VIRTUAL DELIVERY OF ELEMENTARY TEACHERS IN THE NEW NORMAL: PRACTICES AND IMPLEMENTATION

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ABSTRACT

The online-based learning system is a current policy established by the Philippine government in all schools as a result of the COVID-19 pandemic. Shifting face-to-face schools with an online learning-based system creates problems, especially for elementary teachers. This study investigates elementary school teachers' practices in the new normal. The BEED - Generalist researchers employed phenomenological research and purposefully selected participants who were thoroughly knowledgeable to gather essential data about effective methods of virtual delivery. The data was collected through an interview of ten elementary teachers in Magugpo, Pilot, Central Elementary School, using a researcher-made interview guide. Ten essential themes are being gathered, and these are the following: Encountering intermittent internet connection, Observing the struggles of the students, Experiencing increasing student participation, Having doubts about the student's output, Extended extra time to learn the virtual platform, Employed engaging activities, Aligned competencies, and strategies, Demonstrated resiliency, Seeing positive thinking as good mindset, Embracing educational shift and trends, and Adapting positively to changes. The result indicates that the elementary school teachers' practices are effective in virtual classrooms, making students more engaged and actively participating in the class. It is recommended that the result be utilized, improved, and implemented to ensure the effectiveness of handling the online course.

Keywords: BEED-Generalist, Virtual delivery, New normal, Phenomenology, Philippines

INTRODUCTION

Virtual practices are significant because they are patterns or sequences the teacher carefully and consciously uses to ensure that the learning process proceeds smoothly (Jovanovi, 2020; Rosari, 2020). Teachers are being forced to reexamine their core ideas about teaching, learning, and their duties as educators due to the desire to educate online (Wiesenberg & Stacey, 2021). Implementing online classes requires significant changes in teachers' communication methods, summative evaluations, and content delivery. The fact that so few elementary school teachers had previously taught online presented a severe challenge (Miranda, Palmario; Moreno, 2020). The COVID-19 outbreak has caused serious educational issues worldwide (Weldon et al., 2021; Yuzulia, 2021). There has been a transition in teaching and learning activities to online teaching and evaluation due to the closure of many schools to avoid one-on-one contact (Hill et al., 2021; Usher et al., 2021). Even if students are not the only ones that struggle with online learning, teachers frequently encounter difficulties planning or presenting it to students. Some

teachers are even inadequate for online learning (Hutauruk & Sidabutar, 2020; Malyana, 2020). Teachers encountered difficulties implementing online learning in terms of learning resources, internet networks and devices, learning administration, evaluation, and monitoring (Rigianti, 2020).

Elementary teachers are finding it more and more challenging to implement online learning strategies in the new normal era. Teachers who want to incorporate online learning must deal with several challenges, such as creating a good learning atmosphere in a demanding and time-constrained setting (Assareh & Bidokht, 2020; Astri, 2020; Quadri et al., 2021). This widespread pandemic exposed a severe lack of elementary teachers' readiness and emergency preparation for remote education, including protocols to ensure that children studying from a distance continue to learn effectively (Trust & Whalen, 2020). Distance learning allows for the continuation of the educational system. However, the lack of network infrastructure, computers, internet access, and professors with the necessary abilities to manage online classrooms makes distance learning challenging in underdeveloped countries (Basilia, 2020).

The goal of this phenomenological study is to learn about elementary teachers' real-world experiences in online classrooms, as well as the virtual practices they employ in the new normal to offer children a productive learning environment. The most severe issue is learning outside of school, and the most effective educational instrument accessible today is just remote education (Kelley, 2020). It is also intended that this would provide a broader perspective on how to enhance the learning process in online teaching successfully. It is essential to conduct this study as this will discuss the impact of coronavirus on the education system, has implications of COVID-19 on teachers, the recommended solutions for the continuity of the education system during COVID-19, online learning challenges, and opportunities (Turnbull, 2020).

