



From Subtle Stability to Fine-tuning: A Phenomenological Study of Seasoned Teachers' Changeover to Virtual Instruction

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Abstract

Background: Over time, teaching has improved with technology in education, especially during the pandemic, with seasoned teachers continually innovating to enhance students' learning processes. However, this has raised the concern that some seasoned teachers might not be technologically savvy due to the challenges experienced by seasoned teachers during the transition.

Methods: The researchers used the qualitative phenomenological research design. The study sought to understand the lived experience of seasoned teachers who were required to adapt to technology for remote teaching. Its goal is to understand their lived experience related to the question of "What are the challenges, struggles, and transitions that seasoned teachers face during virtual instruction?"

Findings: Based on the results gathered from the participants' lived experiences, three main themes emerged from it. The three main themes are (1) Resiliency, which includes the sub-themes Work-life Balance and Mental Health Maintenance (2) Productivity, which comprises the sub-themes Efficient Performance and Proficient Mentorship and (3) Adaptability, which contains the sub-themes Skill Improvement and Physical Environment.

Conclusion: Adapting to the use of technology for teaching is one of the challenges for seasoned teachers as using technology may be difficult for them. However, their responses showed their perseverance and commitment to teaching, which motivated them to overcome such challenges.

Recommendations: Researchers recommend expanding the locale on different teaching departments, age groups, and other teaching disciplines seen in an online setting to have more diverse participants and perspectives. Furthermore, researchers also highly suggest exploring and discovering different studies related to tackling various topics related to the study.

Keywords: Online teaching, Education, Seasoned Teachers, Adapt, Virtual learning.

I. INTRODUCTION

The advancements in technology have certainly changed the way people live. Technology today is not just used for entertainment. It improves the quality of life and improves society. Technology is widely used mainly in educational services. On the contrary, it is now conceived as a necessity, with faster means of transportation, access to news, information, and communication worldwide. (Goodman, 2021) The 21st Century is the generation marked by proficiency in teaching in the years past.

Nevertheless, even though 70% of seniors are now online, nearly 50% of older adults, ranging ages from 65 and older, and 40% of those ages 50-64 years old feeling they need someone to assist them in learning and to use a new technology device (Dahlke, Lindeman, & Ory, 2019). According to Samifanni & Gumanit (2021), Teachers accustomed to traditional teaching modes had no choice but to abide by the mandate regardless of their skills or experiences with online instruction. Due to the pandemic, seasoned teachers had to attend webinars that can help them familiarize themselves and learn different platforms used in virtual instruction.

According to Dhawan (2020), online learning is not an option but a necessity. Because of the pandemic, the institutions that are reluctant to change have no other choice but to accept modern technology. According to the national government under article XIV, Section 12 of the 1987 Philippine Constitution, "The State shall regulate the transfer and promote the adaptation of technology from all sources for the national benefit. It shall encourage the widest participation of private groups, local governments, and community-based organizations in the generation and utilization of science and technology." Ever since the pandemic has started, it has been mandatory for citizens to have social distance. Education must persist despite the pandemic; hence, the participants must adapt to the situation.

However, most educational institutions and business sectors closed amidst the pandemic, forcing them to adapt virtually. With the initial challenge comes the new opportunities technology gives people in connecting for the safety of others. Between March and the middle of April 2020, "More than 1 billion learners were affected and more than 100 schools were closed

due to the pandemic (UNESCO)." Because of the pandemic, schools found ways to continue teaching online. Through technology, online classes were conducted where teachers and students alike would adapt simultaneously, yet not everyone is technologically adept with it. Teachers also had concerns with the building-support levels regarding seamless technology integration in the classrooms related to adequate web-based interconnectivity utilizing the available educator tools to enhance their teaching performance (Williams, 2017).

This study aims to understand the lived experiences of seasoned teachers who are required to change over to virtual instruction to better understand their experiences as seasoned teachers during the transition. Seasoned Teachers refer to teachers within the age range of 50- 65 years old. Moreover, this study highlights how they could cope with their challenges adapting to virtual instruction during the pandemic. "If we are to best support teacher educators in these unprecedented efforts. Attention must be given to developing more robust means of assessing teacher educator readiness to transition their courses online in the context of crisis moments such as the COVID-19 pandemic (Cutri, Mena, & Whiting 2020)."

This study focuses on understanding the strategies employed by the seasoned teachers used to prepare for the changeover to virtual instruction for the betterment of themselves and the students, improving their teaching performance, time-management skills, and the use of unique teaching methods like utilizing interactive games, learning platforms, and communication applications for virtual instruction (Ely, 2018). Moreover, this study will help answer the challenges, struggles, and transitions that seasoned teachers face during virtual instruction? Besides, the research questions that will guide the researchers in their study are: What changes did seasoned teachers implement in their teaching styles to facilitate the transition from face-to-face learning to virtual instruction?

This research paper is qualitative as it helps provide information focused on understanding the experiences of seasoned teachers (Condon & Coulson, 2017). and the researchers' curiosity on how they adapted and what they changed to adapt and maintain their productivity effectively. Using the phenomenological research method to collect

the data and its central objective is to understand the struggles and transitions they faced during virtual instruction.

Based on the results gathered from the participant's lived experiences, three main themes emerged from it. These three main themes are (1) Productivity, (2) Adaptability (3) Resiliency. Each of these themes has two sub-themes. Efficient performance and proficient mentorship are under Productivity, the physical environment and skill improvement are under Adaptability, and work-life balance and health maintenance are in Resiliency.

II. METHODS

Research Design

The method used in this study is a qualitative method that uses a phenomenological research design to gather results. The main objective of this study is to understand the seasoned teachers' change over to a virtual setting. The emphasis of this research is qualitative, with a phenomenological research layout. "Qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences." (Bhandari, 2020)

The qualitative approach is used because it helps understand people's views, experiences, attitudes, behavior, and relationships. Furthermore, the interview of the participants is intended to capture the worldview and perspective that the researchers aim to study. The developmental questions are open-ended, allowing for the gathering of accurate information. It facilitates the researchers in understanding, explaining, and interpreting the participants' thoughts, behavior, perceptions, and experiences (Aspers & Corte, 2019).



Figure 1: Map of Qatar taken cc: Google Images

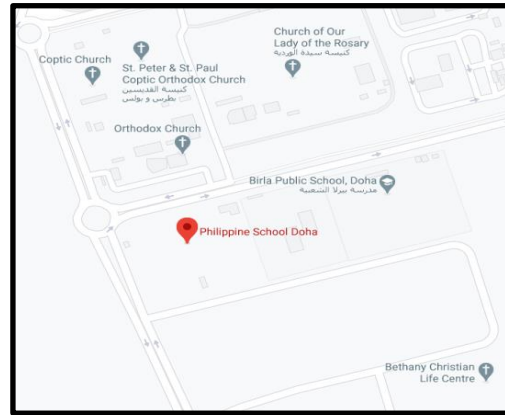


Figure 2: Location of Philippine School Doha cc: Google Maps

Data Collection and Ethical Consideration

The data required was obtained through a semi-structured interview with the participants, composed of twenty-five (25) interview questions.

The researchers have selected participants, and copies of the robotfoto were distributed to 9 participants via email. It contained vital information such as civil status, educational attainment, teaching in what country, teaching at what level, the length of teaching in, months/years, programs familiar with, nationality, and a short description of experience in work.

The researchers have sent consent letters and reassured the participants that the information will remain anonymous and confidential. Only fellow researchers and the research adviser will access their information once the consent letters are gathered from the researcher's scheduled interviews with the participants. The necessary data used in the research was transcribed verbatim from the interview with the participant's consent to record the interview for the researcher's transcription.

Data Analysis

According to Chapman (2018), "Data Analysis is the process of inspecting, rearranging, modifying and transforming data to extract useful information from it." For the researchers to create the themes, the data analysis is started by (1) listening and relisting to the recorded interviews in creating the emic transcription to (2) analyzing the emic transcription to create the etic transcription. After transmitting, the researchers will start (3) creating the cool analysis where the researchers will make a table consisting of etic

transcription and the developmental questions for easier understanding. Then, (4) the researchers will start the warm analysis by classifying the similar themes and answers on the participants' answers through a dendrogram. The researchers categorize the participants' responses and create sub-themes and major themes. After finding the themes and sub-themes, (5) the simulacrum will be created to present the findings based on the themes and sub-themes visually.

Simulacrum



Figures 3: The Simulacrum

The figure above shows the three major themes: **Adaptability, Productivity, and Resiliency**. These central themes pertain to the common disciplines found in the participants from their experiences in the changeover to the virtual instruction. Each main theme has two correlating sub-themes: **Physical Environment** and **Skill Improvement**, **Efficient Performance** and **Proficient Mentorship**, **Work-Life Balance**, and **Health Maintenance**, respectively.

The overall shape of the simulacrum represents the wifi signal we usually see online, meaning the virtual environment of the participants, and the icon in the middle represents the online world around us; in front of the globe, the two seasoned teachers represent the various participants included in our study. The color green in both the

students' and the seasoned teachers' clothes represent wisdom and knowledge. The color black symbolizes certainty and authority; the arrow in the simulacrum points to the students partaking in virtual instruction. It illustrates how the participants connect and mentor the students in virtual instruction. Each segment within the simulacrum has its meaning and the central theme. First is Adaptability, located at the bottom left portion, represented by yellow. Yellow means the color of hope and optimism where this heavily pushes the participants to adapt through their struggles and transitions. The second theme, Productivity, is orange in the top part. The color orange helps stimulate focus and Productivity with the organization. The last theme, Resiliency, is located in the bottom right portion with the color brown. Brown symbolizes maintaining stability and resiliency.

FINDINGS

From articulating the perception and experience of the participants, the objective of this phenomenological study is to observe and uncover the lived experiences of a selected group of seasoned teachers and their encounters in the changeover from the normal classroom setting to virtual instruction. This paper answers the question of "What are the challenges, struggles, and transitions that seasoned teachers face during virtual instruction?"

As conveyed in the study, the changeover to virtual instruction has become a difficult challenge for seasoned teachers, requiring the seasoned teachers to cope and develop new teaching strategies for virtual instruction, with the discipline's theme namely Adaptability, Productivity, and Resiliency. Adaptability talks about the challenges they experience and what the seasoned teachers did to improve the situation, Productivity, the factors that focus on how the seasoned teachers effectively teach students in virtual instruction, what techniques and strategies the participants used to get better in virtual instruction. Lastly, Resiliency focuses on factors that provide the seasoned teachers with boundaries between personal, professional matters and a work-life balance. Each theme covers different disciplines for the changeover to virtual instruction, which guided seasoned teachers in coping.

