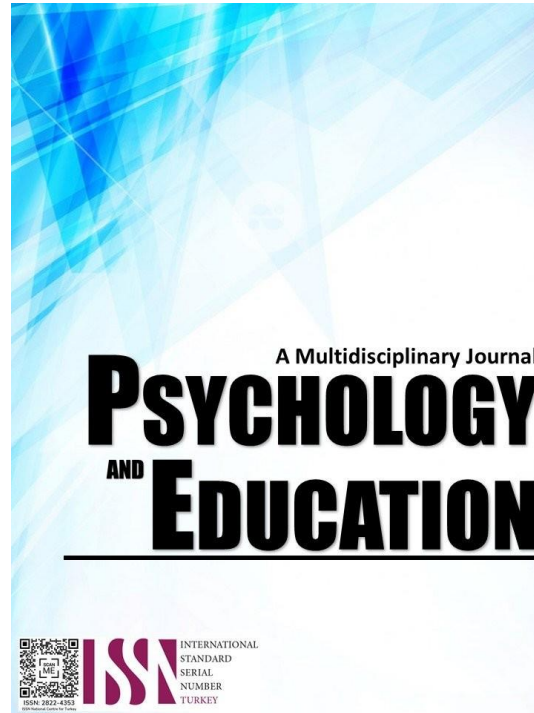


STRESS MANAGEMENT OF SENIOR ENGLISH LANGUAGE TEACHERS ON ONLINE PEDAGOGY: A MULTIPLE CASE STUDY



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Stress Management of Senior English Language Teachers on Online Pedagogy: A Multiple Case Study

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Abstract

Designed with a qualitative case study, this research aimed to understand senior language teachers' challenges in online pedagogy and how they coped with those challenges. Utilizing procedures introduced by Creswell (2009), the Researcher first organized the data by transcribing each interview, then by reading and looking at all the data. After that, she coded the data, organizing the text by its meaning and developing its cluster of meaning into themes. Out of the verbatim recording, she identified seven themes, which were intensively analyzed. Analysis showed that language teachers in online pedagogy encountered challenges such as stressful experiences, digital phobia, digital webinars, digital stress, virtual break, and virtual rules. The study participants coped with these challenges by attending webinars, training, and personal coaching by colleagues and relatives. The findings suggest that using online pedagogy in teaching English created a significant experience for students, discouraged the teachers' attention to quality teaching, and kept them unmotivated to teach. Because of the online platform, senior language teachers were no longer confident in delivering their instructions through integrating technology into their English language instruction. The results also revealed that senior language teachers need to watch YouTube videos, participate in digital webinars, and receive online training to address the gap among them.

Keywords: *senior language teachers, online pedagogy, stress management, stressful experiences, digital phobia, digital webinars, digital stress, virtual break, and virtual rules*

Introduction

Stress management provides a variety of ways to assist one in dealing with stress and life difficulties and helps one to live a more balanced and healthier life. Engaging in online pedagogy for the first time can be stressful and time-consuming (Swan, 2017). It requires learning new technology and teaching methodologies, generating new resources, and grading and communicating more than during on-campus classes. Coupled with the general stress brought about by the pandemic, these factors make many educators feel and experience burnout.

Online pedagogy is a teaching strategy that uses a digital mechanism to deliver education to learners globally. According to Keci & Qosja (2021), online pedagogy is an approach or method that facilitates learning online and utilizes new information and communication technologies to develop innovative learning environments to transform and improve education. It was also described as a teaching methodology designed for an online platform to address educational settings' global crisis, which restrained teachers and learners from conducting face-to-face classes. During the COVID-19 Pandemic, school closures worldwide pushed online pedagogy's emergence as the primary modality used in teaching and learning. Many researchers have reported numerous accounts of online modality's positive and

negative effects on education during a global pandemic (Pokhrel & Chhetri, 2021).

However, despite its many benefits to teachers and students alike, it is a complex modality that brings anxiety to digitally incapacitated users. Azhari (2021) suggested that teachers could not directly utilize multiple information and communication technology devices due to limited proficiency in digital tools. Additionally, Hyndman (2018) also pointed out that teachers who have not done enough professional ICT development might create a generation of ill-prepared students for the digital future. Using advanced technology in education can smoothly facilitate the learning process for students if teachers are well-trained and equipped with sufficient knowledge of its utilization.

