



## Lived Experiences of Junior High School Teachers During the Covid-19 Pandemic

Flordeliza Addatu<sup>1</sup>, Darwin Caronan<sup>2</sup>, Juliet Addatu<sup>3</sup>, Ethel Joyce Layus<sup>4</sup>,  
Annaliza Bunagan<sup>5</sup>, Darin Jan Tindowen<sup>6</sup>

<sup>1,2,3,4,5</sup>Junior High School, University of Saint Louis, Tuguegarao City,  
Philippines

<sup>6</sup>Center for Social Innovation, Local Knowledge and Educational Research,  
University of Saint Louis, Tuguegarao City, Philippines

**Corresponding Author:** Darin Jan Tindowen [djtindowen2015@gmail.com](mailto:djtindowen2015@gmail.com)

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### ABSTRACT

The presence of different modalities or flexible learning became the current trend in education because of the Covid 19 pandemic. This is to address the needs of the learners without delimiting the objectives and necessary skills even amid pandemic. This study was conducted to explore the lived experiences of teachers during the Covid 19 pandemic upon the implementation of flexible learning. Phenomenological interpretative research utilizing an in-depth one-on-one interview method was employed. 10 teachers in the Junior High School Department were considered participants of the study. The result reveals that teachers experienced both positive and negative towards the implementation of flexible learning. Most of the teachers enhanced their skills thru the conducted seminars and webinars. However, teachers struggled in communicating with parents and students especially addressing the non-submission of outputs. This study concludes that even during pandemic, teachers were able to cope up with the challenges and hindrances in the teaching and learning process.

## **INTRODUCTION**

The outbreak of Coronavirus Disease 2019 (COVID-19) shaken-up not only public health condition but it also caused impediments into the various spheres of life like the economy, politics and governance, culture, religion, and education (Suhail et. al, 2020) (Alvarez, 2020). The social and economic disruption due to the COVID-19 pandemic (World Health Organization, 2020) received global attention most especially in the education sector, as considered to be one of the most vulnerable sectors to be affected by this global health crisis (Tria, 2020). Thus, educational practices must be flexible in order to adapt to changing social situations and contexts (Novitasari et. al.,2021). In this case, paradigm shifts in the different dimensions of teaching and learning must go through significant changes most especially in fully introducing and integrating e-learning or online learning.

Online learning is not new even to the developing countries like the Philippines, in which some Colleges and State Universities already incorporated a variety of media and didactic tools like Learning Management System, gamification, animated clips, videos, podcasts, voice boards, e-book readers, e-folio, MOOC (Carrillo & Flores, 2020). In doing so, the gradual increase of COVID-19 cases pushed the government to imposed Enhanced Community Quarantine (ECQ) on March 17, 2020 in Luzon (Inter-Agency Task Force for the Management of Emerging Infectious Disease, 2020). As a result, the Philippine government through the Commission on Higher Education (CHED) issued COVID-19 Advisory No. 5 that classes, school activities together with internship and on-the-job training for the entire island of Luzon are all canceled and employees are required to work from home while offices for essential basic services are obliged to have skeletal workforce (Commission on Higher Education, 2020). However, the uncontrollable upsurge of COVID-19 led the government to extend ECQ until the end of April 2020. So, CHED released COVID-19 Advisory No. 6 authorizes higher education institutions (HEIs), who are still using the June-March school calendar to end the semester immediately while schools aligned with the August-May school calendar were given full autonomy to adopt flexible learning and other means of teaching and learning delivery for the synchronous and asynchronous learning tasks.

Flexible learning encompasses the different learning interventions and pathways to set the seal on inclusive, accessible, and quality education when the traditional modes of teaching and learning are not worth considering during national emergencies like the pandemic (CHED, 2020; Tria, 2020; Cadapan, et al., 2021). This is to ensure that learning, either formal or non-formal should not be halt (Tria, 2020) and the academic standard should not be traded off despite the emergence of the COVID-19 pandemic (Acosta, 2016).

