

THE QUALITY OF LIFE OF SEASONED TERTIARY TEACHERS ENGAGED IN DISTANCE LEARNING APPROACH

by:

Christopher Glenn E. Santos

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Abstract

The primary goal of this study is to describe the quality of life of seasoned teachers in Bulacan State University A.Y. 2021-2022 in the midst of the COVID-19 pandemic in the Philippines. This study sought to determine the successes and challenges encountered by the select teachers in implementing the distance learning approach.

This phenomenological study allowed to shed light on the quality of seasoned tertiary teachers engaged in distance learning approach.

Most of the seasoned teachers were still reluctant to integrate technology despite the new setup in education. It was evident that these teachers immediately seek help from whoever is willing and available. Learning action cells (LAC) sessions also became a very huge contributing factor as these conferences enabled them to realize the hopeful prospect of the new normal way. Majority of the problems to achieve a seamless transition was internet connectivity. In addition, continuity of the delivery became a great and staggering factor for these teachers. Life satisfaction, self-esteem, general health, functional status, and social-economic status were the domains used to measure the quality of life of seasoned teachers engaged in distance learning approach. The engagement of seasoned teachers to distance learning approach increased the quality of life of all the informants. The seasoned teachers' preparation for distance learning approach was very essential for a better working life. Most teachers are significantly challenged by a shortage of

resources, student handling, and submission and workloads that contribute to stress and burnout. The advent of the digital age hampered the majority of seasoned teachers. Seasoned teachers cope by using appropriate communication and understanding in their classroom's circumstances. They should use their existing skills and knowledge collaboratively through mentoring and in-school teams. Depending on the size of the staff, a buddy system could be beneficial in developing skills.

Based on findings of the study, the researcher humbly offers the following recommendations: (1) The university should need to conduct more relevant in-service training and seminars until the seasoned teachers fully adapt to the changes; (2) The university could have ready-made materials to lessen teacher assignments and to be able to have a uniform flow of lesson continuity; (3) The study's findings may provide an empirical basis to challenge workers to be more proactive and disciplined and develop life skills that can promote sustainable livelihoods and quality of life in retirement; (4) The university should have to provide educational assistance and funding. It is not only for private schools, but also for public schools that lack resources for teachers and students, such as schools with limited internet access or data, and schools that lack modules, technologies, and gadgets in this new learning management system; (5) The university should need to recalibrate the curriculum for them to be able to focus on the essential course outcomes. The faculty can use this strategy to revise the activities/course work/tasks/experiences that can be delivered through blended learning; and (6) The application of the means of responding necessitates the collaborative participation of all university stakeholders.

Introduction

People expect teachers to interact with their kids on various levels and as a result of the pandemic, teachers are doing their best to affect almost every element of their students' well-being

both within and outside the four corners of the classroom. A life-changing teacher must assist his pupils in achieving success in their chosen course or profession. They can achieve this by maintaining a positive relationship with their pupils and communicating clearly with them, or teaching them key principal concepts. These are the reasons why, from the first day of school, everyone should be grateful to their instructor.

Everyone was affected by the COVID-19 epidemic which resulted in global changes. Because of the virus' nature, particularly how it is communicated, it has changed people's attitudes, relationships, activities, and lifestyles, and has had a significant impact on the world's economic, political, cultural, and educational environments. The COVID-19 pandemic, according to the United Nations (2020), has produced the greatest disruption in the history of education systems, affecting about 1.6 billion students in over 190 nations across all continents. Closures of schools and other learning places have impacted 94 percent of the world's student population, rising to 99 percent in low- and lower-middle-income nations.

As the public health crisis deteriorated, the customary June start of classes was pushed back to October. Almost everyone involved recognized this as a critical step in ensuring the safety of children, instructors, and other school workers. They also expected the authorities to use the postponement to plan and implement initiatives that would allow classes to restart without more COVID-19 breakouts. When the series of lockdowns were implemented across the country in March, most schools' courses had already ended. As a result, the pandemic had a minor impact on most kids' ability to learn (Palastino, 2020).