In the Philippines, the government, and the Department of Education, under the leadership of Sec. Leonor Briones, announced a blended learning modality—a combination of online and in-person printed learning materials delivered to learners' homes. However, according to Alvarez (2020), teaching and learning have gotten more difficult because of technology use. Online education is often profoundly unsettling because it can counter various habits and experiences. It has also been pointed out that online platforms bring unique challenges and experiences to senior language teachers. For example, it is difficult for them to upload lessons to the e-

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learning platform, create video lessons, search for an application practical to the class, and, most significantly, handle digital tasks. This teaching mode may also affect senior language teachers' pedagogical competence, which, in turn, may eventually affect student learning.

Moreover, continuous broad public health problems caused uncertainty and tension, leading teachers to grapple with unexpected routine changes. Others were even forced to leave their campuses without contingency plans. Despite preparing lesson plans fitted for an online platform, teachers still felt uncertain whether students understood learning competencies and are doing their assigned work. Nonetheless, it can still be noted that families and school administrators provide initial support to their loved ones and students, respectively.

Suppose the plight above persists and senior language teachers continue to encounter such problems, education managers should not be surprised if there is an exodus of educators who will tender resignation and search for the most comfortable and appreciative agency to address their concerns (Herman & Bossle, 2020). By recognizing and addressing these problems, administrators can provide meaningful activities that aid online pedagogy's practical use and management. This study aimed to determine the stress management of senior English language teachers in online pedagogy.

Research Questions

This case study aimed to understand senior language teachers' stress management in online pedagogy in the first district of the School Division of Marikina City. Specifically, the study sought to answer the following questions:

1. What are the experiences of selected senior English Language teachers in online pedagogy?
2. What are the stress management experiences in online pedagogy? of selected senior English Language teachers in online pedagogy?
3. What barriers or challenges do senior English Language teachers experience in online pedagogy?
4. How can the participants implement successful stress management? program in online pedagogy?

Research Design

The Researcher utilized a case study qualitative research design described as "an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem" (Creswell, 2009). This research design aided the Researcher to have in-depth knowledge about the stress management of senior language teachers in online pedagogy. Similarly, the nature of the identified research questions justified the use of qualitative research design as they all require exploring phenomena like feelings or processes, which are hard to extract or learn about through conventional research methods.

Sample

Senior language teachers between the ages of 50 to 60 years old were chosen to be participants in the study as they have less experience in online pedagogy. Many studies have shown that they are less adept at utilizing modern technology such as smartphones, computers, and web-based applications and are more likely to experience stress when teaching online. The selection was based on four criteria: (1) study participants must be English Language teachers who have been teaching for almost ten years; (2) they must be senior language teachers aged between 50 to 60 years old; (3) they must be ICT-disadvantaged and experienced stress in using online pedagogy during the pandemic; and lastly, (4) they must be willing to participate in the study. All identified nine secondary schools in District I were included in the selection pool, and participants were chosen based on a strategy referred to as purposeful selection.

Sampling Procedure

Purposive sampling was used in this study of the Stress Management of Senior Language teachers on online pedagogy. Purposive sampling was a non-probability sampling technique where the scholar chose sample items. It was used to determine senior language teachers from District I of the Schools Division of Marikina City for virtual interviews. Patton et al. (2015) describes this technique as an effective tool for sampling "information-rich cases for in-depth study". The Researcher selected eight senior English language teachers on Online Pedagogy teachers using purposive sampling.

Data Collection Procedure

This multiple case study utilized a qualitative research design to collect the in-depth experiences of eight English language teachers. The relationships and connections must be established and attached with trust when conducting virtual interviews. To gather related data, the researcher initially sent a letter of request to the Schools Division Office of Marikina City seeking permission to conduct the study. After the request was approved, the researcher went to the nine secondary schools of District I and presented the permit to conduct a study to the principals.

The Researcher explained the purpose and description of the study. The letter also included a confidentiality clause, and participants were assured that there would be no risk if they participated. The letter also informed them they would be added to an online group chat for voice calls if they agreed to participate. Because the participants could not attend school due to the Inter-Agency Task Force (IATF) restrictions, the purpose of the Facebook Messenger video call was to review everything stated in the letter and to request a time for their availability for a video interview. The Researcher created a Google Form and shared the link with principals of English department heads. Twenty-five teachers expressed their willingness to participate in the study, but only eight language teachers met the criteria to become study participants. The Researcher then scheduled a virtual interview with the target participants. Before the online interview, participants were informed that their stories would be digitally recorded and transcribed but deleted after the study. Out of the eight research participants, only two agreed to have their pictures taken, whereas others refused due to privacy reasons. After the interview, the researcher sent each of them a note of gratitude and appreciation.