As a response to the national health and academic emergency, the University of Saint Louis Tuguegarao issued Academic Advisory 2 s. 2020-2021 for the implementation of flexible learning with four modalities for Basic Education and per semester for College. These four modalities namely: Blended Learning (BL), Full Online (FO), Correspondence Learning Modality 1-Printed Modules (CLM1), and Correspondence Learning Modality 2-E- Modules

(CLM2) for the Academic Year 2020-2021 were administered in order to mitigate the risks of infection in the institution and to secure the academic needs of the Louisiana community. In addition, these modalities provided teaching and learning opportunities and challenges not only for the students but also for the faculty most especially in their technical competence, online readiness, and training, attitude, and methodology toward flexible learning. Hence, the researchers seek to assess the overall experience of Junior High School teachers upon the implementation of flexible learning in the department.

## **METHOD**

This study utilized a qualitative research design employing Phenomenological Interpretative Approach. This research approach helped explore in details the meanings those particular experiences, events, states hold for informants. The approach is phenomenological in nature which involved a detailed examination of the participants' interaction with their world. It helped interpret personal experiences and their personal perception or account towards this event, which in this case were the 10 teachers in the Junior High School Department of a Catholic Institution in Northern Philippines who brought to light their lived experiences towards the implementation of flexible learning.

The informants of the study were twenty (10) teachers of the Junior High School. They were chosen to become the participants with the use of purposive sampling technique through an inclusion criterion composed of the following: (1) The teacher must be in service for more than 2 years and (2) The teacher must be willing to participate in the study. The age of the informants ranges from 25- 56 years old and they came from different subject areas such as Mathematics, TLE, Christian Living, English, Filipino, and Science. Moreover, the purpose of the research was explained and all of their queries were promptly address. In addition, a consent letter was given to the participants prior to the interview session. Lastly, each informant was given their corresponding codes which were referred to by codes I01 to I10.

The researchers utilized a one-on-one in-depth interview with the use of open-ended questions to explore the lived experiences of teachers towards the implementation of flexible learning in the midst Covid19 pandemic. The study made use of a semi-structured interview as its data collection technique - a commonly used technique in qualitative research (Kallio, Pietila, Johnson & Kangasniemi, 2016). Semi-structured (semi-standardized/SSI) are conducted using an interview questionnaire or schedule comprised of predetermined or scheduled primary questions, followed by sub-questions or "probes" (McIntosh, Morse, 2015). Through this, participants were able to express and elaborate themselves more during the interview. The semi-structured interview format encourages two-way communication. Both the interviewer and the candidate can ask questions, which allows for a comprehensive discussion of pertinent topics (Paine, 2015). Utilizing the funneling approach (Smith & Osborn, 2008), questions of the interview schedule were devised to be flexible, neutral and non-leading. Appropriate prompts were employed with initial

questions, to encourage the participants to elaborate on the details. Every subsequent interview was re-defined by taking novel inputs from the previous one to ensure refinement of the original schedule (Suhail, Iqbal & Smith, 2020). In addition, due to the current health crisis brought by the COVID-19 pandemic, minimum health protocols were strictly followed by the researchers during the data gathering.

This study utilized Phenomenological Interpretative Approach for the research probe, to explore the lived experiences of teachers towards the implementation of flexible learning during the Covid 19 pandemic. Below are the steps that were followed during analysis:

1. The data that were gathered from the participants will be read and re-read thoroughly to obtain a general idea of the participant's account and sense of the whole. Also, the themes and novel details stated by the participants were noted simultaneously.
2. Second, the data gathered were re-visited and discrimination of meaning units within an educational perspective were given to the themes to enable a higher level of abstraction, while keeping the original account of the participants integral.
3. Third, summarization of the themes was noted to be able to get the fundamental essence of the participant's experiences on prolonged social deprivation.
4. Lastly, groups of themes that are interrelated among the data were identified and the list of the leading themes was produced by the first and second researcher separately to ensure face validity. The leading and subordinate themes were refined by the third and fourth researcher before the finalization of data analysis and synthesizing of transformed meaning to form a consistent statement of the structure of the participant's experience before all the authors agreed and finalize the themes. The goal was to make sure that the analysis that was presented on each account was justified by the data and matched the participants' account.