Adaptability:

To set foot into a new teaching and learning system, many participants had to learn to adapt and adjust their way of teaching, how they communicate with their students, and how they operate and use technology. Essentially, it focuses on the participants' challenges, what they improved on, and their necessary actions to meet the demand for a virtual teaching method. The gathered verbal responses of the seasoned teachers uncover their difficulty in the changeover to virtual instruction at first. As stated by one of the participants, *"Adapting to Virtual Instruction hasn't been easy. I found it difficult in the beginning because I had to familiarize myself with Google Meet and its extensions."* (P3)

"Before there was anticipation and encouragement for changing over and making use of virtual teaching. But as a teacher, you are comfortable in your ways. I am coping, but I do find it difficult some days, and I miss building rapport and interacting with students." (P6)

Other responses also supported this statement, describing their difficulty coping with the changeover but finding ways to adapt to virtual instruction.

"In virtual instruction, it is doubled. We have to prepare some videos and other materials. We respond to students beyond our time and the connection problem." (P1)

"I used the first few weeks to build that rapport with my students, but they do not have the drive to ask questions. How I overcame it was just asking constant questions to students." (P6)

Many participants experienced having difficulty wielding devices and using different video conferencing services. However, with the help of webinars, online tutorials, and guidance from their fellow seasoned teachers, they enhanced their expertise, capabilities, and rapport with their students in teaching through virtual instruction.

The **"Physical Environment"** is a subtheme of Adaptability. The pandemic requires everyone to work at home, and seasoned teachers are no exception. While we are comfortable in our personal spaces at home, it can also cause distraction during work. The participants have experienced hardships adjusting to a new

environment, combining their personal living space and turning it into their working area.

In the transition to virtual instruction, Participants encountered problems communicating with students and colleagues, as mentioned below:

"It was hard because we have to adjust since we have to divide our house to have a classroom environment, So we need to adjust since there are also barriers that can affect when communicating online."(P8)

"The environment affects us since we have to adjust. I used to interact with my students physically, but now it is difficult for the students in a remote area. virtual instruction is okay but due to barriers in communicating and strategies it depends if they will learn from you despite the environment." (P7)

"It's still better to do face to face because you can see what they are doing, unlike in virtual, you cannot see if they did their work or their parents, especially for the young students. But for junior high, senior high it's the same for the new normal and face to face, groupings are the main problem of the students." (P5)

Participants also experienced problems in terms of ambiance and atmosphere, which hindered the teaching and learning process in virtual instruction. As stated by the statements below:

"It affects me massively because the physical environment is a bit dire. You don't have that cozy feeling, but I am still grateful for the opportunity and the platform they are creating for us to be able to still reach out to students, but it is not the same as sitting across from each other." (P6)

"The environment affects us since we have to adjust. I used to interact with my students physically but now it is difficult for the students in a remote area. virtual instruction is okay but due to barriers in communicating and strategies it depends if they will learn from you despite the environment." (P8)

"We need to adapt to situations. Definitely, we are missing certain things when we are confined to the four walls and sitting in front of the screen and learning. It was difficult for the students because they do not have playtime with others." (P4)

The next subtheme, “**Skill Improvement,**” displays how the participants distinctively found their way to adapt and progress their new teaching styles and habits throughout virtual learning. Participants would plan and prepare the lessons ahead of time and practice, and participants would utilize recitations during discussions for participation. Since, upon the changeover of face-to-face learning to virtual learning, many participants encountered hindrances regarding their expertise and capability to teach in their unique fields. Furthermore, through attending webinars and training courses online, the participants were able to enhance their technical abilities, such as utilizing the computer more effectively, by the smartboard and sharing screens, and becoming familiar with various types of digital platforms to use in their discussions.

Furthermore, the seasoned teachers were also able to prepare through attempting to learn and familiarize their skills and knowledge through different mediums and platforms in virtual instruction, one statement by a participant, “*We took webinars, training in manipulating with hardware. How to set up things in order to give clearer instruction to our students.*” (P1)

“*Maybe they are techier than us, but we can adapt but more on the technical aspect in the Technology. Some ITP teachers are experts for that.*” (P5)

“*We had a lot of seminars and webinars to know what platform and modalities to use. We practiced but it depends on the level, since the younger teachers took a week, we took a lot longer which was nerve-racking but also fun since you also learned through the efforts of the DepEd and ICT in which we’re able to apply it.*” (P8)

In addition, most participants learned and mastered different teaching techniques regarding their fields which helped develop their skills and ability in teaching online. Also, numerous participants became more technologically proficient and confident about their capabilities in handling and utilizing different technologies. One participant confirms, “*Now as a teacher, I have become more adept at technology. I understand the programs and platforms better, I know the possible outcomes to address that better. I am*

more confident in the service that I am delivering.” (P7)

“*This definitely helped me to learn more computer skills than before. I have increased my skills in that I’ve learned to switch screens to use the other computer skills more efficiently than before.*” (P4)

“*My strengths increased, but what I did was, because there are multiple programs and platforms, I picked a few that I am now using and made myself very used to those specific programs rather than trying every single one.*” (P6)

Besides seasoned teachers struggling in teaching the material to be discussed in virtual instruction, students’ limited access to gadgets, wifi, and internet connection significantly hinder the students’ quality education and the seasoned teacher’s teaching and learning process. Additionally, due to the transition from the normal classroom setting to virtual instruction, students and seasoned teachers were affected whether it is financially, mentally, physically, or even the satisfaction the seasoned teachers obtain from teaching was reduced, as mentioned:

“*Most of us already have a cellphone but, a lot of the students still don’t have a cellphone so the LGU’s provided all children with tablets and freeloader. So we embrace the change and assist the students because some don’t know or are misguided so that’s why the parent’s role is important.*” (P8)

“*We create, plan and organize in class for events throughout the year. Nowadays, it’s all limited. Events pass by without showcasing a lot. My job as an art teacher hasn’t been the same. I’m always trying to find ways to keep the subject exciting, so their morale stays up.*” (P3)

Despite the changeover to virtual learning, participants may encounter challenges when teaching virtually. Still, with the help of seminars and co-workers, the participants could adapt faster and manage their new teaching styles.

Productivity:

Productivity of the participants means how many lessons the participants have delivered to the students. Participants must provide lessons very well by ensuring the students can understand the study well despite being in online classes.

One sub-theme, “**Efficient Performance,**” focuses on the participants’ strategies to enhance their teaching performance in virtual instruction. With the implementation of online learning, the participants must adopt new techniques to deliver the lessons to the students effectively.

“Preparation for the lesson was not easy since I had to teach 4 subjects, including grade 12 and another set of subjects to prepare for another semester. During those first 2 months, I had to relieve my stress because I was no longer able to take it.” (P9)

Due to the change to virtual instruction, the participants were overwhelmed to plan the lessons they had to teach to the students. Since this is the first time the participants are teaching online classes, it gives them stress.

“I needed more time to prepare for virtual learning since I was running out of ideas on how else I might make it more meaningful and appealing at times. I have to provide something new for them every day. If I keep doing the same thing for similar topics, the students will be bored.” (P4)

For participants to be efficient, their students should also be attentive so that the participants do not have to go through the lesson again if the students are not listening. The participants’ teaching would be monotonous and dull because of the limited and repetitive activities they could give to the students. However, despite the initial concerns of the participants, on account of virtual instruction, participants saved time and money as it was not necessary to prioritize traveling to school, allowing the participants to use the additional time to improve their techniques in teaching and preparing for virtual instruction.

“I believe I already understand and I can already be more efficient in my schedule. I understand how to fit into any activities we need to offer to learners.” (P7)

“Commuting was not a problem since I can just walk 200 or 300 meters to school instead of in which I was able to maximize my time especially in preparing for my lesson for the next day. I’m able to prepare my block plan so I can manage my time.” (P8)

Furthermore, many of the participants found solutions to their initial concerns and gathered help from other colleagues or familiarize themselves with the platforms the participants used to overcome those hurdles and cope with the change; as the participants mentioned, *“I do it through the help of my colleagues and through the seminars & webinars I have attended online. It helped me a lot to cope for the present situation.” (P2)*

“I had to learn the different applications in a short time frame. I use two computers when teaching. I share my screen on one laptop and monitor my students on the other. I even use my phone to take pictures of the present students. Sometimes I call their names out, if I don't hear a reply, they are absent.” (P3)

Due to the initial changeover, the limited time and interaction with the students hindered the participants’ performance; however, the participants found positive outcomes in virtual instruction by saving time and money. Through updating materials, help from colleagues, and familiarizing themselves with the platforms required in virtual education immensely helped the participants overcome their initial problems.

The second subtheme, “**Proficient Mentorship,**” talks about participants who are either experienced or novices in the field of mentoring or teaching. More specifically, in the area of the virtual world. Not only do they have to adapt quickly to have effective teaching, but they also gather advice and tips from other colleagues to further optimize and refine the way they teach online. Considering that the participants switched from the normal classroom setting to virtual learning, they had to adjust and invent new ways to help them from the problems they were facing to teach effectively. The subtheme covers using more technology-based learning, collecting and utilizing feedback, and enforcing discipline.

With the help of technology-based teaching solutions, the participants started utilizing new platforms, modules, and ways to gamify activities and quizzes. These kinds of teaching come with the added benefit of higher student engagement and participation.

“We have zoom and for activities/tests we use Kahoot but some students prefer modules. That is why we use blended and we actually adapt more with modular than virtual learning.” (P2)

“The strategies when it was one-on-one it was easy to interact with them. We have games, quizzes, videos, PowerPoint, presentations, and Visual games. When you give them the control to answer, all these things really help in interaction with the students.” (P4)

“To let my students interact more, I give them a short game, and they can answer immediately to the class. When the class is participative, it makes me feel motivated.” (P9)

The participants can then interpret the results of these activities as feedback, assessing the students' performance to see how well they have taught their students. Feedback plays a vital role during teaching as the advantages of feedback can express what styles of instruction the students would prefer while the seasoned teachers can refine and improve how they teach. Participants have also asked for feedback from their colleagues to compare notes to see what might work in a virtual environment.

“Feedback is important, that's why you have to make more activities for your students so that in case they don't understand, you elaborate your topic further. My strategy is to approach them because they might have problems in which they can't admit and you also have to be supportive aside from the parents.” (P8)

“I would ask them questions through text, even email to see how their work is going. The students send their work through there, and I can give my feedback immediately. I always prepare myself to answer any of their questions as well.” (P3)

The participants have also adjusted their way of disciplining misbehaving students, opting for a more straightforward approach. When done correctly, this allows the participants to address the student's problem and avoid further disruptions to the class that can waste valuable time.