Data Analysis

Thematic analysis was used to make sense of the data collected to understand the stress management of senior language teachers in online pedagogy. This data analysis technique aims to identify themes through interesting or important patterns in the data. The researcher examined the data collected following the thematic analysis procedures proposed by Braun and Clarke (2006). Maguire and Delahunt (2017) described this framework for thematic analysis as the “most influential approach” as it “offers a clear and usable approach” to doing this form of data analysis. The Researcher followed the six-step framework beginning with familiarization with the data. She read and

listened to data collected repeatedly to immerse herself and become intimately familiar with the data collected, noting initial analytic observations.

Trustworthiness

Pilot and Beck (2014) described the trustworthiness of a study as “the degree of confidence in data, interpretation, and methods to ensure the quality of a study” (Connelly, 2016). Lincoln and Guba (1985) introduced the criteria for establishing the trustworthiness of a study: credibility, transferability, dependability, and confirmability. The Researcher used triangulation to validate the data collected to establish the credibility of the research. After the transcription and thematic analysis of the data, feedback was sought from the participants regarding the identified themes. Since the research utilizes a multiple case study design, analysis of a variety of data from the eight participants allowed for assumptions to be made regarding senior language teachers’ stress management in an online pedagogy.

By describing the current study’s demographics and boundaries, the Researcher has also established transferability. It is believed that the same data collection methods can be used with a different age group of teachers, educators who teach a different subject or course, teachers from a different study locale, and/or during a different global crisis. The Researcher has also provided recommendations and suggestions relevant and applicable to the teaching practice in relation to the results of the study.

The Researcher also maintained an audit trail to achieve dependability. Decisions and choices regarding theoretical and methodological issues are documented through records of raw data, transcripts, and research notes. Part of keeping the audit trail is practicing reflexivity through a research journal. The Researcher jotted down relevant information about herself, reflecting on her background, values, interests, insights, culture, and other information that may influence the gathering and interpretation of data. According to Guba and Lincoln (1989), the last criterion, confirmability, in ascertaining trustworthiness or rigor in the qualitative study, will be established when credibility, transferability, and dependability are all achieved.

Reflexivity

The Researcher graduated with a Bachelor of Secondary Education Major in English at Immaculate Concepcion College Caloocan, Metro Manila in 2018.

After her graduation in college, she worked as an English teacher in a private school for three years then she entered a public school as a probationary instructor and luckily enough, she was permanently appointed as a regular teacher. She was personally involved in the study and should know the phenomenon of the topic study to understand its nature (Alejo et al. 2018). She described the stress management of a senior language teacher on Online Pedagogy wherein she also experienced the situation of the participant. However, in the process and this study results, she set aside her opinion, and instead, based herself on the gathered literature, studies, and theoretical framework.

Ethical Consideration

Research ethics provides a guideline for the responsible conduct of any study and ensures that these studies are performed with high ethical standards. Many organizations, such as the American Psychological Association (APA) (2003) and the Australian Code for the Responsible Conduct of Research (2018), have outlined and recommended research principles to guide researchers before, during, and after the conduct of their studies. The Researcher was guided by these codes of ethics and national and institutional policies regarding the ethical conduct of research.

Results

The study set out to discover and better understand how senior language instructors cope with the demands and stress of online instruction. All research participants were between 50 to 60 years old and are referred to in the study as senior English language teachers. These teachers have ten years of teaching experience in public schools in the first district of Marikina City. In-depth interviews and study samples described the stress management of the study participants in online pedagogy during the COVID-19 Pandemic. In the same context, these teachers also expressed ways to help students succeed in school and society. Based on the conclusions this chapter reports, semi-structured interviews and instructors' questionnaires were used as data sources for the study.

This study's purpose was to describe senior language teachers' stress management. The following questions guide the study: (1) What are the experiences of selected Senior English Language teachers in online pedagogy? (2) What are the stress management experiences in online pedagogy of selected senior English Language teachers? (3) What barriers or

challenges do senior English Language teachers experience in online pedagogy? (4) How can the participants implement a successful stress management program in online pedagogy? The participants described their perceptions and experiences with online pedagogy during the virtual interview. They also discussed their challenges and strategy for coping with stress. This chapter's research findings are based on an analysis of the following source of data and semi-structured interviews.