## **RESULTS AND DISCUSSION**

This research was guided by an in-depth one-on-one interview to explore the lived experiences of the Junior High School teachers concerning flexible learning amidst pandemic. The sudden shift of learning instructions and the educational landscape triggered the different aspects of the teaching and learning process of teachers. Thus, the data gathered was analyzed and it indicated four major themes with sub-themes to fully cater to and discuss the objectives of the study. These were the four major themes revealed which include; 1) Positive Experiences, 2) Negative Experiences, 3) Coping Mechanisms in Challenges and Hindrances, and 4) Recommendations in the Implementation of New Mode of Learning. Some narrative experiences of the respondents were translated into the English language.

### **Theme 1. Positive Experiences**

This theme describes the general benefits and advantages experienced by the teachers during the shifting of learning instructions from face-to-face to flexible learning due to COVID-19 pandemic. In this section, the respondents shared some opportunities and benefits concerning their newly discovered skills and things about technology and improving time management.

#### **a) Enhancing Professional Development.**

For the teachers to achieve effective and efficient learning outcomes, proper training and seminars must be conducted. The study revealed that teachers discovered, honed, and developed their skills and knowledge thru webinars and seminars on how to manipulate and use different learning instructions to cater to the needs of the new educational landscape. Some of the verbalization of the respondents are as follows:

**R03:** *“Of course, when we were preparing, we had the orientation about the LMS which is the system we are about to use for this school year and there were all some seminar and trainings that were held on online spearheaded by the VP for Academics and these trainings guided us for us to be better prepared for this new mode of learning in this time of pandemic.”*

**R07:** *“I have to ask and engage in short term seminars in order for me to get familiarize with technologies, at first I cried, but (ha,ha,ha) I learn to love my profession.”*

**R09:** *“The best experience I have during the online learning is that I learned new things and new ideas in the use of technology. Honestly speaking I’ am not so good in terms of using technology.”*

**R10:** *“The institution had given us seminars as preparation. I also prepare myself in some expected challenges that I might encounter.”*

Before the start of the next term, teachers were given the opportunities to explore new things thru the conducted seminars and webinars by the institutions. This is the time where they can assess their teaching and managerial skills whether they need assistance or improve a particular skill. It also improves and enrich the teacher’s knowledge and learning (Fresko et. al., 2015) (Lee, 2011). In the study conducted, most of the participants shared that seminars and webinars helped them to prepare and little by little learn the new way of delivering the instruction. However, some teachers encountered difficulty in absorbing the new reality of teaching but the help of colleagues, guides by coordinators and admins, and the seminars conducted, it helps them to lessen the workloads of the teachers.

### **b) Technical Readiness**

Technical readiness became one of the staple skills teachers must have because of the sudden shift of learning instructions. Teachers have the opportunity to discover the usage of differentiated technology based medium of instructions in order to cater the students' needs virtually. Some of the verbalization of the respondents are as follows:

**R01:** *"I make my own videos in order for my students to understand the lesson because some students prefer to watch and hear the whole lesson."*

**R02:** *"...for the online students I made voice over or conduct zoom meeting. This scenario serves us our face to face."*

**R03:** *"In teleconferencing, there were instructions given to us but I struggled when I used it for the first time but as time went by, I was able to master on how to use it properly."*

**R04:** *"I familiarized myself with the online platform that will be used."*

**R10:** *"With this pandemic everything become new to everyone not only to me but to everyone who are in the field of education implementation I also tried to explore the use of our LMS before the school year in order for me to be ready."*

