy Task</b>		
6. Uses informal Q & A assessments		
7. Uses explanations		
8. Maintains order & behavior		
9. Uses objective assessments		
10. Guides student time management		
<b>c. Technology Use Task</b>		
11. Uses Internet browser		
12. Uses Learning Management System		
13. Does not refer to technology experts		
14. Uses word processing		
15. Uses presentation software		

**C. Principal’s Observation Evaluation Form on Teachers’ actual conduct and excerpts of Online Class. Based on the 2019 model of DIWA Learning Systems Incorporated, Innovation in Education.**

School: (Optional) \_\_\_\_\_ Date: \_\_\_\_\_  
 Name of the Observer: (Optional) \_\_\_\_\_  
 Position: \_\_\_\_\_

Name of the Teacher: (Optional) \_\_\_\_\_ Time: \_\_\_\_\_  
 Position: \_\_\_\_\_  
 Number of years in service: \_\_\_\_\_

*Directions: The following 15 statements assess the total performance of the teacher in the Online Delivery of Instruction. The codes are arranged into a hierarchy; 4 corresponds to “Strongly Agree”, 3 corresponds to “Agree”, 2 corresponds to “Disagree” and 1 corresponds to “Strongly Disagree”. Please encircle the number of your choice.*

**I. Teaching Performance Observation.**

*After the conduct of the Online Class, I believe that...*

**4 3 2 1**

**a. Learning Plan / Lesson Package**

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. The class was delivered as planned.   | 4 | 3 | 2 | 1 |
| 2. Lesson objectives are SMART; learning progression is evident.   | 4 | 3 | 2 | 1 |
| 3. Material and Resources used are grade level appropriate, and optimally supports instructional strategies. | 4 | 3 | 2 | 1 |

**b. Technology Integration**

- |   |   |   |   |   |
|---|---|---|---|---|
| 4. Technology selection(s) are exemplary and met the given curriculum goal(s) and instructional strategies. | 4 | 3 | 2 | 1 |
| 5. Resources and activities used are mainly found in Classroom Environment.                                 | 4 | 3 | 2 | 1 |
| 6. The structure of the lesson package has utilized features which were offered by the online platform.     | 4 | 3 | 2 | 1 |
| 7. Teacher was able to use the Lesson, Test, and Communication Features of the Online Platform.             | 4 | 3 | 2 | 1 |

**c. Lesson Delivery**

- |   |   |   |   |   |
|---|---|---|---|---|
| 8. Teacher makes use of the tutorial and interactive activities to facilitate active participation from the students.   | 4 | 3 | 2 | 1 |
| 9. Vocal quality and eye contact appropriate. Obvious knowledge of subject and enthusiasm for topic.  | 4 | 3 | 2 | 1 |
| 10. The teacher creates exceptional learning activities with technology that enable students to learn independently, to be creative, and to think critically. | 4 | 3 | 2 | 1 |
| 11. Assessments are defined showing clear relationship to all objectives addressed in the lesson.   | 4 | 3 | 2 | 1 |
| 12. The use of technology is embedded in the lesson. More than 3 types of technology are used.  | 4 | 3 | 2 | 1 |
| 13. The students actively participated in the learning activities   | 4 | 3 | 2 | 1 |
| 14. The teacher is not easily distracted when technical issues arise during the delivery of lesson.   | 4 | 3 | 2 | 1 |
| 15. The teacher is comfortable with students learning at their own pace.  | 4 | 3 | 2 | 1 |

*Hypothetical Mean Range:*      1:00 – 1.75 – Good                      2.51 – 3.25 – Satisfactory  
    1.76 – 2.50 – Very Good                      3.26 – 4.00 – Very Satisfactory

**Directions:** Provide your honest response to each of the following questions. Please write your answer in the space given inside the box.

**II. Other Observations.**

1. Have you observed some other things that could be essential in this study? Please enumerate.

2. What changes would you suggest to improve future teaching performance in delivering instruction online?