Operational Data Collection

The Researcher formulated the eight guide questions from the study and presented them to her adviser for corrections and suggestions. The guide questions were validated by the language teachers; then the Researcher went to Division office to secure permit in conducting the study in District I. After securing the permit, she went to the principal's office of District I to present the permit for conducting the study.

The principal endorsed the permit and the Researcher to the Department head of English for arrangement of schedule. Eventually, the Researcher discussed the content of the permit and objective of the study with the department head of English. After receiving confirmation from the head teachers, the Researcher scheduled the interview based on the available time of the participants. Then, the Researcher created a Google link and shared it with the head teachers of English. The Researcher began her virtual interview on November 22, 2021, with the participants. She took one (1) hour for each participant. The Researcher transcribed, noted, and recorded the responses of the participants last November 22, 2021. The participants were coded to conceal their identities and respect the privacy act. (Please see audit trail).

Operational Data Analysis

Thematic analysis was used by the Researcher to make sense of the data collected and understand the stress management of senior language teachers in online pedagogy. She examined the data collected following the thematic analysis procedures proposed by Braun and Clarke (2006). Maguire and Delahunt (2017) describes this framework for thematic analysis as the "most influential approach" as it "offers a clear and usable approach" to doing this form of data analysis.

The Researcher followed the six-step framework beginning with familiarization with the data. She read and listened to data collected repeatedly to immerse herself and become intimately familiar with the data

collected, noting initial analytic observations. The Researcher then organized the data in a meaningful and systematic way. This second step, referred to as coding, aims to reduce the data into small chunks of meaning (Maguire and Delahunt, 2017). In this study, the Researcher utilized open coding, in which codes were developed and modified throughout the coding process.

The third step involved searching for themes—patterns that capture something significant or interesting relating to the data and research questions. This was done by finding and identifying similarity in the data. After examining the codes, the researcher collated and organized all those that fit into one theme. The Researcher eventually checked that these identified themes were coherent and distinct. She reflected on whether the data associated with each theme supported it. The fifth step in the framework also includes defining these themes. The Researcher wrote a detailed analysis of each theme and identified the essence of each theme. Similarly, the researcher constructed a concise yet informative name or label for each theme.

The production of this report is the final step described in Braun and Clarke's framework for thematic analysis. The Researcher weaved together the analytic narrative and vivid data extracts to inform and provide readers with an in-depth understanding of the stress management of senior language teachers in online pedagogy. Writing up also includes contextualizing the current study in relation to the existing literature on teachers' stress management, online pedagogy, and the like.

Themes

Theme 1: Mental Challenge

The mental challenge was psychosocial stress experienced by the participants during education delivery through online pedagogy. The senior language teachers also stressed that they experienced mental anxiety when online pedagogy was implemented during the COVID-19 quarantine period. Without exception, as revealed by the participants, using online pedagogy in teaching English daily causes a lot of trouble. This finding is anchored on their lived experiences. Mental challenges also discourage their attention to quality teaching and keep them unmotivated to teach. It also produces a hostile learning environment, resulting in a poor relationship with the students. Coupled with reports of the negative consequences of rapid change in modalities, online pedagogy has brought emotional anguish due to

complex tasks that do not aid the smooth flow of educational processes.

All the senior language participants referenced how online pedagogy affected their daily routine, as evident in the following statements:

...Due to the age and digital imbalance, I felt pressured and mentally tortured every day, and sometimes I was attempted to resign earlier than my retirement... p1, L2.

...Through the sudden change of pedagogy from Face to Face to hybrid brought me mental trouble. I do not know if I am still an effective teacher or not due to this pedagogy. I need to ask the assistance of my children to open the g-meet and connect me to my class and ask them to teach me how to insert the video for my lesson. And even ask them to make a video lesson to have the output to present to our principal for Classroom observation. The online pedagogy brought a scary experience on me... p2, L4.

The mental challenge that occurred in each senior participant also involved mastering digital techniques and learning new digital processes. The challenges identified from their responses showed that because of digital imbalance, and the sudden change of modality from traditional to online pedagogy, the participants encountered various daily challenges as they performed their digital tasks.

