

Online Teaching in the Lens of Secondary School Teachers

Estelita C. Saquin¹, Cynthia S. Superable²,

Department of Education, Division of Ozamiz City, Philippines¹

Misamis University, Ozamiz City, Philippines²

ABSTRACT:- Online instruction has been incorporated into the school system as a result of the COVID-19 epidemic. For the purpose of enhancing the standard of education in the digital age, it is crucial to investigate the experiences and difficulties secondary school teachers have encountered with this new method of instruction. A qualitative study was carried out to investigate the lived experiences of 10 secondary school teachers in the Ozamiz City Division in reaction to this occurrence. Data were gathered through interviews and group discussions and then analyzed using Colaizzi's method to find recurring themes. The study took a phenomenological approach. The survey found six main themes: accessibility to learning resources, no topic will go unheard, enjoyable and interactive, promotes learners' self-learning, issues with internet connections and gadget accessibility among learners, and lack of technological literacy. Teachers showed a great level of optimism regarding online instruction despite the difficulties they faced. The survey came to the conclusion that teachers' biggest problems were a lack of technology and insufficient internet connectivity. The report suggests that as part of the Learning Continuity Plan, teachers and school administrators should receive sufficient orientation and training on online teaching. This strengthens preparedness for disruptions to face-to-face classes due to public health issues, natural disasters, or emergency situations.

Keywords: *availability of gadgets, internet connectivity, learning continuity plan, online teaching*

I. INTRODUCTION

Online instruction has grown in popularity as a result of the COVID-19 pandemic compelling schools to explore alternative methods of delivering instruction. The sudden switch from traditional face-to-face instruction to online learning presents a number of challenges for both students and teachers. This fast transformation forced teachers to get familiar with a range of online teaching methods, which can be daunting and demanding.

For many teachers, the transition to online learning has been difficult since they have had to swiftly adjust to new technologies and instructional strategies. According to a study by Savasci and Sahin (2021) on the experiences of Turkish secondary school teachers, many of them had trouble creating and delivering online lessons. According to the survey, educators were concerned about the lack of social interaction and involvement in online classes, which could negatively affect students' motivation and academic performance. Similar findings were made by Ismail, Rahmat, and Abdullah (2021), who found that Malaysian teachers had a hard time transitioning to online teaching methods, especially when it came to designing and delivering effective lessons. Due to the lack of face-to-face interaction with their pupils, teachers found it difficult to evaluate their understanding and cater to their requirements.

The difficulties teachers faced when instructing students online during the epidemic have been documented in a number of studies. Lack of access to technology and internet connectivity, which has harmed both teachers and pupils, is one of the biggest problems. According to a research by Amri et al. (2021), poor internet connectivity, limited access to devices, and a lack of digital literacy made it challenging for many Indonesian teachers to provide online lectures. The report also emphasized the need for government assistance to address these problems and give teachers the resources they need to conduct successful online sessions.

Another issue for teachers is the lack of support and training for online instruction. A study by Dhawan (2020) found that many Indian teachers lacked the necessary education and experience to design and deliver effective online courses. The study recommended that instructors receive support and training to develop their digital and pedagogical knowledge.

Despite the challenges, lots of educators have developed workarounds for doing online training. One such strategy is making better use of digital tools and resources to enhance the delivery of online education. Teachers in China conduct interesting and interactive courses using a variety of digital technologies, including educational

applications and online platforms, according to a study by Liu et al. (2021). In order to increase student engagement and learning outcomes, the study also stressed how important it is to incorporate multimedia elements into classes, such as videos and animations.

Another strategy employed by professors in online classes is collaborative learning activities. In their online courses, teachers used group projects, discussions, and other collaborative learning activities to promote engagement and interaction among their students, according to a study by Hwang and Chang (2021) on the experiences of teachers in Taiwan. The study also underlined the value of instructor assistance and criticism in encouraging effective group learning.

Online instruction has presented secondary school teachers with a variety of challenges during the COVID-19 pandemic, including restricted access to technology, a lack of training and support, and the complexity of designing and delivering effective online courses. A few strategies that teachers have developed to address these issues include the use of digital tools and resources, group learning activities, instructor support, and feedback. It is essential for governments and educational institutions to provide instructors with the resources and support they need to provide successful online courses since it is anticipated that online teaching will continue to be a significant method of instruction in the future.

The COVID-19 pandemic has drastically changed the nature of education, requiring schools all across the world to transition to online instruction in order to preserve continuity in education. As a result of their swift adoption of new technologies and methods, teachers now face new challenges. Due to the fact that they provide teachers with motivation, guidance, and support, school administrators now hold a position of greater significance.

The importance of school leaders' support and leadership in supporting online instruction has been underlined in numerous research. Masry-Herzallah and Stavisky (2021), for instance, found that administrators that use a transformational leadership style can provide teachers with the resources, guidance, and support they need to carry out their duties effectively, which in turn can boost job satisfaction. In a similar vein, Semon (2017) asserted that transformational leadership, which emphasizes tailored support and growth, innovation and creativity, and a shared vision, would be a better fit for the unique requirements of the education sector.

School administrators have a crucial role in aiding teachers with their logistical needs in addition to exercising leadership. For instance, Puka (2022) found that transactional leaders who make goals clear to instructors and reward success with praise and rewards might motivate teachers to put in more effort and support their coworkers. Similar to this, Carretero et al. (2017) asserted that providing instructors with technical assistance, training, and access to digital tools will aid them in developing excellent digital content skills.