Before COVID-19, many schools were struggling to make ends meet due to insufficient financing, outdated facilities, and high enrollment rates. These concerns are expected to intensify as a result of the pandemic, which opponents attribute to years of underinvestment in public

education. Another big stumbling block is the country's non-urban areas' poor internet connectivity. If the Department of Education (DepEd) wants to rely on internet-based distant learning, it would have to spend more money not only in educators' equipment and workshops, but also on major communication tower building to reach all individuals who need it. COVID-19 did not cause the current school issues but it has made it more necessary to address them before further jeopardizing Filipino children's education.

In preparation for the school year 2020-2021, DepEd announced self-learning modules (SLMs) with alternate learning delivery modalities to be available across the Philippines for various types of learners. By integrating SLMs with alternate learning delivery modalities, DepEd ensures that all students have access to quality basic education for SY 2020-2021, despite the fact that face-to-face sessions are still forbidden owing to the public health emergency (modular, TV-based, radio-based teaching, blended, and online). According to Briones (2020), SLMs and other alternative learning delivery modalities are in place and will cover all the bases to ensure that basic education is available in the middle of the current crisis faced by COVID-19. It's no surprise that the COVID-19 pandemic has wreaked havoc on school systems in the Philippines and elsewhere. While students and parents expressed their frustrations with the new regular school system, teachers have their own set of issues.

Continuity of learning during school closures has become an issue for governments all around the world. During numerous congressional and Senate hearings, legislators expressed concern about the readiness of DepEd to transition to a blended learning model, which would include ongoing training, the acquisition of new learning materials, and the establishment of broadband connections. In response, the DepEd informed parliamentarians and the general public that the government was prepared for the start of courses in October. It requested that teachers be

counseled on innovative teaching methods, improved internet connectivity, and the creation of distribution modules.

As the number of COVID-19 cases in the Philippines continues to climb, most schools have adopted online teaching and learning to keep kids safe and to curb the virus's spread. The online learning environment combines synchronous and asynchronous learning (learning at the same time as other students and an instructor) and self-paced learning (learning at any time that works for the student). Schools have also chosen their own communication and virtual class delivery technologies. Despite the dissatisfaction with this system due to its numerous drawbacks, there are certain positive outcomes and triumphs that can be achieved.

This study focuses on how the distance learning approach improves the life satisfaction, self-esteem, general health, functional and socio-economic status of seasoned teachers. The main objective of this study is to analyze how the seasoned teachers from public and private institutions of learning in province of Bulacan, obtained a quality life through their engagement in a distance learning approach, where this study considered the seasoned teachers', ages ranged from 60 and above.

Semi-structured interviews and informants' observations were the main tools in gathering information from the 10 seasoned teachers engaged in the distance learning approach. A semi-structured interview consists of predetermined questions and allows the informants to freely answer the questions based on how they think and feel about the presented and asked questions. Instead of selecting randomly, the researcher used a purposeful sampling technique. With this technique, the initial sample members are asked to refer other people who meet the criteria required by the study.

Foreshadowed Problem

The general problem of the study was: How can the quality of life of distance learning approach affect the quality of life of seasoned tertiary teachers?

Specifically, the study sought answers to the following questions:

1. How do seasoned teachers equip themselves with the technical know-how of the new normal education?
2. What factors contributed to the problems and successes in distance learning of the seasoned teachers?
3. How has distance learning approach affected the quality of life of retired teachers in the following life domains:
 - 3.1 life satisfaction;
 - 3.2 general health;
 - 3.3 self-esteem;
 - 3.4 functional status; and
 - 3.5 socio-economic status?
4. How do seasoned teachers cope with the problems brought about by their new engagement?
5. How do these seasoned teachers apply their knowledge in the technological advancement to their engagement in distance learning?

Conceptual Framework

George and Bearon (1980) defined quality of life according to four underlying dimensions – life satisfaction, self-esteem, general health and functional status and social economic status. These dimensions can also be broken down into more specific elements such as one's job, marriage, place of residence, etc. While De Leon (2014) and Tariga and Cutamora (2016) correlate their

research on quality of life in a positive health condition, community participation, and financial security. Diener and Chan (2011) classified satisfaction with life as one of the relevant characteristics for a good life. And then Neeta, Karunanidhi and Chitra (2015) established connection between self-esteem and life satisfaction. Their study denotes seasoned teachers with low self-esteem anticipate disapproval, rejection and may likely experience low life satisfaction.