From the recorded transcriptions, it can be noted that online pedagogy not only had adverse effects on the participants' daily routine as senior language teachers but also contributed to emotional anxiety that affected their teaching performance; for instance, instead of focusing to delivery of content, they need to learn patiently from their family members who taught them personally the art of online pedagogy which gradually lose their self-control and patient to online pedagogy.

These findings are supported by Mheidly et al. (2020), who stated that communication stress and other stresses might lead to weariness, anxiety, and burnout in teachers. Additionally, this phenomenon is detrimental to teachers' intellectual and emotional capacity.

Theme 2: Digital Phobia

A digital phobia is a feeling of anxiety and nervousness about any digital process. The participants' common confessions about how digital pedagogy affects their confidence in teaching the English language are highlighted in this theme. Digital phobia, in their shared stories, means abnormal anxiety, fear, or a severe dislike of advanced

technology or complex devices and the incapacity to manage different digital tasks. This often occurs when certain lessons incorporate digital sources. Underscoring and accentuating language lessons through digital modalities must be considered a significant challenge for them. It is evident from this analysis that senior language teachers experience various implications during the implementation of online pedagogy. They face a lot of struggles in handling it especially when putting it into online modality. This is supported from the study of Houn and Tung (2019) that classroom environment, construction of rules and student empowerment are the foundations for effective lecturer-student relationship.

Each participant was asked if online pedagogy affects their confidence in English language teaching. Under the theme of digital phobia, categories such as bodily concern, digital challenges, and technical aversion were all identified as barriers to confidence in teaching the language. Additionally, during the interview, every senior language participant was asked about the implications of online pedagogy on their confidence. Without exception, each participant described the confidence level in teaching the English language online as slightly affected, these are negatively affected because of compromised pedagogical deliveries (Cabello, 2022). They took time to prepare lessons that the learners would appreciate before delivering them. This is evident in the following statements:

...Yes, it is hard to deliver the desired learning since not all of my students are capable of being online and clamor about the slow wi-fi signal. Besides, my training is short and compressed. I am still learning about e-learning and other different online applications...p1, L3.

...It was so difficult to go with the flow of the digital era. It took time before I could adapt to the trend, but I need to overcome it for the sake of the students...p2, L1.

.... It was so difficult to go with the flow of the digital era. It took time before I could adapt to the trend, but I need to overcome it for the sake of the students...p3, L2.

...Somehow it affected my confidence in terms of technical aspects. I have a phobia that may bring trouble if I am going to touch the application or any technical features of the software...p4, L2.

The findings showed online pedagogy affects physical well-being and is detrimental to senior language teachers' mental health and confidence during the pandemic. These findings are analyzed based on the

theoretical framework of the Transactional Model of Stress and Coping by Lazarus and Folkman (1987). The implications encountered by senior language teachers are the product of the implementation of online pedagogy, which is similar to the views presented by Ozamiz et al. (2021). Since the onset of the pandemic, teachers have shown signs of psychological distress. During the lockdown, they had to continue teaching. Now that the schools have reopened, they have expressed significant anxiety about the new and unprecedented teaching scenario.

Theme 3: e-capacity building

E-capacity building for selected senior language teachers enhances not only ICT literacy but as well as content pedagogy across another curriculum. These modalities of empowerment for teachers were the only way to teach them ICT skills and help them improve their awareness of the digital process. Fernández-Batanero et al. (2022) emphasized the importance of digital competence as one of the challenges facing teachers today; in their conclusions, they reveal that lack of teacher training and insufficient ICT training were commonly the barriers for teachers.

The participants revealed different coping mechanisms in online pedagogy. A coping strategy is a way participants connect to learners. Out of eight participants, only two clearly responded to the corresponding interview question. Personal training from relatives, watching YouTube, and attending different webinars and training made them cope with lesson delivery in an online setup. The foregoing is evident in the following:

...I need to attend various webinars, training and even watch YouTube videos using the google classroom and canvas application. I tried different professional enhancements in e-learning pedagogy for the sake of the students...p5, L1.

...attending webinars, which I believed to be effective in learning online: about two years ago when the division office tremendously pushed the teachers to participate in different webinars and training in online modalities, I considered myself a beginner learner...p4, L1.