Furthermore, this result will aid in achieving the CHED's common education goal. Teachers will benefit from the research in terms of employing the most effective virtual practices when managing online classes. As a result, these encounters may play a key role in bringing about a paradigm shift in acquiring high-quality education. Finally, other researchers interested in researching elementary teachers' virtual practices in handling online classes may find this study valuable in the future. Establishing a collaborative relationship between institutions, stakeholders, and the workplace environment while emphasizing communication and direct access, concentrating on development, and giving them good opportunities to interact with industry professionals and find industry mentors was well received by the interns. College and industry staff must make a major commitment if every student is required to complete an internship or other work-related experiential course (Genelza, 2022).

This phenomenological study is supported by the proposed research of Green (2020) entitled teaching practices for your virtual classroom. In virtual classes, students must connect with the curriculum and interact with the teacher, their peers, and the subject matter. The teacher's function as an educator, just like in a regular classroom, makes virtual courses unique and impactful. Preparing for an online class takes longer than preparing for a face-to-face class. To be appropriately developed and implemented, online learning requires a more significant commitment than face-to-face classes. Because online students can feel isolated and disconnected, it must be done carefully to avoid friction and disengagement.

The school understands the relevance of learning methods and processes in online training to fit student's learning needs, according to Jean Piaget's theory of cognitivism (1976). Educational leaders should keep the following aspects in mind when generating online classes: activities for instructional strategies should be included in web-based learning components, facilitating all sensing devices, putting more emphasis on the learner's attention by showcasing crucial relevant data, justifying each Instruction, corresponding the child's intellectual level, learning abilities, and teaching approaches, all of these factors should help to boost the cognitive development.

Furthermore, some discoveries concerning virtual learning and its teachers have been suggested. For example, online educators are encouraged to adapt face-to-face instruction and pedagogical practices to the online setting. During the online classroom, the online teacher must build talents to stimulate engagement and conversation with and among students. This entails the use of instructional approaches that make use of and integrate available telecommunications capabilities to help students collaborate and learn (Cavanaugh, 2020).

In India, numerous issues have affected the educational system, ranging from curriculum revisions to system closures brought on by massive pandemic illnesses (Owusu-Fordiour et al., 2021). Indians experience the most significant closures in their educational opportunities (Haleem et al., 2020). Platforms, educational software, and resources included in distance learning solutions are geared at supporting teachers, parents, and students. Massive open online courses, digital learning management systems, and self-directed learning materials (Woday et al., 2020). However, distance learning can be challenging for educators, students, and families in developing nations due to a lack of internet connectivity, information technology, instructional materials, and digital technology skills (Mustafa, 2020).

In the Philippines, to stop the COVID-19 pandemic from spreading, many schools, including kindergartens, elementary and secondary schools, colleges, and universities, have temporarily closed (Jamon, 2020). COVID-19 affects teachers, parents, and students. As COVID-19 impacts the educational system, tests, and evaluation (Pujari, 2018), Teachers deal with technological challenges and a lack of infrastructure, while students do not all have equitable access to digital technologies and educational materials (Di Pietro et al., 2021). Due to their lack of knowledge, access to ICT, and educational materials, teachers find it challenging to transition from face-to-face Instruction to online learning (Kvavadze, 2020).

In Davao del Norte, elementary teachers are struggling with online learning. Schools work to create a productive teaching environment (Baloran, 2020). In their efforts to address the developmental needs of their students in online education, elementary teachers face several difficulties (Olson, 2020). Teachers must adjust to changing student requests during class, deal with unforeseen issues concerning student behavior, and revise their lesson plans since teaching in a crisis involves various unexpected events and occurrences (Collie & Martin, 2021). Additionally, the researchers were unaware of any studies that looked into the virtual practices of elementary teachers during the COVID-19 pandemic. Even though virtual schooling is becoming more and more popular, the majority of elementary teachers lack knowledge of the virtual practices that will be used specifically for teaching in online environments, according to the poll (Gillan, Kromrey, Hess, & Blomeyer. 2020). The study aimed to understand how

elementary teachers manage online Instruction and what interactive techniques are employed in this setting.

Research question

This study seeks to answer the following questions:

1. What are the experiences of elementary teachers in the online delivery of Instruction?

   2. How do elementary teachers cope with the experiences of implementing virtual delivery on the new normal?

What educational insights can the participants share on the delivery of online Instruction?