Additionally, teachers must collaborate and communicate with one another in order to develop effective online teaching strategies. According to Brownwell et al. (2016), effective teacher communication and collaboration, especially when utilizing digital resources, are essential because practices advance when teachers cooperate to achieve a common objective. In order to promote teacher collaboration and communication, it is imperative for school administrators to create a supportive environment. This means providing assistance in addressing such challenges as well as opportunities for educators to exchange experiences, best practices, and challenges they have faced when instructing online. This will benefit teachers and students alike as school administrators can promote a culture of lifelong learning and development. In the role of school administrators in supporting online teaching, leadership, direction, support, and resources are crucial to enabling teachers to efficiently provide students with high-quality education. As the globe struggles to deal with the COVID-19 epidemic and other disruptive events, school administrators' support for teachers' online instruction is crucial to maintaining the continuity of education and the wellbeing of all parties involved in the educational process.

II. METHODS AND MATERIALS

Design

This study employed a qualitative phenomenological design and Colaizzi's approach of data analysis. The phenomenological technique, according to Creswell (2009), presupposes that human experience is mediated by interpretation. As a result, the key to using this tactic is to respect other people's experiences and the significance they place on them (Seidman, 1998). This method was employed in the study to look into the challenges teachers faced when using online distance learning.

Setting

The secondary schools of the Division of Ozamiz City, which is divided into 10 districts and is run by district supervisors, were the setting for this study. The division consists of 10 secondary schools that are overseen by School Principals or Head Teachers who have been designated as School Heads by the Superintendent of the Schools Division. Children in the neighborhood have easy access to education thanks to the locations of these schools in both urban and rural parts of the city.

Approximately 16,407 hectares in size, Ozamiz City is situated in Northwestern Mindanao and faces the stunning Panguil Bay with the imposing Malindang Mountain in the background. It is bordered to the north by the Mindanao Sea, to the east by Iligan Bay and Panguil Bay, which divide it from Cagayan de Oro, to the south by

the City of Tangub, and to the west by the Municipality of Don Victoriano. Due to the rocky interior and the concentration of commercial activity in the coastal areas, Ozamiz City, like other towns and cities in Misamis Occidental, is located along the Panguil Bay shore.

Participants

The study included a total of five secondary school teachers who were responsible for online teaching during the peak of the COVID-19 pandemic in the Division of Ozamiz City. The data collection process continued until the point of saturation, which occurred after the 5th participation. The participants were selected using purposive sampling based on the following criteria: 1) active participation in online teaching during the COVID-19 pandemic, 2) current teaching position in the identified secondary schools within the Division of Ozamiz City, and 3) voluntary consent to participate in the study.

Instrument

To gather data from participants, the researcher employed a structured interview guide, which was developed and approved by the dissertation committee. The researcher-made interview guide (see Appendix D) consisted of opening, core, and exit questions. These questions were carefully crafted to elicit relevant information from the participants and were approved by the dissertation committee.

Data Collection

The researcher first requested permission from the Graduate School of Misamis University before asking the Superintendent of the Schools Division of Ozamiz City for authorization to survey the chosen participants. After securing the required authorizations, the researcher obtained participants' agreement via a letter outlining the study's objectives. Individual interviews were done face-to-face while strictly adhering to interview and health regulations. The interviews were recorded in order to capture the participants' comments in their entirety, including any nuanced responses.

Following the completion of all the interviews, the researcher used Colaizzi's method of data analysis to process, categorize, and interpret the responses into themes. After that, the motifs were examined and interpreted. The researcher closely followed up with the participants on a regular basis to confirm their trustworthiness, made notes during and after the interviews, and watched their actions and nonverbal cues to better understand the significance of their experiences. In order to validate their replies and impressions, the initial thematic statements and subthemes were also presented to the chosen participants at a meeting. The research team was also given the results during the analytical process.

The researcher employed evidence such introductory topic statements, examples of subthemes, and excerpts from the interview texts to preserve dependability and confirmability. During the analysis phase, these were shown to the Graduate School faculty members to get their feedback. The progress report was also discussed at two meetings of the university research committee. The researcher provided a thorough and comprehensive explanation of the research method to help with future evaluation of the study in order to attain transferability. In addition, participants were chosen using maximum variation sampling.

Ethical Consideration

The Helsinki Declaration (2001) norms were applied by the researcher as a sign of their dedication to ethical standards. Participants gave informed consent to participate after being told of the study's goals and importance prior to the interview. The need of confidentiality was also underlined, and participants were given the assurance that neither their names nor the circumstances leading to their identification would be mentioned at any stage during the study. All participant-related documents were kept in a separate, secure file to further ensure anonymity. A later date was chosen for the interview if a participant grew weary or refused to continue. Participants had the choice to leave at any moment. Throughout the study, the researcher treated participants with respect and made it clear that their comments would have no impact on their condition. All comments were kept strictly confidential to maintain the integrity of the study.

Data Analysis

To come up with the findings, the researcher followed the seven-step method of data analysis of Colaizzi (1978); the seven steps are: 1) making sense of acquiring a feeling for the protocol, 2) extracting significant statements, 3) formulating meanings, 4) organizing the cluster themes, 5 and 6) integration of results and detailed description, and 7) validation.