Attending different webinars and ICT trainings were the coping tools of participants in facing the challenges of online pedagogy. Attending webinars added additional daily stress for the participants because they needed to set their internet connection for stable conditions to access a good signal for Wi-Fi. Similar views are implied by Softic et al. (2020), Inquiry-

based learning approaches that emphasize collaboration and social forms of learning and the use of ICT in teaching and learning are critical to 21st-century education. However, the current way of working in teacher education does not align well with the characteristics of 21st-century environments.

Theme 4: Unfriendly modality

The participants described online pedagogy as a vast challenge for them as senior language teachers. They struggle to explore the wisdom of digital processes and innovation. The participants also revealed that knowing and understanding the profile of the learners takes precedence in determining their perception of online learning. The participants view the online pedagogy approach as challenging because they must start from nothing until they gain little knowledge. Similarly, they become restless because instead of focusing on teaching, they need to learn the process of digital tasks all day. They were forced to learn new things and be abreast of new pedagogy amidst the pandemic. The data showed that selected senior language teachers need to adjust and adapt to the sudden change in educational modalities. This is what the participants patiently shared:

...I cannot compare Face to face class to online pedagogy, Face to face class can deliver a lot of witty styles and strategies in teaching, but now I cannot do that, para akong Walang kwentang teacher, yon lang... p1, L1.

...A student may join via g-meet because it is needed to check their attendance. Still, along the way of the lesson, they of the cam and you will not know if they are listening or not, in my case I do not believe if they learned of these modalities, besides of not having friendly user like us, it challenged the learning outcomes of the students... p8, L1 and L2.

This analysis denotes that senior language teachers perceived online pedagogy as a huge barrier to delivering quality education to our learners during the pandemic and it entails that online class does not suit senior language teachers who are technologically incapacitated. The same insight mentioned by Aguirre et al. (2022) that online remote learning is undeniably difficult both for teachers and students. For older teachers they need to learn technology fast.

Dhawan (2020) added that teachers throughout the globe were obliged to switch from face-to-face to online instruction due to this circumstance. There is no other alternative for many academic institutions that were previously unwilling to alter their conventional

pedagogical approach through online teaching and learning.

Theme 5: Digital Stress

The Researcher carefully read the data above and coded them according to the terms and phrases internet stability, use of data and messenger, lack of technical wisdom, and internet connection. After coding, these phrases were categorized as internet interruption. Based on the data gathered, the Researcher found and synthesized the responses in one theme— digital stress. (p5 L1, p2 L1, p3 L2)

Digital stress is caused by the harmful effects of online pedagogy on senior language teachers during online learning. Each participant was asked during the interview about different stressors in online pedagogy. Without exception, every participant described specific stressors in online pedagogy as a significant challenge in education during the pandemic.

The participants likewise revealed that digital stress encountered when using online pedagogy caused them to be weary and anxious every day, negatively affecting their connections to learners. It was shown in the interview that the participants experienced,

tiredness due to excessive exertion every day to learn, lack of sleep, and unease or nervousness to commit mistakes in the digital process.

Four senior language participants also manifested digital stress caused by issues with internet connection and limited digital capabilities. This caused them to worry every day. Digital capabilities, which include crafting video lessons and using various online applications, are essential elements in online learning, but these were the common frustration of the participants.

The Researcher applied the Transactional-based Model of Stress and Coping Theory by Lazarus and Folkman (1987) in understanding and identifying the stressors encountered by the participants during online pedagogy, as is evident in the following statements from the participants:

...I cannot control the internet connection. It is beyond my capacity, but when it comes to technical, I ask for the assistance of my relatives here to assist me... p5, L1.

...Since my knowledge is limited in terms of technical wisdom, I admit that I use cp data and use messenger instead... p2, L1.

...Both are beyond my control; I can orient my

learners that whatever happens to us during the online meeting, we will keep posted on one another. Tasks are also shared in their FB messenger and other platforms...p3, L2.

Stark et al. (2017) stated that digital stress and internet multitasking are positively associated with felt burnout, hopelessness, and anxiety and are all exacerbated by the stress. Social pressure, fear of missing information, and social involvement are the primary drivers of communication load and Internet multitasking. As individuals aged older, the health consequences of digital stress and the motivational drivers of communication load and Internet multitasking are all significantly alleviated.

Theme 6: Virtual Break

The Researcher carefully evaluated the above data and coded them according to the terms and phrases net break, unbearable, rest for a moment, and quit a moment. After coding, these were categorized as digital breaks. Based on the data gathered, the Researcher found that the participants commonly used the words break from virtual. Thus, the Researcher synthesized the responses in one theme— virtual break. (p8 L1, p4 L1, p5 L1, p2 L1, p3 L1).