“As the teacher, I can mute my students or even kick them out of the room if I need to. Other than the occasional person talking too loudly or speaking over someone else, I would tell them to be quiet and wait for their turn to speak. I haven't had any behavior problems up to this point.” (P3)

“We address the situation. We also struggle with the fact that we do not make it compulsory for them to put a video on. If you ask a person a question many times and they do not respond, we just remove them from the meeting. If people invite others outside of the organization we can kick them off the meeting and address it later.” (P6)

“We normally get their attention, correct them if necessary, and often call on parents to ask for help to help us discipline their children.” (P7)

Resiliency:

One of the first main themes the researchers noticed was Resiliency. The participants need to adapt to various new changes in their routine to balance both their personal life and work responsibilities. Consider that participants also need to remain flexible, mentally and physically ready for all the struggles and problems they will face in virtual instruction.

“Because you will think of how to make your lesson interesting, for students to enjoy when discussing, There need to be new platforms, if not, you cannot teach your lesson better. Mentally, teachers and students need relaxation to refresh yourself.” (P5)

“Initially, it did affect me a lot. There were a few sleepless nights and I was running short of ideas, dealing with the attention span and how to get them on board. Initially for the first two months, it was really tough. As time passed by. We learned it and we got adapted to it.”(P4)

To do so, the participants need to create boundaries and breaks to rejuvenate their minds and body. Taking care of oneself is essential to personal and professional life. It dramatically affects one's performance and relationships with others and themselves.

The first sub-theme, **“Work-Life balance,”** talks about the different ways to balance both work and personal lives. Since the pandemic started, the participants need to train students to cope with the

new learning environment. Being in a virtual learning environment means they need to make significant changes in their lives and encourage themselves to stay motivated and cope with stresses in the new learning setup. They result from prioritizing matters in both their professional and personal lives. To add to that, it gives each one the time to solve and separate work and personal life dilemmas.

Due to some personal problems that the participants face, they have to balance it by setting aside their personal first and focusing on their professional responsibility. As mentioned by this participant, *"I will not present my problems to the class. Right now I have some problems, but I always set them aside, and once I am done with the class, I will then face my problems."* (P9)

Participants face different barriers in the new learning environment, especially in handling work and life problems. There are many responsibilities that seasoned teachers need to accompany in their personal and professional life, but motivations and strategies often used by the participants are facing stress. They were able to cope and balance their work and personal life.

Participants have to review the lessons to be discussed and adjust how to teach the lesson through virtual instruction, hence why the subtheme **"Mental & Health Maintenance"** talks about how the participants deal and cope with their mental and physical health struggles during virtual reality instruction. Mental and Physical health is vital to work productively to improve one's performance significantly; adjusting to virtual instruction would initially bring about problems and unsolicited outcomes.

Participants had to accommodate their teaching needs and strategies to virtual instruction, which caused physical concerns stated by the participants. One participant confirms this by saying, *"I used to have headaches for almost eight hours. When I finished it was really stressful. I had to again prepare for the next day. It was difficult for the first few months, but after the breaks and exercise, I kind of trained myself later on after."* (P4)

"I frequently ask other teachers, from ICT, and the head of our department. After training, we are more confident. But I think we're all tired. Our eyes are tired from constantly looking at screens.

It's very antisocial in virtual meetings sometimes." (P3)

"I'm not used to spending hours on the computer, I have a lot of headaches and my eyes get irritated, but I get through it as I go along." (P7)

Participants are not used to being on screen for hours. It causes headaches and irritability in the eyes. However, the participants still have to teach the students because it is their job. Participants were able to overcome these problems with practice, activities, hobbies, and personal time with themselves, as mentioned:

"Mentally I was able to cope and budget my time well. At home and going to school 3 times a week to prepare for other paper works and conduct our zoom classes in our computer laboratory." (P2)

"After the virtual classes, I ask my husband to go with me, we go jogging and go somewhere else after a session so that I can just relax" (P7)

Furthermore, other participants experienced emotional concerns but overcame them with a proper mindset and help from colleagues or people close to the participant:

"It's a big move to go from physical mediums all replaced by a computer. I wasn't very happy with that change, to begin with. I was upset, stressed out, and kind of scared. But thanks to the help of other teachers and staff, I feel more confident and relaxed, take things slowly. My mental health is much better than it used to be before." (P3)

"I just compartmentalize everything. As soon as I leave the lesson, it is on to the next. If it is finished, it is finished. If the time comes, and we have to address it, then we address it. I am not going to sit on it for too long."(P6)

In addition, participants would focus on improving their strategy in teaching to solve their anxiety and gather inspiration from others, one participant confirmed, *"I had to find ways and alternatives to make my subjects interesting and keep the students engaged. I ask other teachers, friends and see how they do things and see how I can do it as well. You need the endurance to keep up because otherwise, you could just break down at one point."*(P3)

Participants faced issues such as being tired, having sore eyes, restless nights, and pondering how to engage students. Even though the participants had to deal with these issues, thinking positively, attending mental health seminars, getting enough sleep, listening to pleasant music, and talking to their family and coworkers helped them cope with personal issues.

DISCUSSION

Adaptability

The central theme of Adaptability talks about the challenges the seasoned teachers experience in the changeover to virtual teaching and what they did to improve their situation. Many factors help contribute to the Adaptability of the participants teaching in the virtual instruction, such as the seasoned teacher's role and style of teaching, emotional intelligence, and general self-efficacy.

Usually, it is the nature of the teacher's work to adapt to changing demands regularly for the students (Collie, Granziera & Martin, 2018). The changeover to an online educational setting has made both teachers and students use technology as the new normal, developing new ways to teach and learn (Mardiana, 2020). Adapting to the new normal is essential, especially to teachers, because it requires them to have different teaching styles than traditional teaching. However, this brought challenges such as adjusting the pace of lessons to engage students better, minimizing frustration when results are not satisfactory, and even during interactions with colleagues and parents (Rosanes, 2020).

A seasoned teacher's role and style of teaching significantly contribute as a relevant learning style to facilitate the transition to online learning and provide unique ideas for training activities (Răducu & Stănculescu, 2021). Self-efficacy is vital in determining a seasoned teacher's objectives, the level of perseverance and intensity in the face of adversity, to engage in particular teaching behaviors. Such as using digital teaching-learning resources, customizing education to individual students' needs, communicating with colleagues and parents, and managing changes and problems are all elements to consider (Ma et al., 2021). Lastly, emotional intelligence, teachers need to have even more

emotional resources to build teacher-student connectivity via facial expressions and body language (Putri et al., 2020). It can also be a factor in general adaptive readiness that teachers use to develop their professional adaptability resources, leading to increased recovery in work-related challenges (Parmentier, Pirsoul, & Nils, 2019).

Skill Improvement

It pertains to when schools switched to online learning due to the global pandemic, with seasoned teachers confronted with the task of effectively adapting to the virtual instruction in only a few months for everyone's safety. Teachers who improve their learning management skills independently and with opportunities for good collaboration with teachers in other areas or experts in science give activities objective goals that encourage communication and student learning (Prenger et al., 2017).

Since choosing familiar educational tools and platforms that facilitate communication between teachers and students, technology can also have limitations despite being accessible and straightforward (Nambiar, 2020). Being aware of the tool's capabilities and limitations allows efficient time and seamless exchange of information (Rosanes, 2020). In addition, seasoned teachers undergo training through webinars, seminars, and online training courses on their new path to online learning. It encourages teachers to teach through pedagogic and work content skills to encourage interactive learning in virtual instruction (Mumford & Dikilitaş, 2020). Teachers will initiate online learning activities if the task is relevant to their teaching. It also dramatically improves their self-efficacy as teachers would attribute the results of their actions as factors under their control, like effort and preparation (Zhang & Liu, 2019; Ma & Kanwal, 2021). According to Hermanto (2021), "The success of online learning was highly dependent on several integrated components, such as students, educators, learning resources, and the technology used." The researchers saw that as the seasoned teachers switched to a new environment, some challenges were new to them, which they found ways to overcome.

Physical Environment

Similarly, in "Physical Environment," COVID-19 has caused everyone to work in their homes, and seasoned teachers are no exception. While we are

comfortable in our personal spaces at home, it can also be distracting during work. The participants have experienced hardships adapting to a new environment. However, in the current situation, teachers encounter difficulties controlling their environment, which forms obstacles that could affect their continued virtual instruction (Panisoara et al., 2020). One of those obstacles would be a seasoned teacher's matters at home, possibly interfering during class. Most of the participants prefer face-to-face learning rather than virtual instruction. Due to communication difficulties, the participants had to develop new methods and strategies for engaging with students. The participants' perceptions of the home becoming the working environment have been mixed. Some have preferred working at home because of the relaxing atmosphere that the home provides, while others have complained that working from home has blurred the lines between their personal life and their work-life (Bergefurt et al., 2021).

With unfamiliar software and hardware, the transition to home-based teaching has been rough for the participants. It requires teachers to use technology to deliver their lessons (Alea et al., 2021). As mentioned by the participants, their respective schools have provided them with the technology to be well-prepared and equipped through webinars. With the help of their colleagues, the participants managed to overcome the struggles of transitioning to online learning. With the universal adoption of teleconferencing applications such as Zoom and Microsoft Teams, schools worldwide have made sure that their teachers are well-equipped and informed about these applications, essentially up-skilling their personnel (Doling & Arundel, 2020; Boudreau, 2020).

The participants have to go through webinars on operating software such as Zoom and Microsoft Teams. Even with such preparations and training, some problems still need to be solved. For the participants to adapt to their new environment, they need to prepare themselves for the challenges they will face in the future. The participants can learn through webinars, training provided by the school, and researching the applications that can help them through their teaching and learning.

With COVID-19 taking center stage globally, mental health and well-being topics get raised. New challenges and obstacles emerge when faced with something unknown and uncertain, such as the pandemic. These can test one's physical and mental skills, including their resiliency. Other studies have shown that transitioning from face-to-face learning to virtual instruction caused additional stress to seasoned teachers due to both the shift to a digital form of teaching and the pandemic conditions. The same study concluded that the seasoned teacher's mental health should also be cared for to perform better in their role and adequately cope with various crises and adversities (Ozamiz-Etxebarria et al., 2021). According to Walker et al. (2016), as cited by Cherry (2021). Resilience is the ability and psychological strength to cope with stress and hardship. People deal with changes and setbacks in ways that allow people to survive through the circumstances and thrive and foster their stability and growth. For teachers, viewing one's work as meaningful will spark their resilience (Hansen, 1995; as cited by Van Winderen & Poell, 2019). Understanding one's influence in an organization can help foster positive mindsets and attitudes. (Van Den Heuvel, 2010; as cited by Van Winderen & Poell, 2019).