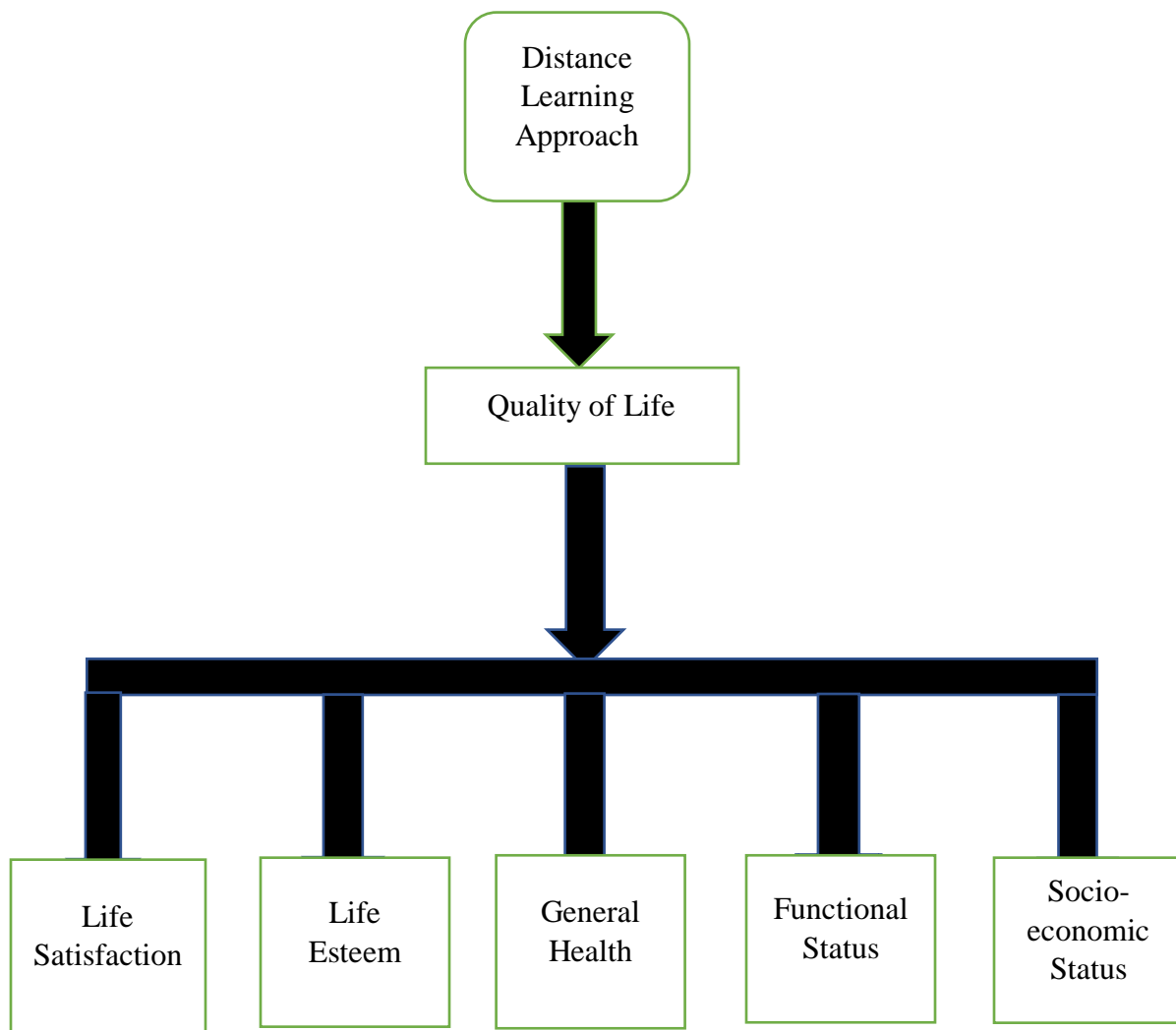


Figure 2: Quality life attained by engagement of seasoned teachers to distance learning.