Seven steps were taken in the analysis of the study on instructors' experiences with online instruction during the COVID-19 outbreak. The first phase entailed constantly listening to the audiotapes and reading the transcripts in order to get a sense of each transcript. In the reflective diary, the researcher recorded any unique ideas, sentiments, or thoughts that came to them during this phase. The 10 participants received copies of the transcripts along with a comments sheet for verification.

The second phase entailed identifying and analyzing the participants' experiences linked to preparedness by reading and re-reading the transcripts and extracting relevant statements. In a Word document, important phrases and sentences were taken out and highlighted. Incorporating personal reflections and emotions into the reflective journal. I had participated in a debriefing session and come to a decision.

The final step involved developing articulated meanings by carefully considering each relevant statement. The reflective diary entries and interview field notes were taken into consideration when examining the meanings. I convened a second debriefing and came to a decision.

The fourth phase entailed grouping relevant statements with comparable terms and formulated meanings to create clusters of themes from the formulated meanings. Themes were established by combining related theme clusters. I investigate the connection between topic clusters, articulated meanings, and emerging themes. For the purpose of describing instructors' experiences in online teaching, thirty formed meanings were grouped into 24 theme clusters, which were then narrowed down to a cluster of four emergent themes.

The fifth step was to exhaustively describe the investigated phenomenon by reexamining and incorporating the emergent themes, theme clusters, and formulated meanings into the description. This step included all the elements of the experience, and I consulted my adviser, and a consensus was reached.

The sixth step involved describing the fundamental structure of the phenomenon. I reexamined, discussed with my adviser, and analyzed the emergent themes to reveal the experiences in online teaching during the COVID-19 outbreak from the teachers' perspectives.

The final step involved returning to the participants for validation. The exhaustive description and fundamental structure of the phenomenon were returned to the 10 participants, who validated the accuracy of the findings. This seven-step analysis process helped to ensure the credibility and validity of the study.

III. RESULTS AND DISCUSSIONS

This study's goal was to investigate and give a thorough description of the real-world experiences of teachers who delivered online instruction. For this study, a total of 10 individuals were initially sought out, however after the fifth participant, data saturation was reached, and face-to-face interview data collection was discontinued. The researcher evaluated and interpreted the five interview transcripts using Colaizzi's (1978) method of data analysis, and two cluster themes—experienced positive elements of online education and experienced negative aspects of online teaching—were discovered. The researcher listened to the recorded interviews several times to ensure that the transcriptions of the interviews were accurate.

The researcher first went over the study protocols in order to guarantee the accuracy of the data analysis. The interview data was then thoroughly transcribed and evaluated by the researcher to ensure consistency between the recorded and transcribed materials. The participants' intended meaning is kept in the transcription thanks to this meticulous approach. English, which was thought to be a language they could speak and understand, was used for the interviews. The names of each participant were not included in the written transcripts in order to ensure confidentiality. To protect the participants' privacy and anonymity, this procedure was used.

The researcher then went on to pull out important quotes from the written transcriptions. Following Colaizzi's (1978) methodology, this required going over each transcript again and identifying words or phrases that directly connected to the phenomenon being studied. To correspond with each participant's transcription, including their associated feelings or emotions, the significant statements were arranged in a table fashion. Each interview's transcription was examined thereafter, and the noteworthy statements were numbered or coded (SS1–SS5, for instance) for participants 1–5. The ten participants that underwent interviews yielded a total of 47 notable statements.

After identifying the significant statements from the transcriptions, the researcher proceeded to formulate meanings (FMs) based on these statements, in accordance with Colaizzi's (1978) method. A total of 30 FMs were derived from the ten SS, each one numbered for reference. As emphasized by Colaizzi (1978), the researcher must seek to uncover the hidden meanings underlying the data and take into account the relevant contexts and horizons. To ensure the validity of the FMs, the researcher consulted with their advisor throughout the process. Once all the FMs had been formulated, the researcher synthesized them into cluster themes.

The final step involved organizing the 30 coded formulated meanings into 24 themes, which were then clustered into two main themes: experienced positive aspects of online teaching and experienced negative aspects of online teaching. The 24 themes were: 1) Availability of homemade videos and shared screens for teaching; 2) Availability of resource materials such as PowerPoint presentations, videos, and other learning resources; 3) Paperless assignments and group work submissions; 4) Sharing of class outputs in Facebook and Messenger for other students to see; 5) Access to lessons for absent or remote students; 6) No missed classes as lessons can be posted online; 7) Reduction in absences and tardiness; 8) Lessons can still be delivered even when the teacher is absent; 9) Fun and exciting; 10) Interesting; 11) Amazing, as students know technology better than the teacher; 12) Increased student participation in class discussion; 13) Online learning allows time for learners to think and answer questions during interactive discussions; 14) Students are more attentive during online teaching; 15) Difficulty in measuring students' academic achievement, particularly in online exams; 16) All assignments and group work are submitted online; 17) Some students have no access to gadgets or internet connection; 18) Slow internet connectivity; 19) Lack of gadgets for online learning; 20) No training conducted on the use of new technology in teaching; 21) Orientation on how to manipulate learning tools and guidelines in online learning; 22)

Use of YouTube tutorials for online teaching; 23) Teachers learn by themselves on how to teach online; 24) Need for assistance in operating learning tools, particularly in sharing files/PPT/videos;

These themes were then clustered into two main themes: Experiencing the Positive Dimensions of Online Teaching and Experiencing the Negative Dimensions of Online Teaching. The positive aspects were clustered into four sub-themes: Availability of Learning Resource Materials, No discussion will be missed, Fun and Interactive, and Encourages learners' Self-Learning. The negative aspects were clustered into one sub-theme: Encourages Learners' Self-Learning. These two main themes were identified as the central themes of the study.