In relation to this theme, participants disclosed the importance of virtual breaks to manage physical stress in online pedagogy. They stated that senior language teachers will always equate health to wealth, like the famous adage. The study participants also shared that they were using separate ways to manage physical strains caused by staring and squinting at a screen all day, such as stopping for a while and attending to other things like eating snacks. Other management techniques include resting for 30 minutes every two hours, saving energy, moving the body occasionally, and not looking at the entire class meeting screen.

Data also show that five senior language participants who voluntarily participated in the virtual interview admitted needing to rest or pause, walk around, think about something, and have a coffee break during the digital tasks to overcome burnout or stress. This is evident in the following insights:

...I just quit in a moment, then eat snacks and attend to other things first to divert my eyes to other things... p8 L1.

...I rest at least 30 minutes every 2 hours to regain my energy and do some exercises...p4 L1.

... for me, I did not look at the net for the whole class...p5 L1.

...Yes, I rest and fall asleep every time my vision is

blurred, and my blood sugar fluctuates, my body aches when I sit for hours doing reports... p2 L1.

This analysis entails that virtual recess or break is vital to refuel energy and maintain optimum health. It also implies that online pedagogy does not work well for the senior language teachers in District I of Marikina City. It negatively imparted the senior language teachers as they are transitioned to the virtual community and concurrently battling their fear for their safety during the pandemic (Minyamin et al. 2022).

In the study of Mirkholikova (2020), he mentioned that one of the disadvantages of distance learning is the lack of social interaction and digital ease was necessary to sustain the challenge and formulate a more logical and appropriate strategy.

Theme 7: Virtual rules

The Researcher carefully evaluated the data and coded them according to the terms and phrases response to the queries with respect, talk to them in messenger, my son assisted me, and learner's parents need to be well informed. After coding, these were categorized as virtual etiquette. From the data gathered, the researcher found that the participants commonly used the word rules. The researcher synthesized the responses in one theme— virtual respect. (p1 L1, p5 L2, p2 L1, p7 L1, p3 L3).

The participants' sharing experience with managing different queries during online pedagogy was prevalent in this cluster of statements. They stated that consistent implementation of virtual rules is required in online pedagogy to avoid conflict and misunderstanding. Virtual rules are essential in the online-based setting. These rules help minimize distractions and use class time efficiently so students can learn in a pleasant and nurturing environment. According to the participants, it takes a lot of patience every time there are virtual queries. Patience means becoming more understanding of the students and oneself as a slow learner online teacher. Additionally, imposing rules in online pedagogy is an excellent plan to minimize mistakes and control learners.

Data collection results also showed the dissenting behavior and gravity of professionalism of the participating senior language teachers in accommodating queries during online learning. Despite the negative feedback commonly received by the participants from parents and learners, they could still establish respect. The foregoing is evident in the following statements:

...I entertain students' queries whenever possible but limit them in the time of my restful sleep. I address the queries and complaints of students and parents with the utmost respect and care... p1, L1.

...Learners, as much as the parent's need be well informed from the very start when and how they'll communicate properly in the virtual mode so that you'll create a healthy learning environment not only for their children but as parents too... p5, L2.

...I am using gmeet to talk to them or messenger and Fb group for parents created by my daughter... p2, L1.

The Researcher applied the Transactional-Based Model of Stress and Coping Theory by Lazarus and Folkman (1987) in this study by understanding the participant's experience in online pedagogy. According to Jones and Kessler (2020), the COVID-19 Pandemic has forced instructors around the country to participate in an eye-opening and, at times, agonizing natural experiment. Despite the slow march of policies and cultural practices that have eroded the professional status of teachers (Milner, 2013) and the resources they require to do their jobs, the sudden closure of the nation's schools has brought into sharp focus the true importance of educators and the work most of them do every day on behalf of other people's children. They help others understand the difficulties of becoming a teacher and provide ideas for improving teacher preparation programs.

Discussion

This study aimed to identify the stress management of senior English language teachers, analyze online pedagogy that affected the participants' confidence in teaching the English language, and identify strategies participants employed to overcome the challenges of online pedagogy. It sought to specifically answer how English language teachers cope with online pedagogical requirements and why these teachers find it challenging to manage stressors.