Teachers were allowed to manage their time well on preparing the weekly lessons because of the assistance of educational technology and it gives opportunity for both students and teachers to engage virtually (Tello, 2015). Some of our participants shared with us their technological convenience in terms of recording and checking the scores and outputs of their students. Some even compared their situation during the face-to-face that they spend so much time checking the quizzes of their students but now, after uploading it, teachers will just wait for the students to finish the quiz and they can now easily access all the scores. However, some of the teachers find difficulty in manipulating online platforms for learning for the first time but as time passes by, they were able to learn how to use them properly. It also revealed in our study that some teachers have the idea and knowledge about educational technology. They can make and customize their instruction to cater to the needs of their learners by making video, voice record, and using zoom meetings for teleconferencing. They also shared that after some briefing and seminars they tried to explore more the features of LMS since it served as the main instructional material this school year.

### **c) Adaptability**

Adaptability is a skill necessary for a teacher to adapt and respond to the rapid changes in education. It helps the teachers to conform to the new pedagogies, learning instructions, strategies, and methods to fit in with the trends in education. This kind of skill will help them to be more flexible in their

environment and uplift their morale and principle in teaching. Some of the verbalization of the respondents are as follows:

**R03:** *“Because of the new mode of learning, it’s a challenge for me but in a positive because it hones my ability to adapt to the change.”*

**R02:** *“I maintain my routines, that I can be flexible in purposeful activities that can help me to lessen stress. Encourage learners to engage learning each day. Put things in perspective. Have a best planning to have a productive and stress free for this new normal education for this pandemic that we are actually experiencing.”*

**R01:** *“It’s not hard to make module because we usually based it form our previous learning plan which is the DLP/ However, in the making of module I just made it in more detailed way in order for my students to fully understand the lesson and they can feel my presence while reading the module.”*

Adaptability skills pave the way to the survival of the teachers in the new mode of learning. It revealed in the study that teachers were able to at least adapt to the new mode of learning because of the previous training and curriculum of the school. Some shared that the introduction of the making of the module is somewhat not new to them because of the Dynamic Learning Program (DLP) used last school year and a bunch of references in the library. They used it as their basis and make the module more detailed for the students to understand the lesson even without the presence of the teacher. Some teachers also shared the common notion that they feel tensed in embracing the new way of learning but they turn it into a positive way and make a better way to let their students learn and achieve more even amid pandemic. This is also evident in the study of Mardiana (2020) that some of the teachers are unprepared in teaching and make the learning chaotic, however, teachers are willing to adapt technological change and ready to move in the 21<sup>st</sup> century educational landscape.

## **Theme 2. Negative Experiences**

This term exhibits the difficulties and challenges experienced by the teachers in connection to the used of flexible learning. Within this theme are the common and general struggles of teachers, students, and parents in facing the new mode of teaching and learning processes. In this part, the respondents answered concrete experiences of problems in dealing with and facing the new system of instruction. In general, lack of digital access, student’s misbehavior in the new mode of instruction, challenges for teachers in the new mode of instruction, and teacher-parent relationship are the revelations on how does flexible learning affects the said audiences of the new mode of instruction in the time of Covid19 pandemic.

**a) Digital Access**

In flexible learning, the availability or use of technology must be accessible for both teachers and students. This is one of the salient features that must be considered in order to make the teaching and learning purposeful and lifelong. In the study, it was revealed that lack of digital literacy and poor internet connection were the general struggles of teachers and students in facing and implementing the new system of the instruction. Some of the verbalizations of respondents are as follows:

**R01:** *“For me, webinars are helpful but it is not enough specially for the teachers who are not fully literate about the use of technology. There are those who are not experienced and cannot easily adapt on the use technology in new system of instruction.”*

**R03:** *“The internet connection. We the teachers are not the only one who are encountering problem regarding this but also our students. Sometimes, students cannot attend to our teleconferencing because of this kind of problem”.*

