

The Struggle is Real”: Seasoned Teachers’ Lived Experiences in Online Distance Learning Modality

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Abstract

This phenomenology focused on the lived experiences of seasoned teachers of Republic Central Colleges in Angeles City, Pampanga during the shift to online distance learning (ODL) modality in the time of COVID-19 pandemic. This study aims to explore the perceptions of seasoned teachers towards ODL, the changes they have observed, the challenges they have encountered, the coping mechanisms they have utilized, supports received, and their learning experiences in general. There were seven (7) participants identified through the purposive sampling technique. Data are analyzed through Content Analysis. Findings reveal that participants perceived ODL with negative perceptions. Majority of participants identified changes in the teaching-learning process, instructional materials and teachers' attitude. Challenges and struggles identified in instruction were technological, instructional delivery and motivational challenges; while in classroom management were problems towards student engagement and discipline, resources and control of the learning management system; and in assessment were problems towards student outputs, assessment activities and learning management system. As regards to the participants' coping mechanisms, in instruction, adaptive instruction, teaching social support and resilience were noted; in classroom management, presenting positive attitudes and imposing class rules; in assessment, assessment modifications, positive attitudes towards students, building capacity and social support. Supports were also received by the participants like social, professional and administrative supports. Further, seasoned teachers had positive learning experiences in ODL. Based on the findings, it is suggested that supports should be sustained, hence, emotional and spiritual support must be provided.

Keywords: Seasoned teachers, online distance learning, pedagogy, teaching