The ability of an individual to respond to adverse events positively is defined as resilience. Resilient individuals are more likely to adapt to stressors, resulting in fewer maladaptive responses and undesirable repercussions. According to Mansfield & Beltman (2019), A balance of organization-led and teacher-initiated efforts for encouraging social competence is ideal for teachers' thriving or resilience. High rates of resilience are associated with having psychological well-being (Farber and Rosendahl, 2018). Moreover, a study regarding stress and resilience levels during COVID-19 concluded that despite their current situation and its effects on their mental and emotional health, they continue to stay resilient, seeing the hardships presented by the pandemic as just another problem to solve (Urcos et al., 2020). Another recent study discovered that resilient coping could be a moderator between depression and trauma exposure, exhibiting resilience's advantageous effect on depression (Ratanasiripong et al., 2020).

Work-Life Balance

Resiliency

The epidemic has only intensified the difficulty of faculty and student responsibilities, spotlighting their “work-life” problems even more. During the pandemic, seasoned teachers need to change their routines to balance their work and personal life. “Teachers worldwide had to reinvent their work routine according to teleworking during the COVID-19 pandemic” (Lizana & Fernandez, 2021). Balancing time for work and personal life are one of the most challenging parts, especially for seasoned teachers.

Managing a work-life balance in an educational career during a global pandemic is a real struggle; teachers might make significant changes in their life to maintain their physical and mental health in a good state. According to Resabal (2020), To support the solid mental health of the teachers, coping mechanisms must be seriously considered. Time management in the current situation of the world is essential, managing work and life can be difficult, but everyone is still adjusting to the new normal. It is beneficial to decrease the workload for both teachers and students because it dramatically impacts everyone attempting to adjust this virtual instruction (Allen, 2021). Lizana & Vega-Fernandez (2021) stated that various working groups, including teachers, have stated that teleworking requires redefining their daily work patterns. A total of 78.7% of teachers in this study implied that teaching online during the pandemic contributes to a considerable rise in risk factors, including work overload, long operating days, excessive task construction, and risk of poor mental health quality, the perception of having to be available at all times. In terms of work-family balance in the online setting, the findings demonstrate that 86% of teachers with poor mental health indicated that the COVID-19 pandemic had a negative impact on their family and personal lives than before it began.

Mental & Health Maintenance

The education system has changed into virtual instruction ever since the pandemic started, which affected the participants’ mental and physical health. “Changes in the mental health condition of teachers are possibly associated with changes in their working conditions” (Hidalgo, Hermosa & Paz 2021). From face-to-face classes to virtual instruction, there is a considerable impact on methods and strategies that participants need to prepare to help them interact and engage with the students. Stress, lack of sleep, fatigue, and

irritated eyes have all been mentioned by participants as a result of adjusting to virtual instruction. The stress seasoned teachers encounter increases in the emergence of COVID-19, to which their tasks also become complicated by the rapid changeover to virtual instruction since many were not prepared (MacIntyre, Gregersen, & Mercer, 2020).

According to Jakubowski & Sitko-Dominik (2021), some stress causes frequently appear as workload/time pressure and low motivation. Changing into a different setting can be stressful. As stated by Morgan (2020), “Teachers need support as well. Many who provide instruction remotely during the coronavirus pandemic are teaching completely online for the first time.” The participant’s emotional, psychological, and social well-being are all aspects of their mental health. It impacts the way the participants think, feels, and act. It also influences how the participant deals with stress and interacts with people, especially during virtual instruction.

According to McClintock (2021), Teachers, school counselors, and school personnel have remained keenly focused on supporting their learners and continuing to do their duties throughout the COVID-19 pandemic. Seasoned teachers’ mental health, likewise hoping to balance our new way of life and virtual instruction, has received less attention. Indeed, educational institutions should strategically consider and plan their teachers’ well-being to maximize the growth of quality education (Creely et al.,2021; Ferreira, 2019)

As a result, the researchers have observed common yet beneficial solutions for seasoned teachers during COVID-19: Control the controllable, Make time for self-care to keep mental health in check, Exercise to Boost Mental Wellness, Set reasonable goals for, practice self-compassion, communication is vital. Having a dedicated workspace can benefit mental health, Establish work hours during remote teaching and finally, reach out for guidance.

Productivity

Work productivity is essential in teaching students effectively and efficiently. Productivity is the achievements and accomplishments of teachers’ efforts to carry out their duties and responsibilities

to their best abilities (Asmarani & El Widdah, 2019). Work productivity is through the proper understanding and application of teacher competence, professional competence (Wulandari, Farida & Santoso, 2020). Not only that, increasing job satisfaction significantly increases work productivity by providing a healthy work environment, preventing exhaustion, stress, and freedom for innovation (Utami, 2021).

According to Khan & Abdullah (2019), training and development is a crucial aspect of human resource management for every teaching institution. According to the findings, there is a strong link between training and development and teacher productivity and performance. Training and development greatly influence teachers' Productivity; consequently, teachers must be consistently motivated to participate in training programs to enhance their Productivity. According to Rivera (2020), Self-care is also part of being productive. Although the participants have a lot of training and improvement, it might affect their schedule and plans if they do not care for themselves and catch an illness.

Discipline is also part of being productive to a seasoned teacher. Timeliness And following the rules makes the participants respect the other seasoned teachers' time and effort, maximizing the lessons given to the students (Muda, Kaharu & Van Gobel, 2021). As Robinson (2018) claimed, having a growth mindset could help the participants be more productive. To have a growth mindset is to be positive and disciplined and could make the participants improve their skills and talents.

Efficient Performance

As countries attempt to cope with the pandemic, schools pose a challenge for seasoned teachers. According to Lapita, Tiangco, Sumalinog, Sabarillo & Diaz (2021), "Instructors must also find means to improve their interaction with students and maintain student interest and engagement during online classes." A regular diagnostic assessment helps recognize barriers or problems for proper interventions and adjust to virtual instruction with how fast technology evolves. Finding solutions will strengthen seasoned teachers' professional development through time management and new pedagogical approaches in terms of digital competencies

(Mercader & Gairín, 2020; Mohalik & Sahoo, 2021).

Furthermore, they have a steep learning curve in adapting to the online environment. It leads to new challenges that they must overcome to become more proficient at teaching. By utilizing both asynchronous and synchronous classes, it becomes beneficial in balancing both online and offline activity. Seasoned teachers will actively guide and assess students, but students will also get a chance to collaborate with peers or practice autonomy in learning (Teh, 2021). Asynchronous classes promote more time to study and reflect on discussion topics. However, teachers cannot give instant feedback to students who need academic guidance. For synchronous classes, the teachers experience real-time communication, student engagement and develop social skills with its availability anytime and anywhere (Lim, 2017; Lapitan, Tiangco, Sumalinog, Sabarillo, Diaz, 2021).

According to Mukhtar, Javed, Arooj & Sethi (2020), "through online learning modalities they were unable to teach and learn practical and clinical work." Seasoned Teachers express their concern, especially regarding time constraints, which hinder their teaching performance and limit their time interacting with students. It drives seasoned teachers to develop new strategies for their students and improve their teaching performance further. While seasoned teachers have concerns regarding online learning, it has also benefited them in saving more money and giving them more time in developing new teaching techniques since it is primarily working at home. New teaching techniques require using the internet and other online applications like Whatsapp, Edmodo, and other applications to continue teaching despite the pandemic (Tukan, 2020).

Proficient Mentorship

Since Mentors switched from face-to-face learning to virtual learning, they had to find ways to attain effective mentorship as the online learning environment cannot function successfully without the participation of the teacher or Mentor. The presence and influence of the teacher remain significant factors in the effective assimilation of knowledge (Kalimullina, Tarman, & Stepanova, 2021).

According to Julia Flynn (2021), Mentors can assist kids more than ever during the epidemic. Mentors and mentees met online and discussed self-organization and study techniques. We find positive impacts on motivation, studying behavior, and exam registrations (Hardt, Hosseini & Mostafapour, 2020). There is a scarcity of research concerning online mentoring in graduate education, especially on the obstacles, methods, and implications. (Bender, Rubel & Dykeman, 2018).

The subtheme utilizes technology-based learning, feedback through assessment, and discipline. Technology-based learning is an interactive learning environment for enhancing student-teacher contact and motivating students to participate in active learning. This enhanced interaction and cooperation improved student satisfaction with communication with teachers and peers and a better grasp of the curriculum due to this collaboration (Raspopovic et al., 2017). Using different platforms like Kahoot, Pear Deck, Quizizz are usually examples of gamification. It can motivate students to engage in sustainable practices and build competence in a fun environment (Manzano-León et al., 2021; Alsawaier, 2018). When information and communication technology is utilized in a fun way to study, gamification may also improve engagement and meaningful learning in social and civil core skills in education since it favors a more dynamic environment and students become more interested than without (Gatti, Ulrich, Seele, 2019; Mahmud, Husnin, & Soh, 2020; Hartt, Hosseini, & Mostafapour, 2020).

Besides technology-based learning, According to Azfal & Azfal (2017), Teachers use feedback to enhance students' learning and academic performance while addressing their current weaknesses. Providing feedback is a process and does not only pertain to teachers being able to give feedback but also peers and external references. The students themselves need to realize the information given and act upon it. Feedback is not limited to just grades and comments, but it should cater to students' needs. (Henderson et al., 2019). Teachers should pay attention to providing feedback to students, accommodate the students' emotional responses, and consider the impact of positive or negative feedback (Kim & Lee, 2019).

Feedback is a two-way interaction for both students and seasoned teachers. Students can provide feedback to the seasoned teacher by commenting on their comprehension and identifying areas to prioritize in teaching. When teachers are encouraged to modify their instructional activities in response to feedback, this encourages students to learn even more. It prompts new instructional methodologies and techniques based on the student's input. Doing so is essential in refining teachers' instructional skills (Selvaraj, Azman, & Wahi, 2021; Amity, 2020; Andrews, Brown, Mesher, 2018).

As teachers generally hold a lot of responsibility and tasks to accomplish, teachers guide students to be successful and handle and discipline the class to maintain appropriate behavior (Camacho & Parham, 2019).

CONCLUSIONS

Schools have considered keeping up with the changeover to virtual instruction, creating a variety of techniques on how the participants teach students. Techniques such as utilizing learning platforms and online communication applications become a primary teaching method in the changeover. Furthermore, the pandemic has a significant impact on education, and schools are trying to sort out how to cope. According to Sheng-Yi Wu (2021), Distance education through the internet has become a global trend, and software, hardware, and educational training have all evolved. However, not everyone is technologically adept in software and devices, particularly seasoned teachers, who experience limitations in handling computers (Arif & Azhar, 2021).

This study examines the phenomenology of seasoned teachers transitioning to virtual instruction and their techniques to cope with it. The study forms three central themes: Adaptability, Productivity, and Resiliency. These central themes pertain to the common disciplines found in the participants from their experiences throughout the changeover to virtual instruction. The seasoned teachers would have initially struggled due to their limited experiences in teaching online. Adjusting to its initial problems and limitations in terms of competencies in teaching virtual instruction will allow seasoned teachers to improve and expand their abilities.