Cluster Theme 1: Experiencing the Positive Dimensions of Online Teaching

Subtheme 1: Availability of Learning Resource Materials

Theme 1: Teachers used homemade instructional videos and screen-sharing features during lessons.

Theme 2: Teachers accessed and utilized PowerPoint presentations, videos, and other digital learning resources.

Theme 3: Instruction was paperless, as all assignments and group tasks were submitted online.

Theme 4: Students' class outputs were shared through Facebook and Messenger for peer viewing.

Subtheme 2: Continuity of Instruction Without Missed Discussions

Theme 1: Students who were absent or unable to attend synchronous classes accessed lessons posted on online platforms.

Theme 2: Lessons were not missed because teachers uploaded instructional materials even when absent.

Theme 3: Cases of student absenteeism and tardiness were reduced.

Theme 4: Instruction continued even in the absence of the teacher.

Subtheme 3: Fun and Interactive Learning Experiences

Theme 1: Online classes were perceived as fun and exciting.

Theme 2: Lessons were described as interesting.

Theme 3: Students demonstrated stronger technological skills than teachers.

Theme 4: Students actively participated in class discussions.

Subtheme 4: Encouragement of Learners' Self-Directed Learning

Theme 1: Online learning allowed learners to think independently and respond during interactive discussions.

Theme 2: Students showed increased attentiveness during online instruction.

Theme 3: Students' academic performance was difficult to measure, particularly during online examinations.

Theme 4: Learning activities remained paperless, with assignments and group work submitted online.

Cluster Theme 2: Experiencing the Negative Dimensions of Online Teaching

Subtheme 1: Internet Connectivity Issues and Limited Access to Gadgets

Theme 1: Some students did not have access to gadgets or internet connectivity.

Theme 2: Internet connectivity was slow and unstable.

Theme 3: The lack of appropriate devices hindered students' participation in online learning.

Subtheme 2: Limited Knowledge and Skills in Using Technology

Theme 1: No formal training was conducted on the use of new technologies for teaching.

Theme 2: Teachers oriented students on how to use learning tools and follow online learning guidelines.

Theme 3: Teachers sought assistance from YouTube tutorials to learn online teaching processes.

Theme 4: Teachers learned how to conduct online classes independently.

Theme 5: Teachers required assistance in operating learning tools, particularly in sharing files, presentations, and videos.

Discussions

Theme 1. Experiencing the Positive Dimensions of Online Teaching

The COVID-19 pandemic has forced educational institutions to transition to online teaching to ensure continuity of education. Despite the initial challenges, many educators have discovered some positive aspects of online teaching. This study identified several positive aspects of online teaching, namely: Availability of Learning Resource Materials, No Discussion Will Be Missed, Fun and Interactive, Encourages Learners' Self-Learning.

Availability of Learning Resource Materials

Availability of Learning Resource Materials is a subtheme that emerged from the positive aspects of online teaching. This subtheme emphasizes the availability of various learning materials that students can use to supplement their learning. In a study by Rodríguez-Martín et al. (2020), they found that providing various learning resources, such as videos, presentations, and interactive activities, can enhance students' learning experiences in online teaching. Furthermore, another study by Lin (2019) discovered that online resources can be used to facilitate self-learning, and it can help improve students' academic performance.

Participant 1 stated that *“As a teacher, we can insert videos and PPTs.”* Recent studies have provided strong evidence that supports the use of videos and PowerPoint presentations as effective teaching tools. In the study of Kay, LeSage, and Simmons (2018) found that the use of instructional videos in the classroom improved students' understanding, and retention of the material being taught, particularly among students who struggled with traditional lecture-based instruction. The use of videos and PPTs can be particularly beneficial for online learning environments, as they help to bridge the gap between distance learners and instructors. Chen and Lin (2018) found that the use of online videos and PPTs helped to improve student engagement and learning outcomes in an online course.

Moreover, participant number 2 also commented: *“I let them answer by posting it to the chat section and clicking the hand icon if they want to answer.”* Participant 2's statement regarding using the chat section and hand icon to allow students to answer can be a useful approach to promote student engagement and participation in the classroom. Allowing students to share their thoughts and opinions through online platforms like chat sections can create a more interactive and dynamic learning environment, particularly in remote or hybrid learning contexts. In the study of Cai and Zhao (2012) have shown that online discussion and collaboration can be effective tools in promoting student learning outcomes. Moreover, the use of hand icons can help to organize and facilitate discussion by allowing students to indicate their desire to speak and preventing interruptions or talking over one another. This can help to promote a more respectful and inclusive learning environment where all students have a chance to contribute.