METHOD

Research Participants

The participants of this study were the elementary teachers at Magugpo Pilot Central Elementary School who conducted online assessments during the new normal. Using purposive sampling, interviewed five (5) teachers for in-depth interviews and another five (5) teachers for focused-group discussion. For a qualitative study, a sample of 10 to 50 participants is even more significant (Silas, 2020). Purposive sampling identifies and selects participants with vital information to make the most use of a few resources (Patton, 2002). This entails discovering and specifying individuals or groups thoroughly knowledgeable or experienced about a specific phenomenon (Creswell & Clark, 2011). All participants must have experience making assessmeucting assessments online in the new normal. Participants must have experienced the phenomenon in the study as teachers in online learning.

Materials/Instruments

The instrument used in the study was a researcher-made interview guide. The interview guide consists of three parts: Preliminary Questions, Proper Content Questions, and Concluding Statements. Preliminary questions comprised five questions about the participants. Content-proper questions consist of three research questions and ten supporting questions about the study. The interview guide was also checked and validated by the panelists and is approved for conducting. For onsite interviews, a phone camera and voice recording were used. While during the online discussion, online platforms like Gmail, Facebook Messenger, and Google Meet were used to communicate with the 5 participants, and video recordings were used as equipment while collecting their responses.

Design and Procedure

This phenomenological study focused on the practices of the participants used to make and conduct their classes online. We used phenomenology because of a group of individuals, such as elementary teachers who have personally experienced the same phenomenon, working and making online assessments. The thematic analysis described the sensations from the five individual interviews and focus group discussions. Thematic analysis is a flexible and helpful research methodology that can produce a comprehensive, detailed, yet complex data account. A sample size of 10 is already an ideal number of participants who provide rich details of the phenomena (Silas, 2020). Bracketing is necessary for a phenomenological study, which means the researcher must first identify what they want to discover (Ariola, 2006). Bracketing is the

researcher's awareness that their values, beliefs, and decisions may influence the research setting.

Due to the pandemic, the researchers conducted their interviews through the Google Meet platform, while face-to-face interviews are held within MPCES premises with minimum health safety protocols. With multilingual participants, the participants may use English, Filipino, Visaya, or blend these languages to share their ideas freely. Each participant must discuss their practices in handling online classes to learn from one another. For the researcher's reference, the collected data are stored on a smartphone. Participants' responses were kept private and confidential. After all, the data were examined and distilled into central themes.

Trustworthiness

For qualitative research, the following criteria are employed. There are numerous evaluation criteria for qualitative research. Trustworthiness is also considered because it prioritizes the study's findings and the correctness of the interpreted data gathered from the participants' experiences (Lincoln & GUBA, 1985). Researchers regard methodological rigor as improving data reliability by using numerous data sources and making data and procedures as available and repeatable as possible (Patton, 2002).

Credibility, we ensured the firmness of our data, such as interviews, that we acquired directly from the participants and not from a craft by focusing on how the data addressed the stated subject of our study. It defined the level of confidence that can be placed in the integrity of study findings. The analysis' trustworthiness can be checked by ensuring that the data is representative (Lincoln & Guba, 1985; Leininger, 1994).

Confirmability, the data represents the information provided by the participants through triangulation of data sources and reflective diary entries (Koch, 2006), and the interpretation of the data is not generated by the investigator (Akkerman, 2006). After transcribing audio tapes, we delivered the text to the authentication informants and requested that they sign a verification form. It is concerned with data collection, and the interpretation of results is not a product of the researcher's imagination but is drawn from the data (Lincoln & Guba, 1985).

Dependability relates to the data's stability in our investigation under varied settings. It is also critical to specify the principle and criteria for participant selection, as well as the primary characteristics of the participant, to assess the result's transferability to other contexts, we made sure that the data collected from the study informants were used to support the evaluation of the results, as well as the study's interpretation and recommendations (Mason, 2002).

Transferability, we made sure that data was transferred to different settings or organizations. We submitted various data analysis documents in the appendix to negotiate the transferability of this study, which we used to answer the research question to acquire access to the investigation (Lewis & Ritchie, 2003).

Ethical Consideration

We ensured that our participants' rights and opinions were adequately protected when using their ethical considerations in the study's conduct, according to the ethical concerns outlined in the Belmont Report on respect for people, informed consent, beneficiaries, confidentiality, and justice (Ellis & Berger, 2011).