Based on the findings, the Seasoned Teachers were able to develop new teaching methods to communicate and manage with their students effectively relating to the main theme of **Productivity** and enhance their teaching skills referencing the main theme of **Adaptability**. Communicating and Listening to feedback will improve student performance and allow seasoned teachers to build relationships with one another, which helps adapt and refine their skills in teaching from face-to-face to virtual instruction (Yao, Rao, et al., 2020). By utilizing synchronous and asynchronous hours and peer interaction for better student engagement (Wang et al., 2021). The development of video communication applications such as Zoom, Google Meets, Microsoft Teams, and the like has benefited the participants in conducting virtual instruction despite the pandemic. Not only that, learning platforms such as Google Classroom become an accessible and effective tool of communication to both participants and their students. Different platforms are used to assess the student's performance and understanding in a fun environment, such as Kahoot, Quizizz and PearDeck, and more (Kalleney, 2020). Not only have seasoned teachers improved their skills and competencies in virtual instruction but dealt with balancing both personal and professional matters equally, on the main theme of **Resiliency**.

Phenomenology has its limitations on the selection of participants and its sample. The researchers suggest that future researchers expand the locale to different schools, with participants teaching different levels & age groups since the changeover to virtual instruction, For seasoned teachers to achieve successful blended teaching and learning. It requires focusing on what is best done on campus and online such as providing flexibility and comprehensive access to resources and experts. The seasoned teachers use technology-based learning to enhance participation and engagement or even provide resources for learning but utilize feedback to enhance their skills and teaching performance. External resources like digital media and modules, gamification allow access to many variations in applying knowledge and flexible approaches within the framework of the learning objectives.

For further studies, future researchers can also focus on how seasoned teachers handle teaching

different levels in virtual instruction, specifically early childhood education. What differences does the teacher need to consider when teaching younger age groups? What other pedagogical approaches can seasoned teachers effectively adjust and improve their competencies? (e.g., flipped classroom) The researchers also recommend that future researchers focus on the students' perspective who are also experiencing the changeover to online learning. Are there certain similarities students and seasoned teachers face when adapting to online education?

Virtual instruction has been challenging for seasoned teachers, affecting their livelihoods. However, such difficulties motivate them to improve, showing what seasoned teachers can do in the face of adversity.

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Words Of Gratitude

With this study's success behind it, the people have guided this investigation with their utmost support, assistance, and expertise. This research study would not succeed if not for them. In recognition of their crucial development in this investigation, we express our most genuine gratitude:

Dr. Evelyn S. Mariñas, For her continuous guidance and assistance in conducting this research, We express our utmost gratitude and appreciation; we have significantly improved our study because of her time, effort, and expertise. She has been persistent and thorough in giving advice and recommendations in completing this paper. Throughout this research, she has motivated and encouraged us to be perceptive and observant in our writing and understanding. Her perseverance to continue and improve our research has motivated us to do more as our research adviser. She continues to push us into reaching our best performance. Without her genuine cooperation and unwavering support, this research would not succeed.

Dr. Alexander S. Acosta, our esteemed school principal, for educating us by sharing his wisdom and expertise, allowing us to improve for the better throughout this study.

Dr. Noemi F. Formaran, our cherished SHS vice-principal, for the support and encouragement throughout the development of this research paper.

Our participants have been strong in the face of adversity in adapting to the changeover to virtual instruction. These experiences are recognized in this study.

To our teachers in the Senior High School Department for their hard work and perseverance despite the obstacles in adapting to virtual instruction and giving support and guidance to their students.

To our peers and colleagues for their help and support throughout making this research paper.

To our family and relatives for their love and unwavering support and guidance in making this research paper. With their encouragement, the researchers continue to push forward in their research.

We are grateful to God for his wisdom and guidance throughout this research paper. His blessings and competence have been lavished upon us. God has blessed the researchers with numerous blessings, learning, and possibilities, eventually finishing the research paper.

Without the dedication and guidance of the people mentioned above, our research paper would not have been achievable or practical. We sincerely thank you for everything these individuals have done throughout our journey. May the Lord bless you through all your endeavors and aspirations.

Glossary Of Terms

The following terms are mentioned below to be defined for ease of understanding.

Adaptability - a quality wherein one can cope and adjust despite difficulties

Applications – a computer program/ software made for specific purposes.

Assessment – the act or process of measuring one's performance in an academic setting.

Cool Analysis – it is the gathered verbalization of participants

Coping Mechanisms – strategies used to manage and handle stress, burnout and others.

Dendrogram – A diagram that categorizes the similar statements for data analysis.

Educational Attainment – refers to the highest level of education one has taken.

Efficient Performance –it is the product or desired effect of the participant's performance.

Emic - the viewpoint wherein the researchers collect the participants' perspective.

Emotional Intelligence – the possibility to manage their own emotions to relieve stress or overcome challenges.

Etic – From a safe distance, the researcher examines the research ground objectively.

Feedback – evaluative information regarding an action or event.

Face to Face learning – a method of teaching where all learning content, such as course activities, happens physically within the school.

Gamification – applications or activities that include game principles and elements used in an educational context.

Hypothesis – refers to an assumption based on limited information used to establish a point for additional research.

IMRaD format – refers to the format of the research paper that forms the acronym of: Introduction, Methods, Results, and Discussion.

Interconnectivity – a state of connection between teachers and students.

Mental Health – refers to the teacher's state in terms of their psychological, emotional health and social well-being.

Mental & Health Maintenance – pertains to the participant's physical and psychological health.

New Normal – refers to a once unfamiliar situation or environment that shifted to become the standard. / refers to the new living conditions set by the COVID-19 pandemic.

Normal classroom setting – means the classroom setting before the COVID 19 pandemic starts.

Online Education – is a teaching method where learning content is delivered digitally to students, utilizing teleconferencing applications in place of a physical classroom.

Pedagogies – refers to the various methods and techniques a teacher utilizes to deliver a lesson.

Phenomenology – it is the live experience of the participants in changing from face-to-face instruction to virtual instruction.

Philippine School Doha – it is the school where the study has been conducted, founded on October 3, 1992, and located in Doha, Qatar.

Physical Environment – is where the teacher and students interact, learn and work together.

Proficient Mentorship – the ability to communicate with their students when it comes to their academics and personal development.

Platforms – a group of applications relevant to education.

Qualitative Design – refers to the outline of the research paper to which is qualitative in nature

Resiliency – a quality wherein one can recover quickly from hardships.

Robotfoto – is a detailed datasheet containing essential personal and professional information of the research participants.

Teaching Performance – refers to the behavior of the participants in handling their students and being able to adapt to different teaching methods.

Technologically Adept – a quality that refers to being highly skilled in technology.

Time management – refers to the efficient proportioning of time regarding productivity.

Transition – it refers to the process of changing from face-to-face to virtual instruction.

Seasoned Teachers - refers to teachers within the age range of 50-60 years old who have accumulated numerous experiences through many years of teaching.

Semi-Structured Interview – is a meeting or interview where the researchers do not strictly follow formal questions.

Self-Efficacy – defined as the participant's belief in their own capabilities, strengths, and weaknesses.

Simulacrum – a concept that describes the different major themes and sub-themes.

Skill Improvement – it is a process where the participants learn and improve their different skills

State of Qatar – It is the state or country where the research has been conducted.

Virtual Instruction – similar to Online Education, it uses technology to teach and distribute learning content and activities in a virtual environment.

Warm Analysis – it refers to the use of the gathered responses for the emergent themes

Work-Life Balance - is the different techniques that each teacher uses to balance their professional and personal lives.

Workload – the amount of work to be done by a person.



PHILIPPINE SCHOOL DOHA
RESEARCH DEVELOPMENT, ACCREDITATION AND PUBLICATION OFFICE
SENIOR HIGH SCHOOL DEPARTMENT



October 20, 2020

MONALIZA P. CAYATOC, MAG, RGC
English Teacher
Senior High School Department
Philippine School Doha
Doha, State of Qatar

Dear Ma'am:

Warm Greetings!

The undersigned Senior High School students are currently conducting a research study entitled, **From Subtle Stability to Fine-tuning: A Phenomenological Study of the Elder Teachers' Changeover to Virtual Instruction.**

Considering your expertise, the researchers would like to seek help in validating our research instrument. Attached herewith are our Statement of the Problem and Interview Guide Questions for your reference.

We are sincerely hoping for your positive response. Whatever help you could extend to the success of the study would be very much appreciated.

May the Lord unceasingly bless you!

Gratefully,

Juliana Mae S. Pituc

Mark Joseph S.Cabrera

Shaina M. Nova

Albert Christian R. Angeles

Ephraim Marius O. Sambon

Isiah Udrih N. Tolentino

Ian Patrick B. Balgos

Christian Jetro G. Siongco

Leanzel D. Corpuz
Researchers

Paulo Nikolaz R. Punay

Noted by:

DR. DON JOHN A. VALLESTEROS
Research Adviser

DR. NOEMI F. FORMARAN
SHS Vice Principal

Approved by:
MONALIZA P. CAYATOC, MAG, RGC
Validator

Appendixes
Appendix A-Letter of Validation (Sample)



Philippine School Doha
Doha, State of Qatar
SENIOR HIGH SCHOOL DEPARTMENT
Research Development, Accreditation and Publication Office



October 23, 2020

Dear Participant,

I am Juliana Mae S. Pituc, a senior high school student of Philippine School Doha, currently working on my research study entitled: **FROM SUBTLE STABILITY TO FINE- TUNING: A PHENOMENOLOGICAL STUDY OF THE ELDER TEACHERS' CHANGEOVER TO VIRTUAL INSTRUCTION**

In this regard, I am humbly requesting your utmost participation in the mentioned research project. The study is essentially private and serves as a partial fulfillment for my requirements for Grade 11 – GAS Strand. Your participation includes your willingness to share experiences as a teacher of age changeover to virtual instruction. The interview will only last for an hour and maybe extended for the same length as a follow-up. Aware of the limitation to take note all the sharing, may I ask permission for your responses to be recorded for the purpose of transcribing and categorizing data. Your sharing will be kept highly confidential. As much as possible I will be using a pseudonym for your name and the company you are currently employed. This study will be shared with my research committee and other appropriate members of Philippine School Doha. The final result of this research project will be for publication and certainly be available at the school library.

Thank you very much for your time and effort in anticipation that your sharing will inspire other researchers to conduct studies relative to the fine-tuning to changeover virtual instruction. Your contribution is highly acknowledged with much optimism that its success expands the meaningful purpose of the existence of PSD. Should you need further clarification relative to my request, please feel free to call or text me at this contact number – +97455340143.