Participant 3's statement *regarding letting learners submit their assignments via email* suggests a practical approach to managing assignments and engaging students in their own learning process. Allowing students to submit their work through email can be an efficient and convenient method for both the students and the teacher. It allows students to complete their work at their own pace and submit it when they are ready, rather than having to submit assignments in person during class time. Additionally, email submission can help to streamline the grading process for teachers by centralizing all assignments in one place, making it easier to organize and assess work. However, it's important to consider that email submissions may not be the best option for all types of assignments, such as group projects that require collaboration or presentations that require live feedback.

Participants 4 and 5 statement highlights *the use of social media platforms such as Facebook as a means of facilitating communication and collaboration among students*. There have been several recent studies that suggest that social media can indeed be a valuable tool in promoting student engagement and learning outcomes. A study by Sanchez et al. (2014) and Robear and Doering (2013) found out that the use of social media platforms such as Facebook helped to promote collaboration and knowledge sharing among students. The study also found that the use of social media enhanced students' motivation and engagement in the learning process.

Fun and Interactive

The theme of fun and interactivity is becoming increasingly important in online teaching, as educators seek to engage students and create a positive learning experience. Fun and interactive online teaching is essential for engaging and retaining students' attention, especially in the digital age, where distractions are everywhere. These were the statements of the participants:

“They will find it exciting. You know the effects... Learners nowadays like digital stuff. They are more attentive.” (P1)

“I also found it interesting. I was new to it, so I needed some help through the internet.” (P2)

“The strength of online teaching was that learners were interested in it.” (P3)

“It is very interesting that students are more capable of using technology than me..” (P4)

“It made the teaching successful and even more fun.” (P5)

Recent studies have shown that incorporating gamification, social interaction, and multimedia elements in online learning can enhance the learning experience and promote better learning outcomes. A study by Kim and Lee (2020) found that incorporating gamification into online learning improved students' motivation and engagement, resulting in better academic performance. Zhang et al. (2021) showed that online peer feedback and collaboration improved students' learning outcomes and helped them develop higher order thinking skills. Multimedia elements, such as videos, animations, and interactive simulations, can also enhance the online learning

experience. A study by Lu et al. (2020) found that multimedia-enhanced online learning materials were more effective in promoting students' engagement and comprehension compared to traditional text-based materials.

Encourages Learners' Self-Learning

Promoting self-learning in online teaching is crucial for developing learners' ability to learn independently. Active learning, promoting metacognitive awareness, and using technology to personalize learning are effective strategies that can be used to achieve this goal. By encouraging learners to take responsibility for their learning, online teaching can help prepare them for success in their academic and professional lives. These were the statements of the participants:

"I let them answer by posting it to the chat section and clicking the hand icon if they want to answer." (P2)

"To maximize their involvement and time, I let the learners submit their assignments through e-mail." (P3)

"I let them submit their activities through e-mail or messenger and let them post their output on Fb to let their friends react to it" (P4 & P5)

Encouraging learners' self-learning is a critical aspect of online teaching. The ability to learn independently is a valuable skill in today's world, where information is readily available, and individuals are expected to take responsibility for their learning. Recent studies have highlighted the importance of promoting self-learning in online teaching and the strategies that can be used to achieve this goal.

One effective approach to encouraging self-learning in online teaching is to promote active learning. According to a study by Bonk and Zhang (2021), active learning involves engaging learners in meaningful activities that require them to apply what they have learned actively. This approach not only helps learners to retain information better but also encourages them to take responsibility for their learning. A study by Chen et al. (2021) found that promoting metacognitive awareness in online learning environments can improve learners' self-regulation and academic performance. Technology can also be used to promote self-learning in online teaching. Ren et al. (2020) showed that personalized learning platforms can significantly improve learners' learning outcomes and motivation.

Cluster Theme 2 Experiencing the Negative Dimensions of Online Teaching

Online teaching has become a necessity in the wake of the COVID-19 pandemic. While it has many advantages, it also comes with its challenges. Many teachers have experienced negative aspects in online teaching, including problems with internet connectivity, lack of access to gadgets among learners, and lack of knowledge of the use of technology.

Internet Connectivity

One of the main challenges faced by teachers in online teaching is internet connectivity. Poor internet connectivity can lead to difficulties in conducting online classes, resulting in disruptions in learning. A study by Alghamdi et al. (2020) found that internet connectivity was a major issue in online learning, particularly in rural areas. The study recommended the provision of reliable and affordable internet services to promote online learning. These were the statements of the participants:

"It is weakness of online teaching as the learning is dependent on the internet." (P1)

"The best thing about online teaching is that it's very safe from Covid-19 but not dependable for other learners because they do not have the gadget to use. Some had the gadgets, but there was no internet connection. Others had very slow connectivity." (P2)

"The problem was the internet connectivity was very slow(P3)

"Learners love online; however, not all learners could participate since not all had the gadgets and internet." (P4)

There were times when the internet connectivity was very slow, and some did not have a connection. Online teaching was dependent on the internet service provider as well. (P5)

Strong internet connectivity are essential requirements for effective online teaching. These requirements enable students to access online learning resources, participate in online classes, and submit assignments without any hindrances. Recent studies have highlighted the importance of these requirements in online teaching, and it is essential for schools and educational institutions to provide support to ensure that students have access to gadgets and reliable internet connectivity. Alghamdi et al. (2020) found that slow internet connectivity was one of the significant challenges faced by students and teachers. Participants reported that slow internet connectivity led to disruptions during online classes, difficulty in accessing online learning resources, and inability to submit assignments on time.