Related Literature

Seasoned Teachers

Even before the pandemic, seasoned teachers distinct challenge when it comes to pedagogy is the integration of information and technology (Sewell, Bowen, Cate, O’Sullivan, Shah and Boscardin, 2020). They find it hard to be accustomed with technology for they are not used with the same strategy. This supported by the recent study which highlighted the challenges of the teachers in terms of computer literacy, electronic environment support, academic staff readiness and efficient online education processes (Almazova, Krylova, Rubtsova and Odinkaya, 2020). Kit and Ganapathy in 2019 also stated that teachers have a hard time incorporating ICT skills in promoting critical thinking with their learners. Undoubtedly, these factors are vital for the implementation of the learning delivery in the new normal.

With the literature showed above, this study will find out the challenges that the seasoned teachers fight to deliver in this new normal.

Distance Learning

Teachers deal with a vast platform of technological and educational opportunities nowadays. It is true that what they call new normal educators face 21st-century problems which need 21st-century solutions. Over the years, the curriculum being implemented in our education system has gone through a lot of revisions and changes and this alone created a huge impact on

the performances of every teacher in school. Most importantly, these changes have also created greater demands in the teaching process which can be deemed difficult to some. In the new normal education today, the Philippines has implemented several distance learning modalities for the benefit of the continuity of education and these modalities highly rely on technology. In a study conducted by Johnson et al. (2019), there are external and internal challenges a teacher faces in classroom technology. External factors include access, training, and support, while internal factors include attitudes and beliefs, confidence in skills and knowledge, eagerness to learn, resistance, and acceptance. All of these prove that the education sector is not just confined with the traditional teaching and learning process. Hence teachers are expected to improve their skills, as well, to cater the needs of the students in this era of instruction.

The series of lockdowns brought by the COVID-19 pandemic has forced the education sector in making a drastic change in terms of lesson delivery. The success of these modes of delivery greatly depends on the skills, knowledge, and competencies of teachers who will be dealing with their students through online platforms. Online teaching requires sufficient and contemporary pedagogical skills to fully adapt to the new learning deliveries. Unfortunately, teachers have to become accustomed and adjust hastily unlike before that changes are slowly and carefully being implemented. There are several factors affecting teachers' use of technology. Some of these are the experience of other teachers, availability of technology in the classroom, and availability of in-service training which is interpreted as highly needed. One recent study reported a high frequency of use of technology in teaching. On the other hand, it also revealed that teachers use technology most frequently for administrative and teaching tasks; not for giving homework activities. It is because teachers are aware that there are students who do not have access to the Internet. A very small number of teacher-respondents were also reported avoiding the usage of

technology if possible while the others remaining only knew the basic stage of understanding technology. Sometimes, they felt frustrated and it caused their self-esteem to decrease. One of the most important findings of the study was that teachers find Microsoft Teams they will most likely use in their classes (Winter et al., 2021).

The pandemic gives different challenges globally. In the field of education, the mobility and the implementation of the learning delivery are great challenges. Moreover, the monitoring and assessment of learning are important tasks that this pandemic made it even harder for teachers to execute. According to the study of Pokhrel and Chhetri, R. (2021), the transition brought by the virus calls out for opportunity to revisit curricula and teaching practices and focus with critical thinking outcomes. They also raised that to help the teachers in this pandemic, they must be properly trained and supplied. Aside from these, teachers have to face additional workloads to prepare for their transition and implementation of the distant learning. This cause significantly intensified workloads for they have to deal not only with the teaching the contents but also to become sufficiently adept and capable with navigating digital methodologies of teaching (Allen, Rowan and Sihng, 2020).

In a study made by Mishra, Gupta and Shree (2020), they highlighted high quality digital academic experience and promoting technology-enabled learning as means to address the discrepancies of learning delivery and to mend the disparities in education caused by the physical restrictions this pandemic. This is supported by the study made by Huang in 2020 which stated teachers should familiarized themselves with the digital technologies and tools, adjust on their teaching plans and methods and improve their ways in making and connecting interactions with their learners. These are parallel to the study of Mseleku (2020), which stated that the common hindrances that the teachers experience this pandemic are inability to access and navigate digital

tools and technologies, difficulties to adjust with the recent pandemic and the health toll that it causes especially to the mental health of the teachers like stress, anxiety and depression.