Respect for persons is one of the researcher's first responsibilities, which includes not exploiting the participants' flaws. Self-sufficiency must be avoided to maintain trust, friendship, and confidence among the participants and the researcher. Before we begin, we must first obtain authorization from the school's principal where the data gathering will take place. Before performing the study, we also requested permission from the participants (Czarniawska, 2004). This was done to show regard for the study's participants' concerns.

Consent is yet another integral approach to demonstrating respect for people throughout the study (Creswell, 2012). This is to ensure that all participants understand the goal and objectives of the research study in which they will be participating. Written consent allowed them to obtain their approval. Beneficence's approval necessitates a commitment to minimize risks to study participants rather than increased earnings due to them. To avoid putting any participant at stake, the interviewee's identity is kept anonymous. Participants are always protected; therefore, no information file is left unattended or unprotected (Glaser & Strauss, 2007).

Confidentiality to protect the participants' identities while analyzing the results and findings, a coding system was used (Hoepfl, 2007). All materials, including videotapes, encoding transcripts, notes, and other materials, should be destroyed after the data has been analyzed, as recommended by Hoepfl (2007). Some informants are apprehensive about being interviewed because they are unsure of what to say. Still, because we have assured them that their comments would be kept confidential, they may offer us the opportunity and exhibit comfort in answering the interview questions. We've been particularly cautious with our queries, and this research has been given significant consideration.

Justice as a result of the research and a sensible allocation of risks and benefits is also required. It's incredibly crucial to recognize everyone's efforts because they're all critical to the research's success. In all of their attempts, they must be given appropriate credit (Bloom & Crabtree, 2006). During the interview, they would be unable to spend any money. As a symbol of appreciation for their efforts in the study, they are awarded practical tokens. The researchers hope that by participating in this study, they will be able to let go of whatever negative experiences they may have had as teachers and focus on the positive contributions they may make to this research.

RESULTS AND DISCUSSION

This section presents the results and discussion of qualitative data gathered using thematic analysis. It gives a brief description of the teacher's practices in handling online classes, which was collected through in-depth interviews and focused-group discussion with the following research questions:

1. What are the experiences of elementary teachers in the online delivery of Instruction?
 2. How do elementary teachers cope with the experiences of implementing virtual delivery on the new normal?
3. What educational insights can the participants share on the delivery of online Instruction?

Research Question No. 1: What are the experiences of elementary teachers in the online delivery of Instruction?

In the in-depth interview and focused-group discussion, the researchers asked the following questions of the participants to obtain essential data for the above research question. What are the common problems you have encountered in handling virtual classes? What are the virtual practices you have implemented in resolving the issues inside the virtual classroom? What are the advantages of virtual practices in managing a virtual classroom?

The data collected from the study participants revealed four major themes, which are presented in Table 1: Encountering intermittent internet connection, Observing the students' struggles, Experiencing an increase in student participation, and Having doubts about the student's output.

Table 1. Essential Themes and Core Statements on the experiences of elementary teachers in the virtual delivery of Instruction

Essential Themes	Core Statements
Encountering intermittent internet connection	• *We are affected not only by internet connectivity but also by our students (IDI_P2).* • *Internet feedback is delayed on the teachers' or students' end (IDI_P5).* • *Students cannot understand clearly what the teacher is talking about (FGD_P6).* • *If there is no electricity, we also have no internet connection (FGD_P7).*
Observing the struggles of the students	• *Students are still learning how to operate gadgets (IDI_P1).* • *They are still adjusting to the technology (IDI_P2).* • *They are still asking for assistance to access their task (IDI_3).* • *Students are not knowledgeable enough about the technology (IDI_P4).* • *They are still adjusting to the new changes (FGD_10).*
Experiencing an increase in student participation	• *I can interact with the students (IDI_P2).*

	• *The virtual classroom is engaging (IDI_P3).* • *We are having a meaningful discussion (IDI_P5).* • *Students are more engaging (FGD_P7).* • *They are more interested in doing their task (FGD_P8).* • *Students are participative (FGD_P9).*
Having doubts about the credibility of student's output	• *We're not sure if the students are the ones who are doing their task (IDI_P1).* • *We are not sure if the result of their quizzes and exams are reliable (IDI_P4).* • *It is hard to measure the reliability and validity of the student's scores (FGD_P6).*