**R02:** *“Even if we are in the school, the internet connection is still unstable. We find it hard specially during teleconferencing”.*

The teachers and the school are giving their best to deliver and provide the needs of learners in the flexible learning but in doing such, there are still problems regarding digital accessibility occurred. Access and skills in using digital devices also open up opportunities for individuals and groups in a variety of areas, such as education (Cueto, Felipe, & León, 2018). The lack of digital literacy and poor internet connection were some of the clamors of teachers in doing online teaching. These problems demand for specific action and intervention in order to do better in the coming school year.

**b) Student Misbehavior in the Flexible Learning**

The commonly used of face-to-face learning is truly different form the distance learning that we are using at present due to the pandemic. Students’ misbehavior comprises; students fail to follow the rules or expectations for the activity, engaging instead in behaviors outside of the norms or such as ceasing to participate in the activity, or participating in it in an undesired and inappropriate fashion. Some of the verbalizations of respondents are as follows:

**R01:** *“We cannot assure if they are the ones who really do their outputs. Many of them depend on their parents.”*

**R03:** *“For online learning, some students are not attentive and show no interest at all specially during teleconferencing, we are not sure if they are really listening. They slowly becoming lazy instead, they deal more on their social media accounts. They are so active to other things but the complete opposite towards learning.”*



**R02:** *"In checking their essays, I really need to use Plag-Scan to make sure that they did their own work because some of them do the copy-paste method."*

Monitoring student behaviors in this time of flexible learning is harder than the usual. Educators in the 21<sup>st</sup> century realize that students entering the classroom today are much different from those who have come before. Today's students are demanding a change in the classroom because of their ability to gather information faster than any other generation. It gives users on-demand access to the content, tools, training, information, and support they need to create and enhance learning relevance and efficacy through both school-provided and personal technology (Robert., 2013). The study revealed that, many students are not actively participating in the learning and teaching process considering the distance and flexible learning. With this, some of the learning outcomes are not met as what is expected in the students.

### **c) Challenges for Teachers in the Flexible Learning**

Flexible learning and its relationship to the use of technologies have together offered many promises to the field of education. In practice however, most teachers experience challenges dealing into their personal struggles about using technology for instructional delivery, adjusting and adapting in the use of different learning modalities and encouraging student's active participation and even teacher - parent relationship. This paper will examine some of the current thought on the promises, problems, and the future possibilities in modern distance learning, particularly on teachers emerging challenges.

**R01:** *"It is good to use the LMS (Learning Management System) however, in the part of teachers it is somewhat toxic because we have to consider different modalities. For instance, we are to check outputs in printed, email and online."*

**R02:** *"Since I'm handling two curriculums in a Grade 7 level, I need to think of different assessments in the two curriculum and I still need to prepare assessment in my Grade 9 class. In making video recording of my lessons, I also need to accomplish three preparations. Furthermore, I have to extend my time and efforts for those students who are complying or those who are not able to pass their outputs on time because of online games addiction."*

**R03:** *"Parents as well as students were my difficult dealings in this new norm learning, there are those parents who gets angry because of their child's non-submission of activities. Sometimes, reaching out for their parents for them to pass their lacking activities is the best remedy but some of the parents are not reachable and cooperative in this scenario."*

In the educational system we cannot go away from the different challenges that the teachers may encounter. Most teaching staff are not confident using electronic tool and they expressed that they need more formal training, but in general, they are all happy to use as a tool for flexible learning because of more convenience, easy access and live update (Sheriffdeen, 2007). Nonetheless,

because of the new mode of instruction teachers need to do some adjustments together with the struggles that may challenge their capabilities. Aside from balancing their works regarding flexible learning, students as their major clients were most challenging part of the new system. This study also focuses on the need of parent interaction and support for their child good academic progress. The participants that provided opportunities for engagement with parents made a real difference in the lives of children, especially in high need areas. Parental engagement cannot occur in isolation, administrators and community agencies also need to support the efforts of teachers (Love, 2014).