With a lot of changes that happened over a short period of time. Teachers have shown extraordinary characteristics to face the pandemic. They have shown very strong resilience and great sense of commitment in what they do (Dietrich, et. al., 2020). This is supported by the study made by Trombly in 2020 which stated that teachers have risen from the challenges of this pandemic admirably. They were able to make ways to make things better by practicing professionally and lead to best practices in the institution. In a study made by Almanthari, Maulina and Bruce (2020), they found out that the backgrounds of the teachers have no significant impact on how they deliver the learning competencies nowadays. This means that teachers have all started from scratch and have been doing their best to mitigate the situation. They have done every possible way to deliver learning and be of their best for their learners.

According to Sun and Chen (2016) claimed that different models and investigations about online education have been endorsed for many years. Before the COVID-19 crisis, these scholarly investigations about online education mainly concentrated on tertiary level education leaving those in the basic education behind (Lestari & Gunawan, 2020). A study scrutinized how teaching innovation such as blended learning was employed based on certain features like difficulty and “trialability” (Grgurovic, 2014), however, during the COVID-19 crisis the rapid move to online learning was too unexpected which made trials of varied teaching innovation an unworkable task.

Online learning, also known as distance education, e-learning, online education, or remote learning is defined by the United States Distance Learning Association (USDLA) as attaining information and aptitude over facilitated teaching and learning to comprise all

“technologies and other forms of learning at a distance” (USDLA, 2010). For Watson et al. (2008), online learning is a form of education where the instructor leads the class via the Internet wherein the participants are geographically separated. The term “emergency” is attached to online learning due to its abrupt nature of teaching modality shift in response to the COVID-19 pandemic (Adedoyin & Soykan, 2020; Bao, 2020; Bozkurt & Sharma, 2020; Murphy, 2020; Quezada et al., 2020).

Teachers’ efficacy in the classroom is one of the most studied topics in the field of research and it is also among the thought-provoking ones. Perhaps, as the transition from the old normal to the new normal type of education, studying one’s efficacy gets even more challenging. For an instance, a teacher may be effective in face-to-face learning but not much really when it comes to the online environment and the attitudes and beliefs of the teachers towards this are great factors. Dolighan and Owen (2021) conducted a study about teachers’ efficacy in teaching online during the pandemic and it was emphasized that the Internet will play an integral role in education as part of its process. Results showed that sufficient resources and training are needed to the necessary transition which starts from the easy access of technical assistance and learning management system (LMS) support. It was also explained that despite the switch, teachers still need to promote engaging learning experiences and provide meaningful lessons. Since there is a clear need in planning and crafting effective online learning atmospheres, teachers’ professional development and learning must adapt to better serve the schools’ stakeholders.

Quality of Life

Milne (2013) and Wang (2014) opined life satisfaction in retirement can be achieved if workers start saving or investing for their retirement early. However, this is not always possible in

developing countries like the Philippines where salaries earned are considered too low to meet individuals' basic needs, making Filipino workers tied by short-term planning.

For Groenou, Hoogendijk, and Tilburg (2012), a person with poor health might be less capable of replacing relationships and sources of status. At the age of retirement, the majority are going to experience a decrease in immunity and activities. This shows that workers at the age of 60 might find retirement-related to loss of social resources relatively difficult which may result in poor health conditions and poor status in life.

Van Solinge (2012) implied that the loss of work role may result in multiple changes. Any profession including teaching is subjected to a lot of negativities in life after retirement and this includes the loss of income, social contacts, status, daily structure, and purposeful activity.

According to Cumming and Henry's (1961) disengagement theory, the socialization of an individual involves the mutual withdrawal between a person and society. The decision to decrease social interaction allows an increase in preoccupation with the self and decreased investment in persons and objects. And mutual in this sense is meant to be a reciprocal exchange as it is used to signify that the decision to disengage may be initiated at either end, that being between both the older person and society in general- in a circular process.