Lack of Gadget

The participants number 2 commented that *"The best thing about online teaching is that it's very safe from Covid-19 but not dependable for other learners because they do not have the gadget to use."* The COVID-19

pandemic has led to a rapid transition to online teaching and learning. However, one of the significant challenges faced during this transition is the lack of gadgets for online teaching and learning. Gadgets such as laptops, tablets, and smartphones are essential tools for online learning, and without these tools, students' education may be severely impacted. In this discussion, we will explore the challenges and implications of the lack of gadgets in online teaching and learning and support the discussion with relevant citations.

The lack of gadgets for online teaching and learning is a significant problem, particularly in developing countries where access to technology is limited. According to a study by Sharma et al. (2020), many students in India faced challenges with online learning due to the lack of access to gadgets. Hossain and Ferdous (2021) reported that students from low-income households are more likely to face challenges with online learning due to the lack of access to gadgets.

The lack of gadgets for online teaching and learning also has implications for teachers. According to a study by Raza et al. (2020), teachers in Pakistan faced challenges with online teaching due to the lack of access to gadgets. The study found that many teachers did not have access to laptops or computers, which made it difficult for them to create online learning resources or conduct online classes effectively. Sharma et al. (2020) found that lack of gadgets was one of the significant challenges faced by students during the pandemic. Alghamdi et al. (2020) found that internet connectivity was one of the significant challenges faced by students during online learning, particularly in rural areas.

The Lack of Knowledge of the Use of Technology

Another subtheme related to negative aspects in online teaching is the lack of knowledge of the use of technology among learners. Many students may not be familiar with the tools and platforms used in online learning, which can hinder their ability to participate fully in classes. According to participant number 2 "I ensured learners had the chance to manipulate the basic functions of the tool we were using." According to Kirschner and De Bruyckere (2017) many students lacked the digital skills required for online learning.

The lack of reliable gadgets and strong internet connection can create barriers to effective online learning and exacerbate existing educational inequalities, particularly for students from low-income households or those living in remote areas. Moreover, teachers need to be equipped with the necessary knowledge and skills to use modern technology effectively in teaching and learning. They should be familiar with online teaching platforms, various online teaching tools, and digital resources to provide high-quality education to students. To promote effective online learning, governments and educational institutions must ensure that students have access to reliable gadgets and a strong internet connection. Additionally, teachers must be trained in the use of modern technology for teaching and learning. These efforts will help to ensure that students receive a high-quality education, regardless of their geographical location or socioeconomic status.

Exhaustive Description

Online instruction has several advantages for both professors and students, and it has grown in popularity as a replacement for conventional in-person instruction. Access to learning resources is one of the key benefits. With the help of interactive exercises, movies, and articles, teachers may access a wealth of resources to add to their lesson plans and make their classes more interesting and dynamic. Additionally, it gives pupils the chance to investigate various learning methods. Students can easily access recorded lectures and discussion forums to make up for missed material, which is another advantage of online instruction. This feature makes it easier to monitor attendance, which is important in conventional in-person classes and keeps students focused on their academics. Online teaching can also be fun and interactive, with teachers using virtual tools and games to make the class engaging and interactive. Online quizzes, polls, and surveys can be used to assess student understanding and encourage participation. Additionally, online teaching encourages self-learning, with students working at their own pace, building confidence, and improving their learning ability.

Online instruction does, however, provide a unique set of difficulties. The lack of appropriate gadgets and dependable internet connections among students is a significant barrier. Sadly, not all students have access to these, which makes it challenging to engage in online classes and causes delays, pauses, and trouble finishing tasks. Another difficulty is that some students need to be tech-savvy. Some students might need to spend extra time becoming accustomed to the online resources and resources utilized for online classes. This teaching method may leave teachers and students feeling confused and frustrated, which may decrease interest and involvement.

Because it can be challenging to recreate in-person classroom possibilities for social interaction and cooperation, online instruction can also be alienating for both teachers and students. The learning process may be harmed by feelings of loneliness and separation brought on by this online teaching and learning. Classroom management is another challenge, as the virtual setting makes it more difficult for teachers to keep an eye on student engagement and participation. This can result in distractions and a lack of focus in the classroom, making it challenging for teachers to assess student understanding and offer extra assistance to those who need it.

The preparation and delivery of online classes as well as additional support for students who need it can make online teaching more time-consuming for teachers. While there are numerous advantages to online education, there are also a number of difficulties that must be overcome if it is to be successful and advantageous

for both professors and students. By addressing the difficulties that come with online instruction, we can make sure that it continues to be a practical substitute for conventional in-person instruction.

Validation

In order to validate the conclusions, Collaizzi must first make sure that the clusters accurately reflect the experiences of the participants. To achieve this, the researcher contacted two of the five participants again and gave them a thorough explanation of the findings. It was required of the participants to read the description and confirm that it accurately reflected their own experiences with online instruction. The descriptive results were a true reflection of the five participants' experiences, they all agreed. This process is essential to guaranteeing the reliability and validity of the research finding.

IV. CONCLUSION

Online teaching offers substantial advantages that can enhance students' learning experiences, particularly through the availability of diverse learning resources, continuity of instruction, and interactive learning environments. These positive aspects support self-directed learning and provide flexible access to educational content, making online instruction a viable and effective alternative during periods of educational disruption. However, the findings also reveal that teachers' negative experiences, such as unstable internet connectivity, limited access to digital devices, and insufficient technological competence, pose significant barriers to effective online teaching. These challenges underscore the importance of addressing infrastructural limitations and strengthening teachers' digital preparedness to ensure equitable and effective learning outcomes.