The practices and implementation of virtual delivery of elementary teachers in the new normal. The findings were classified into four major themes: generated ideas on the phenomenon. These ideas concretely express elementary teachers' experiences in the online delivery of Instruction. The first theme revealed that one of the challenges faced by elementary teachers in the virtual classroom was an intermittent internet connection. Internet connectivity is a popular complaint being highlighted among teachers as the Philippines is still one of the countries in Asia with slow Internet (Wasserman & Faust, 2020). Teachers suspected that the decrease in class size was related to a poor internet connection. Millions of students and parents struggled to familiarize themselves with the new learning platforms prompted by the new coronavirus pandemic (Sproull, 2020). For instance, a poor network hinders students from attending online classes, and students cannot fully understand what the teacher is saying due to delayed internet feedback, which lowers the effectiveness of the Instruction (Wellman, 2020).

Teachers observed that students were struggling in the online setting. Most teachers stated that students are still adjusting to the new changes and adapting to the technology. Many students find online assessments confusing, as some have inadequate digital skills for virtual classes. Still, for students to benefit from online learning settings, they should possess online readiness to cope with the new changes (Farid & Priyadarshini,2020).

The abrupt change to online learning has emphasized the need for students to self-regulate their knowledge, be responsible for their studies and have constant habits to persevere in their academic goals (Martínez-Sarmiento & Gaeta, 2020). Students with self-directed learning skills, technology readiness, and motivation, on the other hand, can more readily attain online

learning skills. Additionally, elementary schools can be essential in preparing future teachers to assist students in transitioning quickly through difficulties like COVID-19 (Mozid, 2020).

Teachers' virtual practices can increase student participation as it can create an engaging classroom, students are more attentive, and they are more interested in doing their tasks. Twenty years of research show that learning is improved by using virtual practice more frequently (Lewis, 2020; Nunn, 2020; Smith, 2019). Strong practices and opportunities for student interaction with teachers and other students are essential for online Instruction to be effective (Maki & Maki, 2020). To adapt to the online teaching mode throughout the pandemic, teachers are also learning new things and exploring. To provide students with appropriate online courses, teachers must consider more than just the technical aspects of managing online classrooms (Mishra, 2021).

During the new normal, teachers have doubts about the student's output since it is hard for them to measure the reliability of the scores given by the students. Assessment accuracy is an important and challenging issue, especially as testing becomes more commonly distant from the classroom setting (Anderson, 2020). Due to the abundance of online resources available to students, it may be challenging to evaluate the reliability of their responses to exercises, tests, and exams when classes are held online (Kennedy, Nowak, Raghuraman, Thomas, & Davis, 2020). Moten and colleagues explained that in online courses, students work with relative autonomy and anonymity. Teachers may not be sure who is taking exams or how best to validate learning (2020).

Furthermore, proctoring software is one of many techniques for resolving reliability during online tests (Berkey & Halfond, 2020). Software for proctoring consists of two main components. In the beginning, it turns on a computer's camera and records the student doing the test. This enables professors to see how the students behave and spot behaviors like chatting to others or looking stuff up in books that could be signs of cheating. Second, it either restricts the students' use of their computers for other purposes by preventing them from copying, pasting, printing, and conducting internet searches, or it either keeps track of everything they do on them or both (Watson & Sottile, 2020).

Research Question No. 2: How do elementary teachers cope with the experiences of implementing virtual delivery in the new normal?

In the in-depth interview and focused-group discussion, the following questions were asked of the participants to obtain essential data for the above research question. What are your ways of managing stress in teaching students online classes? What are the strategies you used for you to succeed in implementing the virtual practices? What are the advantages and disadvantages of virtual teaching in implementing virtual procedures?

Four major themes emerged from the data collected from the study participants, as presented in Table 2: Extended extra time to learn the virtual platform, Employed engaging activities, Aligned competencies, and strategies, and Demonstrated resiliency.