Research Methodology

The qualitative research approach was used in the study on the premise that this is the most appropriate methodology in conducting this research. The researchers believe that a simple key informant interview guide questions is not enough to answer the problem but meeting and talking with the informants in person will provide a more reliable result.

This phenomenological study allowed to shed light on the quality of seasoned tertiary teachers engaged in distance learning approach by identifying all the activities they are doing, the problems they are facing, and possible solutions for their problems encountered.

Research Tools and Techniques

The researchers used several research instruments and techniques in this study in gathering data about the seasoned tertiary teachers engaged in distance learning approach. A researcher-made questionnaire, semi-structured interviews, observation, and document analysis will be used. This study used a validated interview guide questions to gather data about the present quality of life and experiences of seasoned tertiary teachers engaged in distance learning approach.

Informants of the Study

The study used snowball sampling. This works the same way as a referral system. With this sampling technique, initial sample members are asked to refer other people who meet the criteria required by the researchers. This is based on the assumption that people who share the same traits or experience know each other. This is also particularly useful for participants who are hard to find.

The researchers chose the province of Bulacan as the site of their study for the simple reason that this is where most of their respondents reside. They are familiar with the place and the people and they even grew up and worked with a handful of seasoned teachers. They also regard the use of the seasoned teachers from their province as an advantage. They believe that they would not say no if invited and be used as participants in the study.

The criterion in selecting the sample from the population reflects the purpose of the study and identifies the information-rich cases to study. The first criterion for the sample is that each person must be a seasoned tertiary teacher from a public higher institution. Second, each teacher must be engaged in distance learning approach. The third criterion is that participants must be residents of Bulacan.

Data Collection Tools

Data collection was instituted primarily with semi-structured, open-ended interviews to provide an interactive process aimed at invoking a comprehensive account of the informant's experience. Data collection was focused on capturing the experiences of the 10 seasoned tertiary teachers which is underpinning of phenomenology.

The researcher executed an in-depth interview with each informant until the researcher reaches the saturation point. During the interview process, informants were asked questions guided by the following: What are the effects of distance learning for seasoned teachers? How does engagement in distance learning approach affects the life satisfaction, general health, self-esteem, and functional and socio-economic status of the retirees? Which life experiences of seasoned teachers can be considered as relevant to their choice of still pursuing teaching in a new normal set up? The researchers used an assent form as an agreement allowing the interview to be recorded for transcription.

Interviews provide information about people's beliefs, attitudes, values, and reported behavior. Observations provide information about actual behavior. Direct observation of the behavior is useful because some behaviors involve habitual routines of which people are hardly aware. In such cases, observations can reveal more information than other data collection methods.

Direct observation also allows the researcher to put behavior in context, and thereby understand it better.

Interviews were conducted in the participant's home or places equally agreed upon by both researcher and the teachers. A calm and quiet environment was maintained for a better understanding of the participant's opinions through the interview. Semi-structured face-to-face interviews were utilized to collect data from the seasoned teachers on how they kept quality life by engaging in distance learning approach.

Interview questions were open-ended and informal, allowing the participants to describe and explore important issues related to the study. Open-ended questions are most useful in dealing with complicated information when slight differences of opinions are important to know (Bailey, 1997). The questions aimed to guide the participants through a reflection of their change from the occupational perspective and give in-depth information. The interviews were conducted in different barangays of Malolos, Bulacan.

The researchers conducted an observation among their respondents. They even joined in some of the activities of the participants so they could see for themselves the activities seasoned teachers usually do during online classes.

Data Analysis

The data analysis procedure that this study utilized was the psychological phenomenological reduction process refined (Giorgi, 2012). The focus of the data analysis is descriptive that focuses on the experiences of the informants without adding an interpretation of that experience by the researcher. For the descriptive analysis, the researcher employed Giorgi's

four-step phenomenological reduction process to note the problems encountered by the retired teachers that hinder them to have a good quality of life.

First, the transcript of the informants' interview was read and transcribed for general impressions related to the activities done by seasoned teachers, problems encountered by the informants that hinder them to have a good working life. The analysis will involve the notice, think, and collect process (Giorgi, 2012). The initial read-through is essential in the phenomenological process, as the phenomenological process is holistic and so no further steps can take until the researcher understands what the data are alike.