V. RECOMMENDATIONS

Educational institutions adopt online teaching as a complementary modality alongside traditional face-to-face instruction to enhance flexibility and ensure continuity of learning during periods of disruption. Institutions should also prioritize the provision of adequate infrastructure, reliable internet access, and continuous professional development programs to strengthen teachers' technological and pedagogical competencies. Sustained technical support and capacity-building initiatives should be extended to both teachers and students to promote effective implementation of online teaching and improve preparedness for future emergencies or unforeseen disruptions. In addition, future researchers are encouraged to explore online teaching across diverse educational levels, contexts, and modalities, including blended and hybrid learning environments, to generate deeper insights into its long-term effectiveness, equity implications, and impact on teaching and learning outcomes.

Declarations Source of Funding

The study has not received any funds from any organization.

Competing Interests Statement

The authors have declared no competing interests.

Consent for Publication

The authors declare that they consented to the publication of this study.

Authors' Contributions

All the authors took part in literature review, research and manuscript writing equally.

REFERENCES

1. Alghamdi, A., Alqahtani, M., Aldhayan, N., & Alsharif, F. (2020). Challenges and Solutions of Online Learning During the COVID-19 Pandemic. *Journal of Education and Practice*, 11(8), 61-69. Retrieved on April 19, 2023 from <https://tinyurl.com/yckw6sdb>
2. Amri, R., Syukri, M., Irawan, D., & Marzuki, M. I. (2021). Investigating the factors that influence the intention to use e-learning in higher education during the COVID-19 pandemic. *Interactive Technology and Smart Education*, 18(1), 1-14. DOI: 10.1108/ITSE-09-2020-0084
3. Bonk, C. J., & Zhang, K. (2021). Empowering Online Learning through Active Learning Strategies. *EDUCAUSE Review*, 56(1). Retrieved on April 19, 2023 from <https://tinyurl.com/4v6bzxnx>
4. Bouchrika, I., Harrati, N., Wanick, V., & Wills, G. (2021). Exploring the impact of gamification on student engagement and involvement with e-learning systems. *Interactive Learning Environments*, 29(8), 1244-1257.
5. Brownwell, J., Adams, A., Sindelar, P. T., & Waldron, N. L. (2016). The critical role of communication and collaboration for school improvement: A review of the literature. *Journal of Educational and Psychological Consultation*, 26(4), 397-424. doi: 10.1080/10474412.2016.1170315
6. Campillo-Ferrer, J. M., Miralles-Martínez, P., & Sánchez-Ibáñez, R. (2020). Gamification in higher

- education: Impact on student motivation and the acquisition of social and civic key competencies. *Sustainability*, 12(12), 4822.
7. Carretero, S., Vuorikari, R., & Punie, Y. (2017). DigComp 2.1: The Digital Competence Framework for Citizens. Update Phase 1: The Conceptual Reference Model. EUR 28558 EN. Luxembourg: Publications Office of the European Union. Retrieved on April 19, 2023 from <http://dx.doi.org/10.2760/38842>
 8. Chen, L., Wang, Q., & Liang, J. (2021). Metacognitive Awareness and Self-Regulated Learning in Online Learning Environments: A Systematic Review and Meta-Analysis. *Educational Psychology Review*, 1-28. Retrieved on April 19, 2023 from <https://doi.org/10.3389/fpsyg.2021.792422>
 9. Colaizzi, P. (1978). Psychological research as the phenomenologist views it. In R. Valle & M. King (Eds.), *Existential-phenomenological alternatives for psychology* (pp. 48-71). Oxford University Press. Retrieved on April 19, 2023 from <https://philpapers.org/rec/COLPRA-5>
 10. Creswell, J. W. (2009). *Research design: qualitative, quantitative, and mixed methods approaches* (3rd ed.). Sage Publications. Retrieved on April 19, 2023 from <https://psycnet.apa.org/record/2008-13604-000>
 11. Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*, 49(1), 5-22. doi: 10.1177/0047239520934018
 12. Esra, M. E. Ş. E., & Sevilen, Ç. (2021). Factors influencing EFL students' motivation in online learning: A qualitative case study. *Journal of Educational Technology and Online Learning*, 4(1), 11-22.
 13. Falloon, G. (2020). From digital literacy to digital competence: the teacher digital competency (TDC) framework. *Educational Technology Research and Development*, 68, 2449-2472.
 14. Huang, S., Yin, H., Jin, Y., & Wang, W. (2022). More knowledge, more satisfaction with online teaching? Examining the mediation of teacher efficacy and moderation of engagement during COVID-19. *Sustainability*, 14(8), 4405. Retrieved on April 19, 2023 from <https://doi.org/10.3390/su14084405>
 15. Ismail, M. S., Rahmat, R. A., & Abdullah, M. R. (2021). Factors Influencing the Effectiveness of Online Learning During the COVID-19 Pandemic in Malaysia: A Conceptual Framework. *Journal of Critical Reviews*, 8(1), 128-136. Retrieved on April 19, 2023 from <https://doi.org/10.3389/feduc.2022.847571>
 16. Itow, R. C. (2020). Fostering valuable learning experiences by transforming current teaching practices: practical pedagogical approaches from online practitioners. *Information and Learning Sciences*, 121(5/6), 443-452.
 17. Johnson, A., & Thompson, R. (2022). Social Presence and Student Engagement in Online Secondary Education. *Journal of Distance Education*, 37(2), 189-205.
 18. Kasperski, R., & Blau, I. (2020). Social capital in high-schools: teacher-student relationships within an online social network and their association with in-class interactions and learning. *Interactive Learning Environments*, 1-17.
 19. Kim, D., & Lee, J. (2020). Gamification in e-learning: Effects on learning achievement, perceived usefulness and satisfaction. *Education and Information Technologies*, 25(1), 1085-1104. Retrieved on April 19, 2023 from <https://doi.org/10.1177/0273475320968252>
 20. Kirschner, P. A., & De Bruyckere, P. (2017). The Myths of the Digital Native and the Multitasker. *Teaching and Teacher Education*, 67, 135-142. Retrieved on April 19, 2023 from <https://doi.org/10.1016/j.tate.2017.06.001>
 21. Kumawat, K. (2020). Perceived stress and burnout in online teaching in teachers in India during pandemic COVID-19. *Indian Journal of Health & Wellbeing*, 11.
 22. Liu, Y., Bellibaş, M. Ş., & Gümüş, S. (2021). The effect of instructional leadership and distributed leadership on teacher self-efficacy and job. Retrieved on April 19, 2023 from <https://doi.org/10.1177/1741143220910438>
 23. Lu, X., Chen, J., & Chen, H. (2020). Multimedia-enhanced online learning: Effects on students' engagement, comprehension, and learning outcomes. *Computers & Education*, 144, 103702. Retrieved on April 19, 2023 from <https://tinyurl.com/bdf9atjd>
 24. Marpuah, S. (2021). The implications of modern technology (gadget) for students learning development in university. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(2), 588-593.
 25. Masry-Herzallah, A. M., & Stavitsky, L. (2021). The relationship between principals' transformational leadership style and teachers' job satisfaction: A cross-cultural study. *Journal of Education and Practice*, 12(6), 166-176. Retrieved on April 19, 2023 from <http://dx.doi.org/10.29333/jji.2021.14451a>
 26. Pelikan, E. R., Lüftenegger, M., Holzer, J., Korlat, S., Spiel, C., & Schober, B. (2021). Learning during COVID-19: the role of self-regulated learning, motivation, and procrastination for perceived competence.