Table 2. Essential themes and Core Statements on teachers' coping mechanism in the implementation of virtual delivery on the new normal

Essential Themes	Core Statements
Extended extra time to learn the virtual platform	• *I watched videos on how to handle the class effectively (IDI_P1).* • *I am attending training and webinars.* • *I am asking for techniques from co-teachers (IDI_P3).* • *I was thinking about what platforms to use (IDI_P4).* • *You are watching tutorials on YouTube (FGD_P7).* • *I am searching for different strategies (FGD_P9).* • *I am learning various platforms (FGD_P10).*
Employed engaging activities	• *Employed game-based applications (IDI_P2).* • *I have the Q & A technique (IDI_P3).* • *Integrate different applications (IDI_P4).* • *Give them motivational activities (FGD_P6).*
Aligned competencies and strategies	• *We aligned our practices on the DepEd (IDI_P1)* • *Based on the student's learning level (IDI_P4)* • *Based on the student's interest (IDI_P5).* • *I aligned my practices based on the learning competencies (FGD_P6).*

	• *Based on the availability of the tools we have (FGD_P7).* • *We are following MELC's (FGD_P9).*
Demonstrated resiliency	• *Accept the fact that we are already in that situation (IDI_P1).* • *Flexible enough to cope with the changes (IDI_P2).* • *Be brave to go out of your comfort zone (IDI_P3)* • *We have no choice: we need to adapt to the new changes (IDI_P4).* • *Nothing we can do but adjust to the new normal (IDI_P5).* • *Stop complaining (FGD_P8).*

The practices and implementation of virtual delivery of elementary teachers in the new normal. The teacher's virtual methods are essential. One of the coping mechanisms of elementary teachers in implementing virtual delivery on the new normal is the extended extra time to learn the virtual platform.

To manage the class efficiently and create a learning atmosphere where students can learn, elementary school teachers are finding ways to deliver the lesson effectively during the online course through tutorials. A standard tool in teacher education and teacher learning is videos or tutorials (Brophy, 2020). Teachers can acquire numerous teaching techniques and practices to successfully manage the class to ensure the learning process proceeds smoothly by watching video recordings of others' teaching (Bliss & Reynolds, 2021). The data also included information about training or webinar participation. Before teaching online courses, teachers should obtain training on how to use specific software and effectively prepare online. The desire of a teacher to create and teach an online lesson improves when they offer webinars or training (Hoyt & Oviatt, 2020).

Additionally, asking for advice from fellow educators and looking for new tactics are mentioned. Effective online course development and delivery are crucial skills (Kember, 2020). Teachers must cultivate situations where students can learn by investigating various methods for effectively running online classes (Turnbull, 2020). In online courses, it's essential to emphasize active learning, just like in a traditional classroom (Allen & Tanner, 2020).

Student engagement is critical to successful teaching and learning during an online class. Employing game-based applications, having Q & A techniques, integrating different applications, and providing motivational activities are some of the teacher's ways of using engaging activities in handling online classes. Various pedagogical approaches are needed for

teaching in online learning settings rather than face-to-face learning environments (Poll, 2020). Engaging activities stimulate learners to participate in the learning situation actively and thus gain the most knowledge from being a member of an online learning community (Khan, 2020). The students must feel at ease with the learning activities they were provided to participate fully in the discussion. They can also support one another by participating in various activities (Hylton, 2020; Khan, 2021). However, there is no one-size-fits-all model for the organization and management of higher education institutions or for the curricula that should be provided to fulfill the goals of society. Higher education in the Philippines today is driven by theoretical orientations that place an emphasis on the pursuit and creation of knowledge, skills, values, and mentalities that will empower Filipinos to contribute positively to society as a whole. Its goal is to increase each person's appreciation for the life cycle in the Philippines. In order to increase the Philippines' competitiveness abroad, higher education also seeks to capitalize on the productive potential of the nation's human resource base (Genelza, 2022).

Aligned competencies and strategies on DepEd and teachers are following MELC'S. DepEd carried out significant reforms at a scale never before achieved in governance, including simplifying the K–12 Curriculum into the Most Essential Learning Competencies, or MELCs (Preclaro-Ongtengco, 2020). These Essential Learning Competencies focus on essential learning requirements for the students. Moreover, DepEd emphasized that releasing the MELCs is part of the department's long-term commitment to establishing resilient systems, especially during emergencies. This approach includes more than just responding to the present pandemic. As a result, these might be utilized in specific situations to maintain educational continuity through the curriculum dimension.