Next, copies of the transcript will be sent to the informants to engage in member checking. Member checking is the process of informants verifying what they have said. It is an opportunity for them to clarify information and confirm their data to further provide validity to data before it is examined. Next, the researcher will return to the beginning of the description, reread it, and indicate each time there was a shift in attitude. The data will be divided into parts, or arbitrary units meaning, which needed to identify themes within the data across the informants.

Ethical Standards

The study was approved by the Bulacan State University ethics committee. This research honored the ethical standards set by the research ethics considerations. In so doing, the participants were informed about the steps that were taken in the conduct of this research. The participants were more important than the study, and therefore always respected.

The participants were formally informed that the study is completely voluntary and would not affect their lives in any way. Confidentiality was observed as the subjects' provided voluntarily the data need in this study. The data collection materials were destroyed upon the completion of the study.

Significant Findings

The following findings were obtained after completing the data-gathering process:

1. How do seasoned teachers equip themselves with the technical know-how of the new normal education?

Initially, most of the seasoned teachers were still reluctant to integrate technology despite the new setup in education. Perhaps, due to the exigency of service in line with the stance “education should not stop”, they shifted from the traditional to the modernized way of teaching. Ma’am Bea stated that one of the biggest factors in the adaption to the new normal approaches was the support of colleagues and family. It was evident that these teachers immediately seek help from whoever is willing and available. Learning action cells (LAC) sessions also became a very huge contributing factor as these conferences enabled them to realize the hopeful prospect of the new normal way. In addition, the different modalities and assistance given by the university really helped a lot in coping with the current learning format.

2. What factors contributed to the problems and successes in distance learning of the seasoned teachers?

Majority of the problems to achieve a seamless transition was internet connectivity. Not every member of the faculty has pre-installed internet plans while others use consumable data prepaid promos only. Furthermore, according to Sir Cris, the flow of the lesson being delivered by the teachers would not have a complete assurance to be understood by the students since these lessons were once crafted for face-to-face or actual delivery. Teachers found coping very hard to achieve because the required digital pedagogical skills were in fact not easy to master. In addition, continuity of the delivery became a great and staggering factor for these teachers. Despite the

problems, these teachers were not called “seasoned” for nothing. What’s good about them was their willingness to learn regardless of the many issues along the way.

3. How has distance learning approach affected the quality of life of retired teachers in the following life domains:

3.1 life satisfaction;

3.2 general health;

3.3 self-esteem;

3.4 functional status; and

3.5 socio-economic status?

Life satisfaction, self-esteem, general health, functional status, and social-economic status were the domains used to measure the quality of life of seasoned teachers engaged in distance learning approach. The findings showed that the engagement of seasoned teachers to distance learning approach increased the quality of life of all the informants. From the research’s study, the seasoned teachers’ preparation for distance learning approach was very essential for a better working life. Fortunately, that in the Philippines monthly payment for either Government Service Insurance System and Social Security System is mandated by the law.

Life satisfaction after engagement in distance learning approach is better according to all the informants. All of them are satisfied with their lives because aside from the Filipino norm of just taking good care of their grandchildren after retirement, they are satisfied that somehow, they are still productive. Informant Ana is extra satisfied because according to her, she is really into distance learning approach because it gives her opportunity to be with her grandchildren while working.

In the general health aspect, it is given that most of the informants are experiencing the common health problems of senior citizens like increase in blood pressure. Fortunately, all the informants are still capable of doing activities involving distance learning approach. When asked by the researchers about their health condition after their involvement in distance learning approach, the researchers got positive feedback. They even said that in distance learning, they can avoid the risk of being infected by the virus.

While all the informants' self-esteem is maintained, this study showed that after engaging in distance learning approach their self-esteem got better. According to them, if they are continually doing something worthy, they got the confidence to continue in life and be active. Another thing is the fact that they are with their family most of the time it helps build them more confidence.

Losing a work role is one of the major adjustments of an aging individual because of its big impact on the functional status. Although retirees acknowledge the physical decline that can occur with their aging, there is generally a positive outlook within the informants' answer when asked how distance learning approach affected their functional status. As a result of their distance learning approach engagement, they showed that aging is a period of increased productivity and promising experiences.