Sincerely yours,

JULIANA MAE S. PITUC
Grade 11 – GAS Student

Noted by:

DR. FREDELITO DON JOHN A. VALLESTEROS
Research Adviser

Dr. NOEMI F. FORMARAN
Vice Principal, Senior High School

Appendix B- Consent Form (Sample)



Appendix C- The Robofoto (Sample)



Philippine School Doha
Doha, State of Qatar
SENIOR HIGH SCHOOL DEPARTMENT
Research Development, Accreditation and Publication Office



Please sign below signifying your participation in this thesis research project.

Signature _____
Print Name _____
Date _____
Preferred date and time for interview _____

THE ROBOTFOTO

Kindly fill out the following information.

Name: _____
Gender Male Female Age: _____
Contact Number: _____ E-mail: _____
Address: _____

Educational Attainment

- Bachelor's Degree in _____
- Master's Degree in _____
- Others (Please specify): _____

Teaching in what country:

- Philippines
- Qatar
- Others: _____

Teaching in what level: _____

School you are currently teaching in: _____

Months/Years of Teaching: _____

Program's you are familiar with:

- Zoom
- Discord
- Google meet
- Lark
- Others: _____

Nationality: _____

Short description of your experience in work:

Details are kept highly confidential

Appendix D-Interview Questions

Central Question:

What are the challenges, struggles, and transitions that seasoned teachers face during virtual instruction?

Specific Question:

1. **What changes did senior teachers implement in their teaching styles to facilitate the transition from face-to-face learning to virtual instruction?**
2. How do seasoned teachers get used to technology and their technical skills for virtual instruction?
3. How do seasoned teachers adapt to the use of technology for virtual instruction?

Developmental Questions:

1.1 How were you able to cope with adjusting to the learning environment in virtual instruction?

1.1.1 How does your current physical environment affect you in virtual instruction?

1.1.2 How is the ambiance of the learning environment from virtual instruction compared to face-to-face learning?

1.1.3 How does it help you maximize the time you have saved from commuting/preparation for school?

1.1.4 What training have you gone through to help you transition to virtual instruction?

1.1.5 How do you discipline your students who misbehave in virtual instruction compared to face-to-face learning?

1.1.6 As a seasoned teacher, What are the difficulties you are experiencing compared to younger colleagues in the changeover to virtual instruction?

1.2 How are you as a virtual instruction teacher?

1.2.1 What were your struggles in your first few weeks in a virtual setting? How were you able to cope with it?

1.2.2 How will you compare yourself in your first few weeks to the present time in a virtual setting?

1.2.3 How technologically adept were you before virtual instruction?

1.2.4 How did you adjust your work ethics from face-to-face learning to virtual instruction?

1.2.5 How will you compare in interacting with your students in virtual instruction compared to face-to-face learning?

1.2.6 How were you able to interact more with your students in virtual instruction? What were your strategies?

1.2.7 What are your difficulties in communicating and approaching students in virtual instruction?

1.2.8 Why do you still pursue teaching despite your age?

1.2.9 How does the new virtual environment hinder your old teaching capabilities?

1.3. In relation to the change of teaching styles, How did the changes and transition to virtual instruction affect your mental health?

1.3.1 How do you deal with struggles with mental health in adjusting to virtual instruction?

1.3.2 How did your well-being affect your teaching performance in a class?

1.3.3 What positive outcomes have you experienced when you adjusted from face-to-face learning to virtual instruction?

1.3.4 How were you able to cope with stress and burnout in adapting to virtual instruction?

1.3.5 How did the changeover to virtual instruction affect your teaching performance?

1.3.6 Is there an instance when you lose motivation to teach? How were you able to gain motivation?

1.3.7 How does time in the virtual setting affect your mental well-being

Appendix E- Member Checking Form

MEMBER CHECKING FORM

QUESTIONS	Emic Responses	Member Checking Committee Decode Responses
		M1
1.2.4 How did you adjust your work ethics from face to face learning to virtual learning?	<i>"Ah, just page each. It's a thing where, uh, where ones will be dropped in a place where you need to come off yourself in order not the enemy can find you, then that's what we are doing. Okay. We need to, um camouflage ourself in order to be with our students or else our students will not listen to us."(P1)</i>	He responded that he needs to go down the level of students (with gap) for them to get the attention.
		M1
1.3.1 How do you deal with struggles with mental health in adjusting to virtual instruction?	<i>"Okay, I am not kind of teacher that, na parang for me, if I have a problem parang, I think you can, you can.. how do you call this, you can atest naman to me that you cannot here it with me na meron akong problema, na meron akong.. that I have experienced something like that, okay, even now I really do have a very big problem, im very sad but you will no see it in my, in my.. in my class because I really see to it ang problem, you have to set aside that one, so you cannot do it and you cannot show it to them, to the students so parang ganun ang aking ang rule ko sa buhay, so kung may problema ka sa buhay, do not bring it to your class. Put it in a basket, tas yun na stay there so ganun lang, so then if you don't face your students anymore then face your problem, but if youre facing your students don't bring them your problem, wag mong idamay and mga bata through your problems, ganun. So yun siguro yung.. yung one of my my my.. kung бага my rule sa buhay na uhm, I don't want to uhm, ano yon, I don't want my students to be affected of what I am feeling or what I am experiencing diba? Soo, ganun po sya." (P9)</i>	According to him/her you have to segregate your problems, Do not mix it up with others.

		M1
1.3.7 How does time in the virtual setting affect your mental well-being?	<p><i>"Setting? Pag sinabing setting is uh, katulad neto yung ginamit ko. Ikaw ba pag nakita mo toh, akala mo ba kwarto ko toh? This is my room at uh- in our house, sa setting ba classroom na para sayo? Fwede na magging classroom so it depends on your- uh- use your creativeness, creativity, innovation, collaboration. Oh, kahit sa bahay ako tingnan mo may class officers ako, this is my advisory class, have you seen it? Oh diba? Ang setting mo di- ilagay mo rin na as class room wag yung- bang- sa bahay ang nakalagay ano. So alam mo ba yung mga anak ko, may kanyang kanya kami lugar, they prepare their self sa kanyang area din, I help them, tinulungan ko sila iprepare, para sabi ko "conductive to learning," Diba? So wala akong ma ipost kundi yun lang ang mapost ko, kung sa kabila lang oh alam mo ba ito sa kabila, this is it, have you seen it? "chuckles" uh- pag ang teacher ay positive, be creative, matuto talaga sila sayo.mhm diba? What more?" (P8)</i></p>	<p>He responded that the teacher needs to be positive and creative always.</p>



MEMBER CHECKING FORM

QUESTIONS	Emic Responses	Member Checking Committee Decode Responses
		M2
1.2.4 How did you adjust your work ethics from face to face learning to virtual learning?	<i>"Ah, just page each. It's a thing where, uh, where ones will be dropped in a place where you need to come off yourself in order not the enemy can find you, then that's what we are doing. Okay. We need to, um camouflage ourself in order to be with our students or else our students will not listen to us."(P1)</i>	He responded that he needs to adapt to the situation to get students attention.
1.3.1 How do you deal with struggles with mental health in adjusting to virtual instruction?	<i>"Okay, I am not kind of teacher that, na parang for me, if I have a problem parang, I think you can, you can.. how do you call this, you can atest naman to me that you cannot here it with me na meron akong problema, na meron akong.. that I have experienced something like that, okay, even now I really do have a very big problem, im very sad but you will no see it in my, in my.. in my class because I really see to it ang problem, you have to set aside that one, so you cannot do it and you cannot show it to them, to the students so parang ganun ang aking ang rule ko sa buhay, so kung may problema ka sa buhay, do not bring it to your class. Put it in a basket, tas yun na stay there so ganun lang, so then if you don't face your students anymore then face your problem, but if youre facing your students don't bring them your problem, wag mong idamay and mga bata through your problems, ganun. So yun siguro yung.. yung one of my my my.. kung baga my rule sa buhay na uhhm, I don't want to uhm, ano yon, I don't want my students to be affected of what I am feeling or what I am experiencing diba? Soo, ganun po sya." (P9)</i>	(The response is far from the question.) He responded that his personal problem is separated from his work-related problem. In his teaching, he does not show or bring his problem.

		M2
1.3.7 How does time in the virtual setting affect your mental well-being?	<p><i>"Setting? Pag sinabing setting is uh, katulad neto yung ginamit ko. Ikaw ba pag nakita mo toh, akala mo ba kwarto ko toh? This is my room at uh- in our house, sa setting ba classroom na para sayo? Pwede na magging classroom so it depends on your- uh- use your creativeness, creativity, innovation, collaboration. Oh, kahit sa bahay ako tingnan mo may class officers ako, this is my advisory class, have you seen it? Oh diba? Ang setting mo di- ilagay mo rin na as class room wag yung- bang- sa bahay ang nakalagay ano. So alam mo ba yung mga anak ko, may kanyang kanya kami lugar, they prepare their self sa kanyang area din, I help them, tinulungan ko sila iprepare, para sabi ko "conducive to learning." Diba? So wala akong ma ipost kundi yun lang ang mapost ko, kung sa kabila lang oh alam mo ba ito sa kabila, this is it, have you seen it? "chuckles" uh- pag ang teacher ay positive, be creative, matuto talaga sila sayo.mhm diba? What more?" (P8)</i></p>	<p>(The response is far from the question.) He responded that even if it is virtually, make the ambience a real classroom set up.</p>



MEMBER CHECKING FORM


QUESTIONS	Emic Responses	Member Checking Committee Decode Responses
		M3
1.2.4 How did you adjust your work ethics from face to face learning to virtual learning?	<i>"Ah, just page each. It's a thing where, uh, where ones will be dropped in a place where you need to come off yourself in order not the enemy can find you, then that's what we are doing. Okay. We need to, um camouflage ourselves in order to be with our students or else our students will not listen to us."(P1)</i>	I agree to the response of your Participants. He/She expresses adjustment and adoption to the new situation. Camouflage is a metaphor of adopting yourself in an environment in order to survive which teacher basically need to do in order to need the needs of their learners.
		M3
1.3.1 How do you deal with struggles with mental health in adjusting to virtual instruction?	<i>"Okay, I am not kind of teacher that, na parang for me, if I have a problem parang, I think you can, you can.. how do you call this, you can atest naman to me that you cannot here it with me na meron akong problema, na meron akong.. that I have experienced something like that, okay, even now I really do have a very big problem, im very sad but you will no see it in my, in my.. in my class because I really see to it ang problem, you have to set aside that one, so you cannot do it and you cannot show it to them, to the students so parang ganun ang aking ang rule ko sa buhay, so kung may problema ka sa buhay, do not bring it to your class. Put it in a basket, tas yun na stay there so ganun lang, so then if you don't face your students anymore then face your problem, but if youre facing your students don't bring them your problem, wag mong idamay and mga bata through your problems, ganun. So yun siguro yung.. yung one of my my my.. kung baga my rule sa buhay na uhhm, I don't want to uhm, ano yon, I don't want my students to be affected of what I am feeling or what I am experiencing diba? Soo, ganun po sya." (P9)</i>	I do agree with Participant 9 in dealing the mental health in terms of adjustment. He/She expresses how to handle pressure diligently by not showing the difficulties in front of the students. The Participant expresses resiliency and sturdy in facing the changes in the landscape of education.