Despite the challenges in the new normal of education, teachers' resiliency was being tested. The concept of resilience describes complex adaptation systems for conceptualizing recent changes (Welsh, 2020). It relates to a person's capacity for adaptability, flexibility, and successful challenge survival and is seen as an inbuilt defense mechanism of people (Masten & Reed, 2020). It did highlight the consequences of how elementary teachers' well-being and resiliency might be impacted by being upbeat and adaptable enough to deal with the new adjustments amid the COVID-19 crisis. There is currently little research on how those skills help teachers cope with the stress and emotional weariness of the new normal (Panchal, 2020). In the Philippines, the Department of Education created a reform stated in primary education called the Learning Continuity Plan (BE-LCP) that aims to demonstrate resilience in countering adversities and upholding its duties and responsibilities to support the teachers' capacity-building and equip them with the desired skills needed in response to the pandemic (Department of Education, 2020). Initiatives from the DepEd, a strategy for continuing education, and consistent policies can foster a supportive environment that will increase teachers' potential to be resilient during pandemics (Beltman, Mansfield & Price, 2011).

Research Question No. 3. What educational insights can the participants share on the delivery of online Instruction?

In the in-depth interview and focused-group discussion, the following questions were asked to the participants to obtain essential data for the above research question. What have you realized knowing that the virtual practices you have implemented were effective? What is the significance of providing virtual methods inside the virtual classroom? How can you apply your

learning and realization when doing virtual classes? What advice can you give your fellow teachers in the same situation as you?

Three major themes emerged from the data collected from the study participants, as presented in Table 3: Seeing positive thinking as a good mindset, Embracing educational shifts and trends, and Adapting positively to changes.

Table 3. Essential themes and Core Statements on the educational insight of elementary teachers in the delivery of online Instruction

Essential Themes	Core Statements
Seeing positive thinking as a good mindset	• *There is no difficult situation if you love what you do (IDI_P2).* • *Be positive always for the sake of the students (IDI_P4).* • *It would help if you focused on what you are doing (FGD_P1).* • *Avoid becoming stressed (FGD_P5).*
Embracing educational shift and trends	• *Continue the remarkable thing (IDI_P3).* • *Continue those having good results (IDI_P4).* • *I will utilize what I learned in the online class (IDI_P5).* • *Keep the positive outcomes (FG7_P4).* • *Consider switching if you think virtual practices are ineffective (FGD_P8).* • *Revise the strategies that are not effective (FGD_P9).*
Adapting positively to changes	• *Embracing the self that everything will change (IDI_P1).* • *Do not be afraid to leave your comfort zone (IDI_P2).* • *Willing to adapt to the new changes (IDI_P3).* • *We should be ready (IDI_P4).*

	Always think positive (IDI_P5). *We should accept the changes (FGD_P7).* *It should be flexible and versatile (FGD_P10).*

The elementary teachers' educational insights in the delivery of online Instruction. Knowing the perspectives and ideas of effective virtual practices of MPCES - teachers in handling online classes is essential. Three themes emerged from the research question, and these are: seeing positive thinking as a good mindset, embracing educational shifts and trends, and adapting positively to changes.