### **Theme 3. Coping Mechanism in Challenges and Hindrances in the Flexible Learning**

The absence of face-to-face instruction brought a new wave of academic and emotional challenges and issues among students (Alvarez, 2020). In doing so, teachers provide coping strategies to manage predicament and crucial situations, either in a behavioral or cognitive manner (Adams & Wegener, 2011). In which, this theme mainly focuses on the behavioral coping strategies of teachers based on the shared experiences of the respondents.

#### **a.) Academic and Emotional Assistance**

The academic and emotional assistance through chatting, texting, and calling of students yield another demonstration of the student-teacher relationship amidst the pandemic. In fact, the following are the interactions of teachers to show their genuine concern to promote students' cognitive and emotional development (Carrillo & Flores, 2020):

**R01:** *"Then there are students who are no longer honest in doing their activities. So, in this case, I do values integration and I told them, "I'm giving you the chance to do your work again for you to learn because this is for yourself and not for us and besides if you haven't been honest in what you're doing, it's not me you're fooling but yourself because that's for you."*

**R02:** *"I planned on how to assist learners in developing their skills. We involve in identifying their own goals and activities. Also, draw good communication skills toward learners and parents. Mental health is also important. Relax in working but with quality output."*

Based on the responses, communication skills also helped the teachers to extend their academic and emotional assistance considering the economic, academic, and emotional status of the students. In addition, parents were able to keep an eye on their children based on the updates of their child's class adviser or subject teachers. This affirms the study of Carrillo & Flores (2020) that prompt communications greatly influence the cohesion of learning communities wherein the challenges faced by the students through the help of their teachers and parents or guardians were gradually lessened and overcome.

### **b.) Utilization of Different Strategies and Approaches.**

In teaching, achieving effective strategies and approaches, directly and indirectly, affect student's motivation, attention and information processing (Toquero, 2021). The study affirms that flexible learning also provides an avenue to help students achieve the desired goal of learning (Acosta, 2016), to wit:

**R05:** *"Thinking of the best strategy to easily get the attention of students in reading it that's why we gave discussion strategies in it for them to seemingly feel that we teachers are with them in their studies."*

**R06:** *"One of the challenges that I've met is the students with low scores and poor outputs. With this challenge, I gave students special quizzes and essays with a certain topic for them to overcome low scores."*

The interview conducted revealed the importance of differentiated learning strategies and approaches because of the uniqueness of each learner. This supports the findings of Navari, et al., (2020) about the effects of teachers' innovation capabilities on students' learning readiness. According to our respondents, they find difficulties in applying various strategies but with the help of their colleagues and motivation from the administrators, they were able to adjust their learning instructions in accordance with academic excellence as one of the core values of the university. With this, teachers were able to build a meaningful connection with their students that provide an opportunity to demonstrate their strengths and to gain mastery over their weaknesses (Toquero, 2021; Duncan & Young 2009).

### **c.) Monitoring Students' Progress**

Monitoring students' progress is essential to keep them on track in this new kind of learning instruction. Hence, respondent 2 (R02) and respondent 10 (R10) shared their involvement in building rapport to discern and cater to the needs of their students:

**R02:** *"For my advisory class, I ask questions through our group chat once a week. Then, there are times, parents ask permission to have a video chat so that my students can see and get to know me."*

**R10:** *"We must find ways on how to build up our connection to our students in this new system especially when they feel depressed. Maybe the guidance office can provide us techniques on how to deal with students in this time of the pandemic."*

Based on the responses, it is important to note the role of advisers to which students and parents largely depend on the learners' progress. Building rapport is one of the basic ways to build up a student-teacher-parent relationship (Carrillo & Flores, 2020), thus, even in the absence of face-to-face interaction teachers must get to know their own learners (Alvarez, 2020). In addition, the respondents even expressed the importance of each stakeholder

like the guidance counselors to come up with appropriate ways for teachers and parents in dealing with the concerns of the students. For instance, the guidance counselors of the JHS department extend their help by calling each student for the monitoring of their well-being. This kind of assistance supported the notion of Martin & Ndoye (2016) that learning environment should provide immediate feedback that serves as the learner's individual practice and guidance.