For this study, the Researcher conducted semi-structured virtual interviews with eight senior English language instructors and analyzed papers supplied using Google Forms. This chapter examined and discussed the investigation's conclusions in light of the relevant literature. Additionally, the outcomes of this study are discussed considering the New Normal, where there is an increased reliance on technology in the lives of school administrators and language instructors at the upper levels of education.

After the data were gathered, analyzed, and

interpreted, the Researcher arrived at the following findings:

What are the experiences of selected Senior English Language teachers in online pedagogy?

Using online pedagogy in teaching English to students creates a significant experience every day for senior language teachers who are not well-trained in digital tasks. It discourages their attention to quality teaching and keeps them from being motivated to teach and also created a non-conducive learning atmosphere, leading to a negative connection with the learners.

What are the stress management experiences of selected senior English Language teachers in online pedagogy?

Because of the ill effects of online platforms, the digital process immensely affects confidence in using online pedagogy in teaching English. Confidence pushes the participants to deliver quality education to learners. However, the data results show that the participants are not confident when delivering instruction, particularly when technology is integrated into teaching the English language in the classroom.

What barriers or challenges do senior English Language teachers experience in online pedagogy?

The results revealed that senior language Teachers perceived online pedagogy as a huge barrier to delivering quality education to their learners during a pandemic and it entails that online class does not suit senior language teachers who are technologically incapacitated. It showed in the responses that their ICT awareness was the major barrier and challenge in online pedagogy.

How can the participants implement a successful stress management program in online pedagogy?

Participants revealed how they manage physical strains of staring and squinting at a screen all day by moving from one activity to another, among others, and also they discussed how to handle various types of queries during online pedagogy. Eventually, they claim that consistent application of virtual standards is necessary to prevent disagreement and miscommunication.

Conclusion

Based on the summary of findings, the following conclusions were drawn: (1) Online pedagogy in

teaching the English language to students created a vast ill effect on the lived experiences of selected senior English language teachers. Due to the imperative of learning a new platform, senior language teachers were not confident enough to teach English. This is classified as a form of digital phobia—the participants' feeling that hinders them from teaching using online pedagogy. (2) The selected senior language teachers coping mechanism to manage experiences during online pedagogy was attending different platforms such as webinars provided by the Department of Education and watching You-tube which will enhance their consciousness of technology. (3) It showed in the responses that their ICT awareness was the major barrier and challenge in encountered by the selected senior English language teachers in online pedagogy. (4) The participants managed various types of queries during online pedagogy. They added that consistent application of virtual standards was necessary to prevent disagreement and miscommunication between learners and parents.

From the summary of findings, results, and conclusions drawn, the following recommendations are offered:

For students, the following are recommended: (1) Online learning may be the alternative to the educational classroom. (2) They may take it seriously to avoid serious problems. (3) They may attend trainings or programs of the school relative to online learning improve skills and digital responsibility.

For senior language teachers, the following are recommended: (1) Language teachers may find a quiet place to meditate and exercise their minds and body. (2) They may ask for assistance from their colleagues and practice their instruction before facing their class. They may also ask for help from their colleagues and practice under their supervision until it increases their confidence in using online pedagogy. (3) They may attend digital seminars and capacity-building about ICT and digital awareness. (4) They may learn the digital process slowly but surely and keep calm while handling digital tasks to avoid stress. Embracing the challenge of the digital task makes them gradually accommodate the new normal. Accepting the challenge and gradually learning the digital process enhances their awareness of the ICT world. (5) They may take a break from digital tasks to avoid anxiety. (6) They may set online rules for learners and stakeholders and conduct an orientation before the class starts to clear and smooth everything when online pedagogy begins. Setting rules at the beginning of the

class is healthy classroom management.

For master teachers, the following are recommended:

(1) Treat teacher subordinates with compassion and do not pressure them to learn right away. (2) Provide one-on-one tutorials on digital tasks. (3) Encourage teacher subordinates to attend and give incentives to senior language teachers who completed training. (4) Organize Learning Action Cell (LAC) sessions that address mental health. (5) Plan quarterly capacity building for senior language teachers. (6) Recommend capacity building to administration for teachers' cyber awareness.

Finally, to future researchers, the following are recommended: (1) Conduct similar studies on stress management of senior English language teachers on online pedagogy. (2) Replicate this study in another research environment.

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