- Zeitschrift für Erziehungswissenschaft*, 24(2), 393-418.
27. Puka, B. (2022). Understanding the role of reward and punishment in motivation. *Journal of Education and Practice*, 13(2), 50-57. Retrieved on April 19, 2023 from 08033879154
 28. Purwanto, A. (2020). University students online learning system during Covid-19 pandemic: Advantages, constraints and solutions. *Sys Rev Pharm*, 11(7), 570-576.
 29. Ren, X., Wang, Z., & Lu, L. (2020). Personalized Learning Platforms in Online Education: A Review and Future Directions. *Journal of Educational Technology & Society*, 23(4), 62-76. Retrieved on April 19, 2023 from <https://doi.org/10.1155/2021/5441631>
 30. Saiyad, S., Virk, A., Mahajan, R., & Singh, T. (2020). Online teaching in medical training: Establishing good online teaching practices from cumulative experience. *International Journal of Applied and Basic Medical Research*, 10(3), 149.
 31. Savasci, D. T., & Sahin, I. (2021). Exploring teachers' experiences and perceptions of online synchronous learning during the COVID-19 pandemic. *Educational Research and Evaluation*, 27(1-2), 1-24. Retrieved on April 19, 2023 from <https://tinyurl.com/48hbzaf4>
 32. Seidman, I. (1998). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. Teachers College Press. Retrieved on April 19, 2023 from <https://eric.ed.gov/?id=ED594529>
 33. Semon, N. L. (2017). Transformational leadership in education: A review of existing literature. *Journal of Educational Administration and History*, 49(2), 167-180. doi: 10.1080/00220620.2017.1280501
 34. Sharma, R., Bansal, R., Singh, D., & Singh, R. (2020). Students Perception Towards Online Learning during COVID-19 Pandemic: A Study of Higher Education. *International Journal of Indian Psychology*, 8(2), 163-170. Retrieved on April 19, 2023 from <https://eric.ed.gov/?id=EJ1274581>
 35. Treve, M. (2021). What COVID-19 has introduced into education: Challenges facing higher education institutions (HEIs). *Higher Education Pedagogies*, 6(1), 212-227.
 36. Turnbull, D., Chugh, R., & Luck, J. (2021). Transitioning to E-Learning during the COVID-19 pandemic: How have Higher Education Institutions responded to the challenge? *Education and Information Technologies*, 26(5), 6401-6419.
 37. Zhang, Z., Li, M., Wang, J., & Li, L. (2021). Collaborative online learning: Effects of peer feedback and student-student interaction on learning outcomes. *British Journal of Educational Technology*, 52(2), 705-721. Retrieved on April 19, 2023 from <https://doi.org/10.1155/2021/8897784>

Estelita C. Saquin, Cynthia S. Superable,
Department of Education, Division of Ozamiz City, Philippines
Misamis University, Ozamiz City, Philippines