MPCES - teachers believed that seeing positive thinking as a good mindset is essential. Having a positive outlook is helpful, especially when teaching online. Being optimistic as a teacher means having faith in one's ability to overcome obstacles and problems and adapt to new situations with tenacity and perseverance (Woolfolk, 2020). Online teaching and learning can strengthen students' learning by giving them a sense of satisfaction and gratification despite the problems brought on by the pandemic if teachers have a good attitude about conducting online classes (Al- Rahmi, 2020). The teachers' good health helps them meet the rigors of the new regular schooling. Despite the difficulties of the pandemic, encouraging a positive mindset and stress management enables them to carry out their duties and obligations. Even beyond the classroom, students' social and emotional development may advance when teachers cultivate a positive environment and a sense of well-being among themselves (Loveless, 2020). They are embracing educational shifts and trends to handle virtual classes effectively. Most of the participants said that it is essential to continue those good things, continue those having good results, and consider switching if they think the virtual practices are ineffective. Keeping up with effective virtual methods is essential for handling online coursework to achieve goals and objectives (Kanuka, 2020). Teachers must be given the tools they need to engage actively and intelligently in all phases of the development of virtual courses and be able to determine what needs to be done to accomplish those goals when managing online classes (Patchin, 2020). As the driving force behind the adoption of online learning, teachers must be able to condition every element of education and understand which virtual strategies work best to run the class efficiently. Researchers contend that it is necessary to update inefficient procedures and maintain those that produce good results (Bakalar, 2020). A learner's exposure to and opportunity to comprehend the material of teaching is improved when the curriculum is taught for instruction is fluent. This leads to a greater degree of student control over what is taught in class and positive academic outcomes (Genelza, 2022).

Adapting positively to changes is one of the essential themes gathered from the data. Embracing the self that everything will change, do not be afraid to go out of the comfort zone, being willing to adapt to new changes, should be flexible and versatile are the responses of the participants. Because of the pandemic, educators have a significant role in promoting and overseeing students' growth despite obstacles and shifts in the educational system (Agayon et al., 2022). Indeed,

the pandemic tests the teachers' flexibility and adaptation in times of crisis (Lagua, 2020). Despite the challenges, educators continue to make learning possible, doing everything they can to acclimate to the new normal (Abbas, 2021; Cos, 2021).

CONCLUDING REMARKS AND IMPLICATION

From the data gathered from our interviews, we discovered the virtual practices of elementary teachers in handling online classes. They have a variety of methods, yet we managed to categorize them into essential vital points. Our study shows that elementary teachers' practices are proven effective within their classes. The results are recommended to be employed, strengthened, and practiced to achieve an effective virtual delivery in class.

First, the teachers try to keep the student's academic progress during an online class. To learn more methods for managing the course successfully, they must attend training and webinars held by the department. Despite the pandemic, teachers should think of new ways to establish a suitable learning atmosphere. Second, incorporating various game-based applications helps students engage in activities while learning. This will increase their motivation and self-assurance to perform well in class. As a result, the level of student engagement is significantly impacted by using various virtual practices.

Moreover, the teachers must align their practices on the learning competencies by the DepEd where they are following into MELC or the Essential Learning Competencies. In addition, employing different teaching techniques and strategies support student collaboration and knowledge acquisition.

Additionally, being adaptive and accepting the new changes is one way to deal with the challenges posed by the new normal; this will help teachers manage the stress. Teachers have also grown to understand how important it is to provide students with virtual practice because doing so encourages students' independence and active class participation.

Lastly, the insights of elementary school teachers on the delivery of online Instruction are; first, no difficult situation exists if one truly loves what they are doing. Instead of whining, teachers should endeavor to love what they are doing. Second, be focused and optimistic at all times. To be successful, teachers should constantly look on the bright side of things and pay full attention to getting the job done. Third, keep the positive outcomes or continue those having good results. Rethink the best practices that will be utilized to manage the class successfully and revise the ineffective strategies. Fourth, be flexible and versatile. Teachers must be prepared for the unpredictable future, be open to change, and acknowledge that everything will change.

Having never conducted interviews with professional teachers before, the researchers had a mixture of excitement and nervousness, but they surmounted these obstacles to finish the data collection and study. The researchers were unfamiliar with everything. Therefore their unwillingness to provide clarification prohibited them from adding more questions to gather more data for the analysis.

Moreover, the researchers propose improving or adding inquiries that would aid future researchers in obtaining rich data replies from respondents. Future studies might concentrate on how well school policies work and how the environment at schools is. Future researchers might use a mixed methods study to produce new theories, conduct additional research, and eventually add to the corpus of previously published data. To improve the quality of managing

online lessons, the researchers believe that Magugpo Pilot Central Elementary School and future educators will benefit from and gain knowledge from this study.

Furthermore, as future educators, researchers have concluded that managing an online course is an honor and a responsibility. Teachers' ought to make an effort to improve our community. The community needs excellent citizens, future professionals, and teachers known for shaping both. Teachers should therefore try their best for the future of our nation and the world.

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