Lastly, though seasoned teachers are receiving their monthly salary, the amount of money was just enough for their daily needs. All the informants of this study live a married life and depended on their monthly pension. This domain of life is a major factor for seasoned teachers to decide to still pursue teaching in a new normal. Asked by the researchers on how distance learning approach changes their socio-economic status, they all gave positive feedback. Distance learning

approach for the seasoned teachers is part of their quality of life by providing extra income and providing them a good status in life.

4. How do seasoned teachers cope with the problems brought about by their new engagement?

The study focused on the potential aspects of being a seasoned faculty in university which is rarely studied, especially throughout pandemics. The perceptions of teachers' coping mechanisms and strategies were investigated in this study. 1) Most teachers are significantly challenged by a shortage of resources, student handling, and submission and workloads that contribute to stress and burnout; (2) The advent of the digital age hampered the majority of seasoned teachers. Given the limited resources, they can hardly perform specific tasks for students virtually, provide an effective learning environment, and communicate with students; (3) Seasoned teachers cope by using appropriate communication and understanding in their classroom's circumstances. According to Ma'am Dea despite stress and burnout, she gained positive experiences like learning how to use Google Classroom which is one of the most used free blended learning platforms.

5. How do these seasoned teachers apply their knowledge in the technological advancement to their engagement in distance learning?

Seasoned teachers should use their existing skills and knowledge collaboratively through mentoring and in-school teams. Depending on the size of the staff, a buddy system could be beneficial in developing skills. Working with other teachers and observing them use various technologies has an impact on teachers' attitudes and beliefs, as well as helping to build confidence in using technology. According to Ma'am Elo and Sir Pat, peer tutoring played a significant role

in achieving positive outcomes in relation to the teaching and learning process amidst distance learning.

Conclusions

Based on the foregoing findings of the study, the following conclusions were formulated:

1. The utilization of the technological implications of the new normal education highly depends on the aid given to the seasoned teachers since most of them are unequipped with necessary digital skills related to the teaching-learning process.
2. The instructional materials being used by the teachers are not really designed for the new learning modalities being adapted by the schools.
3. The study provided a detailed and in-depth analysis of five (5) domains of life to provide a measurement of the quality of life of seasoned teachers engaged in distance learning approach. With life satisfaction, all informants agreed that after they engaged themselves in distance learning approach, they became satisfied in life. Self-esteem either maintained or increased because of their new career. General health is improved with the help of all activities in distance learning. Functional status is maintained because they knew that as a seasoned teacher, they are still capable of doing things other than taking good care of their grandchildren. While the socio-economic status is getting better with all the extra income, they can get from teaching in a new normal. Finally, the researcher can conclude that seasoned teachers are having a quality life after they decided to engage themselves in distance learning approach.
4. The proactive response by the university to ensure academic continuity in times of crisis is highly significant.

5. The priority of the university is to ensure that technology is both sustainable and feasible. The university's ICT focal points were mobilized to determine basic computer configuration and minimum Operating System requirements, as well as to provide alternative solutions to learners experiencing technological/location-related challenges.

Recommendations

In light of the aforementioned conclusions, the following recommendations were made:

1. The university should need to conduct more relevant in-service training and seminars until the seasoned teachers fully adapt to the changes.
2. The university could have ready-made materials to lessen teacher assignments and to be able to have a uniform flow of lesson continuity.
3. The study's findings may provide an empirical basis to challenge workers to be more proactive and disciplined and develop life skills that can promote sustainable livelihoods and quality of life in retirement.
4. The university should have to provide educational assistance and funding. It is not only for private schools, but also for public schools that lack resources for teachers and students, such as schools with limited internet access or data, and schools that lack modules, technologies, and gadgets in this new learning management system.
5. The university should need to recalibrate the curriculum for them to be able to focus on the essential course outcomes. The faculty can use this strategy to revise the activities/course work/tasks/experiences that can be delivered through blended learning.
6. The application of the means of responding necessitates the collaborative participation of all university stakeholders.

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