		M3
1.3.7 How does time in the virtual setting affect your mental well-being?	<p><i>"Setting? Pag sinabing setting is uh, katulad neto yung ginamit ko. Ikaw ba pag nakita mo toh, akala mo ba kwarto ko toh? This is my room at uh- in our house, sa setting ba classroom na para sayo? Pwede na magging classroom so it depends on your- uh- use your creativeness, creativity, innovation, collaboration. Oh, kahit sa bahay ako tingnan mo may class officers ako, this is my advisory class, have you seen it? Oh diba? Ang setting mo di- ilagay mo rin na as class room wag yung- bang- sa bahay ang nakalagay ano. So alam mo ba yung mga anak ko, may kanyang kanya kami lugar, they prepare their self sa kanyang area din, I help them, tinulungan ko sila iprepare, para sabi ko "conducive to learning." Diba? So wala akong ma ipost kundi yun lang ang mapost ko, kung sa kabila lang oh alam mo ba ito sa kabila, this is it, have you seen it? "chuckles" uh- pag ang teacher ay positive, be creative, matuto talaga sila sayo. mhm diba? What more?" (P8)</i></p>	<p>I am somehow confused but the Participant is describing the "setting" which is the physical environment of a "should be classroom" but the point of the question is "Time" in virtual environment affect the mental well-being of the teacher. The possible answer could be, for me is, "40 minutes per subject is enough for virtual discussion and a short gadget break so that my eyes will not overwhelmed in front of my computer which makes me uncomfortable and stress."</p> <p>So, I disagree with the answer of Participant 8, maybe, if you have reinforced the question to clarify with the Participant, it would be great to note.</p>



MEMBER CHECKING FORM

QUESTIONS	Member Checking Committee Decode Responses				Emic Responses
	M1	M2	M3	M4	
1.2.4 How did you adjust your work ethics from face-to-face learning to virtual learning?	He responded that he needs to go down the level of students (with gap) for them to get the attention	He responded that he needs to adapt to the situation to get students' attention.	I agree to the response of your Participants. He/She expresses adjustment and adoption to the new situation. Camouflage is a metaphor of adopting yourself in an environment in order to survive which teacher basically need to do in order to need the needs of their learners.	The response talks about how they adjust similarly by blending or getting used to the routine and environment.	"Ah, just page each. It's a thing where, uh, where ones will be dropped in a place where you need to come off yourself in order not the enemy can find you, then that's what we are doing. Okay. We need to, um camouflage ourself in order to be with our students or else our students will not listen to us." (P1)
	✓	✓	✓	✓	
1.3.1 How do you deal with struggles with mental health in adjusting to virtual instruction?	According to him/her you have to segregate your problems, Do not mix it up with others.	(The response is far from the question.) He responded that his personal problem is separated from his work-related problem. In his teaching, he does not show or bring his problem.	I do agree with Participant 9 in dealing the mental health in terms of adjustment. He/She expresses how to handle pressure diligently by not showing the difficulties in front of the students. The Participant expresses resiliency and sturdy in facing the changes in the landscape of education.	The response is still related because of how they prioritize work matters first and set aside personal matters as to not hinder his/her performance in teaching.	"Okay, I am not kind of teacher that, na parang for me, if I have a problem, parang, I think you can, you can.. how do you call this, you can atest naman to me that you cannot here it with me na meron akong problema, na meron akong.. that I have experienced something like that, okay, even now I really do have a very big problem, im very sad but you will no see it in my, in my.. in my class because I really see to it ang problem, you have to set aside that one, so you cannot do it and you cannot show it to them, to the students so parang ganun ang aking ang rule ko sa buhay, so kung may problema ka sa buhay, do not bring it to your class. Put it in a basket, tas yun na stay there so ganun lang. so then if you don't face your students anymore then face your problem, but if youre facing your students don't bring them your problem, wag mong idamay and mga bata through your problems, ganun. So yun siguro yung.. yung one of my my my.. kung baga my rule sa buhay na uhm, I don't want to uhm, ano yon, I don't want my students to be affected of what I am feeling or what I am experiencing diba? Soo, ganun po sya." (P9)
	✓	X	✓	✓	

<p>1.3.7 How does time in the virtual setting affect your mental well-being?</p>	<p>He responded that the teacher needs to be positive and creative always.</p>	<p>(The response is far from the question.) He responded that even if it is virtually, make the ambience a real classroom set up.</p>	<p>I am somehow confused but the Participant is describing the "setting" which is the physical environment of a "should be classroom" but the point of the question is "Time" in virtual environment affect the mental well-being of the teacher. The possible answer could be, for me is, "40 minutes per subject is enough for virtual discussion and a short gadget break so that my eyes will not overwhelmed in front of my computer which makes me uncomfortable and stress."</p> <p>So, I disagree with the answer of Participant 8, maybe, if you have reinforced the question to clarify with the Participant, it would be great to note.</p>	<p>The response only states that by creative and innovative mindset he/she can push through the style of virtual instruction.</p>	<p>"Setting? Pag sinabing setting is uh, katulad neto yung ginamit ko. Ikaw ba pag nakita mo toh, akala mo ba kwarto ko toh? This is my room at uh- in our house, sa setting ba classroom na para sayo? Pwede na magging classroom so it depends on your- uh- use your creativeness, creativity, innovation ; collaboration. Oh, kahit sa bahay ako tingnan mo may class officers ako, this is my advisory class, have you seen it? Oh diba? Ang setting mo di- ilagay mo rin na as class room wag yung- bang- sa bahay ang nakalagay ano. So alam mo ba yung mga anak ko, may kanyang kanya kami lugar, they prepare their self sa kanyang area din, I help them, tinulungan ko sila iprepare, para sabi ko "conducive to learning." Diba? So wala akong ma ipost kundi yun lang ang mapost ko, kung sa kabila lang oh alam mo ba ito sa kabila, this is it, have you seen it? "chuckles" uh- pag ang teacher ay positive, be creative, matuto talaga sila sayo.mhm diba? What more?" (P8)</p>
					
✓		✗		✓	

Appendix F- Gantt Chart

ACTIVITES	1	2	3	4	5	6	7	8	9	10	11	12
	2020							2021				
	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	OCT	NOV	DEC	JAN	FEB
Brainstorming												
Formulation of Questions												
Validation Letters and Consent Forms												
Interview Proper												
Emic to Etic Transcriptions, Warm Analysis, Cool Analysis, Dendrogram												
Prefatory Note and Abstract												
Simulacrum												
IMRAD Making 1.Methods 2.Findings 3.Discussion 4.Conclusion 5.Introduction												
Member Checking Procedure												
References and Proofreading												



Appendix G-Dendrogram

QUESTIONS	SUMMARIZED RESPONSES	THOUGHT UNIT	THEME	CATEGORY
1. 1 How were you able to cope with adjusting to the learning environment in virtual instruction?	The participants were able to cope through attending webinars and being familiar with the different platforms like zoom, google scholar, etc., providing an appropriate classroom, workplace environment, then preparing for online classes such as modules, However, Due to communication problems, some participants have had difficulty interacting with students.	}	Physical Environment	ADAPTABILITY
1.1.1 How does your current physical environment affect you in virtual instruction?	There are participants that have no problems at all in virtual instruction and there are also participants who have been experiencing stress, communication barriers due to the poor physical environment, and difficulty engaging the students' attention			
1.2.5 How will you compare in interacting with your students in virtual learning compared to face to face learning?	Participants prefer face-to-face learning due to the enhanced quality, intercommunication, and participation of students in the same environment and ambiance. Virtual instruction would display boundaries where students are inadequate to engage due to the shortage of time and technology.			
1.2.7 What are your difficulties in communicating and approaching students in virtual instruction?	Most participants experience issues towards communication due to physical barriers whether it's caused by technological problems like limited time, slow internet connection, mic problems, and disconnecting, or complications regarding lack of direct interaction with the students. However, participants found ways to communicate effectively through different platforms like messenger and Viber, visual aid, instructions, and reminders, either through groupings or individually.			
1.2.9 How does the new virtual learning environment hinder your old teaching capabilities?	Some participants were not hindered by virtual instruction as it is another way of teaching where students are also able to learn. But some participants were initially hindered by struggling to establish rapport with the students or other teachers, health, or the participants are teaching subjects that don't translate well in a virtual environment.			



Appendix H- Cool Analysis of Data

QUESTIONS	P1	P2	P3	P4	P5	P6	P7	P8	P9	SUMMARY
1.1 How were you able to cope with adjusting to the learning environment in virtual instruction?	We have been preparing by attending seminars since last summer.	We try to cope with the help of other teachers who are willing to teach us also and that's why we are able to learn. We use zoom, google classroom, and even discord but many of our students cannot afford to have discord so it's limited.	Adapting to Virtual Instruction hasn't been easy. I found it difficult in the beginning because I had to familiarize myself with Google Meet and its extensions.	It was initially a little difficult for the first few sessions, but as we got used to the virtual instruction patterns and practiced it helped us move on very quickly.	At first, it is really difficult, but we should adapt to the new normal. I attended a semi webinar so I would prepare materials like the module and exercises for the class online.	Before there was anticipation for changing over and making use of virtual teaching. But as a teacher, you are comfortable in your ways. I am coping but I do find it difficult some days, and I miss building rapport and interacting with students.	We must adapt and put work into learning and adjusting to the new world and new conditions, whether we like it or not.	It was hard because we have to adjust since we have to divide our house to have a classroom environment So we need to adjust since there are also barriers that can affect when communicating online.	N/A	The participants were able to cope through attending webinars and being familiar with the different platforms like zoom, google scholar, etc., providing an appropriate classroom, workplace environment, then preparing for online classes such as modules, However, Due to communication problems, some participants have had difficulty interacting with students.
1.1.1 How does your current physical environment affect you in virtual instruction?	It gives me stress. We are limited in a room facing the screen for 6 hours.	It is not actually a hindrance for us in our physical environment. Since in our school we have our computer laboratory wherein we take turns in using it so we have our own schedules.	It hasn't been easy. The teachers rotate on an hourly basis while the students stay in the same room. The difficulty comes in the rotation of teachers in addition to preparing for both online and face-to-face classes. The devices we use are kept	Initially, it was difficult to make them sit or pay attention. After sometime when we changed our strategy of getting their attention to the screen. We had to really give a lot of preparation from my side to see how appealing and comfortable for them to be on screen.	It's not very easy because you can go to the school so that you can stay in your classroom. Though online, you can wake up late because you are not in a hurry to go to school. You just see your students online.	It affects me massively because the physical environment is a bit dire. You don't have that cozy feeling but I am still grateful for the opportunity and the platform they are creating for us to be able to still reach out to students, but it is not the	To be honest, I'm not used to the atmosphere when I can't meet my students' real faces, but I adapt to these changes as I go along	The environment affects us since we have to adjust, I used to interact with my students physically but now it is difficult for the students in a remote area. virtual instruction is okay but due to barriers in communicating and strategies it depends if they will learn from you	Virtual physical instruction is fine, it doesn't have the trouble of planning to go to school, waking up early and having a long journey to go there. Even though I see some digital education issues with it, I have to teach the lesson twice.	There are participants that have no problems at all in virtual instruction and there are also participants who have been experiencing stress, communication barriers due to the poor physical environment, and difficulty engaging the students' attention.