#### **Theme 4. Recommendations in the Implementation of Flexible Learning**

This theme discussed some of the key points made by the teachers to make a more synchronize and organize flexible learning. This section will help the stakeholders to make a discussion basing on the actual experiences and recommendations made by the teachers. These recommendations will build a better way of delivering the instructions and solve some major and minor issues during the duration of the implementation of flexible learning.

##### **a) Intensive Orientation**

Orientation is a proper way of introducing new information, instruction, and training to the students in order to achieve a certain goal before the new semester starts. It helps to extend and strengthen the relationship of the school towards the teachers and students. Some of the verbalization of the respondents are as follows:

**R02:** *"There should be orientation, intensive orientation of the parents with subject teachers."*

**R03:** *"The office must have a communication with the parents because it looks likes parents had not undergone briefing about the new mode of learning."*

**R05:** *"Next school year, parents and students must decide as one and select the best modality that suites the ability of the students to learn well basing on the interests and needs of students."*

**R09:** *"Based on my experience one thing that should be enhanced is our awareness in the use of LMS and of course proper orientation for both teachers and students. Old teachers should also be in consideration, or maybe they can have a separate orientation."*

Based on the interview conducted, the majority of the teachers recommended an intensive orientation of the parents and students for them to understand the new policies and academic rules. According to our respondents, this orientation will help the parents to understand the situation of the teachers and students in the new normal way of learning, especially in discussing the consequences and actions to the students who are often not complying with the requirements and have the difficulty in reaching out to their teachers. In the study conducted by Crosnoe (2001), academic orientation to parents is highly recommended because it increased their involvement. Aside from that, the school will help and guide the parents and students to decide well on what

modality best suited for them considering their resources. This is also an avenue for the teachers-parents-students to build rapport and a meaningful teaching-learning process for the rest of the year.

**a) Equal Opportunities to Students**

Most of the educator agreed that education is for all as equal opportunities must cater all the students. Education must be inclusive in order to provide quality education and this will serve an avenue to a more socialization amongst the learners.

**R01:** *"It would be better if our students are all online, though it hard...but what I mean is all students are free to join the discussion regardless of the modality."*

**R09:** *"If we can let those who belong to the CLM 2 (e-mail) to be included in our teleconferencing."*

In the interview conducted, some teachers highly recommended the inclusivity of the teleconferencing regardless of the modality to help the modular students understand and comprehend well the lesson. According to the experience of some interviewed teachers, they have a hard time answering the queries of the modular students thru the use of Messenger, and sometimes, learners asked questions out of the schedule of the teachers, usually during nighttime.

**CONCLUSION AND RECOMMENDATIONS**

This study concludes that Junior High School teachers experienced both positive and negative experiences during first implementation of flexible learning. It was evident that teachers were able to enhance their skills because of series of seminars and webinars conducted by the University. Aside from this, some of them were able to adapt to the changing needs of learning instructions and able to connect previous knowledge and practices to the current situation. However, most of the teachers struggled on how to deal with parents and students in addressing the missing outputs of the students. There are also circumstances that teachers experience poor internet connection which affects their interaction with the students. Thus, they were able to make remedies and coping mechanisms to address their challenges and hindrances.

For the stakeholders, they should take into considerations the lived of experiences of teachers for them to be able to implement programs, seminars, and trainings. This is also to improve and develop the current educational instructions to cater both needs of the teachers and students.

A further study should be conducted to explore more the lived experiences of the teachers in the implementation of flexible learning.

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