Appendix I- Grammar & Plagiarism Report



Report: Fine-Tuning Research Manuscript Checking

Fine-Tuning Research Manuscript Checking

by Leanzel Corpuz

General metrics

53,893	7,848	400	31 min 23 sec	1 hr 0 min
characters	words	sentences	reading time	speaking time

Writing Issues

✓ No issues found

Plagiarism



1% of your text matches 5 sources on the web or in archives of academic publications

Appendix J- The Interview Protocol

The method employed in this study is phenomenology. Its purpose is to recall the personal conscious feelings and experiences of selected non-teaching staff of Philippine School Doha about Inventory Practices evident in their workplace. It is the task of the researcher to focus the line of interview questions directly on research-related matters being studied upon. Interviews will consist of three parts, namely: a) research preparation; b) interview proper, and c) research analysis and follow-up.

A. Research Preparation

The researcher will introduce himself and explain the possible interview activities. He explains the nature of the research project. The telephone or e-mail may be used for further communication if the need arises. Personal appointments for participants will be scheduled should permission from them be granted.

The researcher should equip himself with gadgets needed for the interview such as interview questions, a notebook for note-taking, and a recorder. He makes sure that the equipment is in good condition.

B. Interview proper

a. Ambiance with a good and well-ventilated room is essential to set the mood before the interview proper.

b. Casual chatting is made for rapport and a conversational atmosphere for the interview. The robotfoto will be filled out and informed consent will be given to the interviewee to be signed.

c. Name, date, time, and place are indicated. Starts the interview with general open-ended questions.

d. Listen attentively to the sharing. Raises clarificatory and elaborating questions for probing if it is necessary. Remember that it is a conversation.

e. Lets the interviewee feel at home by allowing him/her to talk more; elicit as much information as he can, concentrate on the focus/target questions until probing is achieved.

f. Try to think ahead of the questions so that conversations will not be interrupted.

g. Asks the interviewee if there is additional information that he/she would like to share.

h. Asks for other available forms of communication that would enhance the strength of the information being shared.

C. Paperwork and Follow up

a. Extracts the recording from a digital recorder to the computer, plays, and listens to the conversations. Creates a special folder for the files indicating the date, month, and year of the interviews.

b. Transcribes what was said in the conversation. Do not edit the wording of the conversations.

c. Prints copies of the transcription and keeps them in a plastic folder.

d. Clarificatory questions concerning the transcript of the interview with the interviewees may be done this time.

e. Keeps the archive for reference purposes.

Author's Profile

Juliana Mae S. Pituc is seventeen years old and born on June 1, 2004, in Pasig City, Manila, Philippines. She is the eldest of three siblings to Christian and Michelle Pituc. With her brothers, James Adrian Pituc and Jed Aaron Pituc. She is currently studying in Philippines School Doha as a Grade 12 GAS student. She is an aspiring Laureola candidate for the coming second semester and a bronze awardee for the first semester. In her Junior years, she had graduated with a Department Award and had participated in the Artizan Club in Grade 10. She loves spending time with family and friends, and her hobbies consist of drawing, journaling, cooking, reading, watching movies/series and playing games. She strives to take BS Psychology in the Philippines to help people understand themselves.

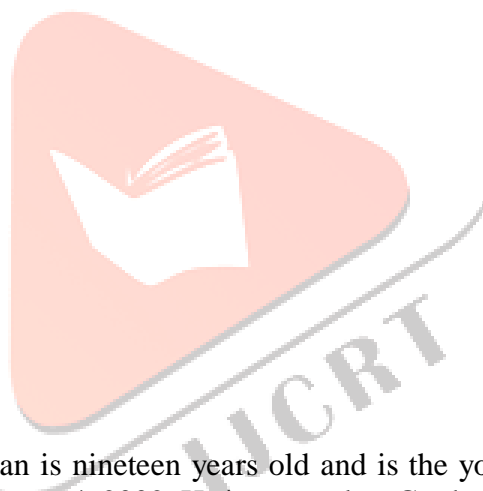
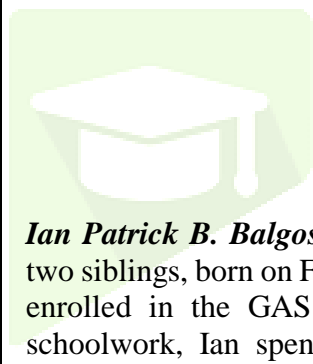
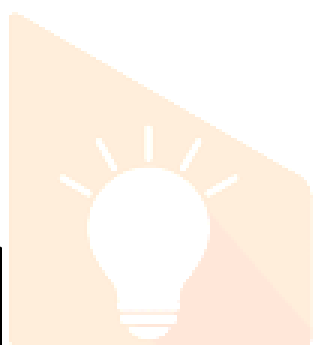


Shaina M. Nova, eighteen years old, born on december 29, 2003 in Doha, Qatar. She is a middle child of three siblings to Alvin and Shirley Nova and She is currently G12 GAS in Philippines School Doha. She is a creative person and she is passionate in arts such as painting and drawing digital and traditional arts. Her hobbies include cooking, playing games, writing poems, and watching movies. She has two cats named joey and judgie and she loves spending time with them including her friends and family. She was part of a health committee in grade 10. She was also part of the top 10 in her class during grade 11 ranking 7 in second term and rank 9 in third term. She will be taking BS Digital Illustration and Animation in Ateneo De Naga University in Naga city, Aspiring to be a Graphic Designer in the future.



Mark Joseph S. Cabrera, a nineteen-year-old born on September 1, 2003, in Doha, Qatar. He is the youngest of three siblings and an upcoming graduate of Philippine School Doha who enrolled in the General Academic Strand. He is part of the Bronze Awardees and qualified for the institutional honors in the first semester. Passionate in helping others which also becomes a motivation for him to become a nurse. In his free time, he usually plays video games or watch.

Albert Christian R. Angeles, nineteen years old and is the youngest in the family, born on December 12, 2002. He is a Grade 12 student enrolled in the GAS strand in Philippine School Doha. He wants to be a nurse just like his parents.



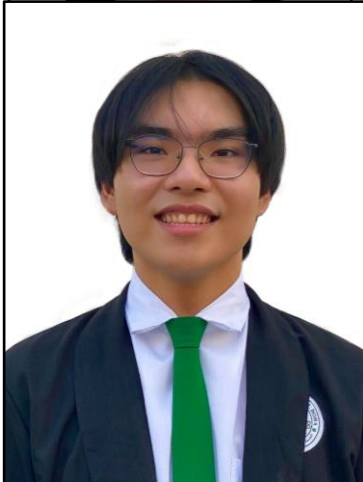
Ian Patrick B. Balgos, Ian is nineteen years old and is the youngest of two siblings, born on February 4, 2002. He is currently a Grade 12 student enrolled in the GAS strand in Philippine School Doha. Outside of schoolwork, Ian spends his free time playing video games or going outside with friends. He also has a long interest in plastic model kits which became the gateway to working with electronics. Ian plans to turn this hobby into his profession and aims to take a Telecommunications course in the near future. He believes in the importance of being optimistic, having fun, and enjoying life while one can.



Isiah Udrih N. Tolentino is seventeen years old and is the eldest child of three siblings, born on the 1st of September 2004. He is currently a 12th grade student under the GAS academic strand in Philippine School Doha, Qatar. Isiah was part of 1st term laureola qualifiers and in his junior years, particularly tenth grade his team in PTA basketball tournament “Under Dawgz” won the championship against other teams who participated in the tournament. His hobbies include hanging out with friends and loved ones, playing basketball, watching movies, going to the gym, playing guitar, cooking meals and listening to music. He aspires to become an Engineer or Accountant while being a Business owner. As a dreamer, he believes that it's beauty in the struggle and ugliness in the success.



Leanzel Delgado Corpuz is eighteen years old and is the eldest child of four siblings, born on the 2nd of July 2004. She is currently a 12th grade student at Philippine School Doha, Qatar under the General Academic Strand(GAS). She is passionate when it comes to writing short stories, poems, and songs and she is also dreaming to become a Film Director someday producing and creating her own movie and turning larger projects into life. Her hobbies are creating short films, listening to music, writing short stories and poems, watching movies and reading. Leanzel aspired to become a Film Director and will be taking the course of BA in Cinematology and Media studies in Los Angeles, California.



Cristian Jetro G. Siongco, is seventeen years old and is the youngest child of two siblings, born on the 3rd of April 2004. He is currently a 12th grade student under the GAS academic strand in Philippine School Doha, Qatar. Jetro in his 10th grade participated in the PTA event basketball tournament under the team “Under Dawgz” He and his team won the championship against other teams who participated. He is motivated to take an Engineer course and become triumphant in overcoming His academics.



Paulo Nikolaz R. Punay was born on July 9, 2003 in Las Pinas City, Philippines. He is a current student in Philippine School Doha (PSD) and currently enrolled in the General Academic Strand, as he aims to be a nurse practitioner by enrolling in College of North Atlantic of Qatar (CNAQ) in the near future. His hobbies include breeding fish and animating. He spends his free time either playing games, watching documentaries or fishing.



Ephraim Marius O. Sambon, was born on August 12, 2004 in Doha, Qatar. He is currently a student in Philippine School Doha (PSD) enrolled in the General Academic Strand, as he aims to be an Paramedic or a digital marketer by enrolling in College of the North Atlantic - Qatar in the near future. He loves spending his free time by watching movies and tv series, and spending time with his friends and family. He is passionate when it comes to playing online games.