



EMBRACING CHANGE: A COMPASSIONATE EXPLORATION OF RETIRABLE TEACHERS' TRANSITION FROM MODULAR TO IN-PERSON CLASSES

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Abstract:

The purpose of this qualitative research study is to understand the lived experiences of transitioning retireable teachers of Tampakan National High School, located at Poblacion, Tampakan, South Cotabato and how they deal with the transition from modular to in-person learning. Additionally, purposive sampling was used to select the participants in this study. Qualitative research design using a partly phenomenological approach was employed to analyze the research inquiry that emphasized the exploration of experiences on the phenomenon of interest of the participants. The study involved eight (8) retireable participants, selected based on the availability of retirees at the school. For the assertion of confidentiality and anonymity, participants signed informed consents. The findings show that retireable teachers of Tampakan National High School have experienced similar experiences in the difficulty of adjusting to the transitions of modular and in-person learning due to the lack of interest in learning and the scarcity of discipline of learners caused by the two-year learning gap they experienced from the COVID-19 pandemic. The participants of the study have revealed and confirmed the same response. Through this study and through the experiences of the participants in educating the learners for a long and diverse setting, it has a great impact on the teaching-learning process.

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1. Introduction

"Every ending is a new beginning — guided by experience, fueled by heart." (T. S. Eliot)

This quote, adapted from T.S. Eliot, encapsulates that every ending opens the door to a meaningful new beginning, predominantly when guided by experience and driven by heart. The transition of retirable teachers from modular to in-person classes reflected this journey, as they drew from years of dedication to navigating unfamiliar changes. Their resilience and compassion breathed new life into their teaching, proving that purpose did not diminish with age. Instead, it evolved through change, anchored by wisdom and care.

Nearly every sphere of society was tremendously affected by the COVID-19 pandemic, including education. To provide equitable and appropriate education to all learners, the researcher, and other educators faced numerous challenges as we transitioned from traditional face-to-face learning to remote teaching and vice versa. These challenges required immediate solutions and significant changes to policies and procedures. Within this context of rapid change, teachers, students, parents, and other stakeholders encountered obstacles that we were ill-prepared to address despite advances in educational technology. Consequently, we had to adapt quickly, developing new strategies to ensure that learning remained practical and accessible for all students (Adebayo *et al.*, 2021; Agyapong *et al.*, 2022; Dhawan, 2020).

Globally, research revealed that transitions in teaching delivery significantly impacted educators' mental health and performance. For instance, a case study in Stockholm, Sweden, highlighted that abrupt shifts in the learning environment triggered disparities in instruction and increased levels of stress and depression among teachers. Similarly, many educators worldwide felt overwhelmed by the expectations of remote learning, especially without adequate training or support systems. These findings suggest that educational disruptions affect teachers' psychological well-being, regardless of geographic location, calling attention to the need for systemic responses that support teacher resilience (Adkins-Jablonsky *et al.*, 2021; Graham *et al.*, 2020; Zamberg *et al.*, 2021).

In the Philippine context, several studies have identified the emotional and professional challenges faced by educators during the pandemic. Teachers were forced to revise pedagogical practices without sufficient guidance, often leading to anxiety and burnout. "Stress" and "mental health" were significant factors influencing the preparedness of both students and teachers in adapting to online learning. Meanwhile, one of the most immediate adjustments teachers made was to develop more creative and flexible teaching styles. These studies highlight the broader national context in which teachers had to continuously reinvent their practices while navigating new technological

landscapes and policy directives (Charmaz, 2020; Datnow, 2020; Spiteri & Chang Rundgren, 2020).

At the local level, in Tampakan National High School, Tampakan District I, SDO South Cotabato, preliminary interviews the researcher conducted with retireable teachers revealed that they struggled with the transition during the school year 2022–2023. Despite their dedication, they required additional time and training to adapt to the return to in-person teaching modalities. Several expressed difficulties with instructional technologies and heavier teaching loads. They also noted increased pressure to comply with documentation requirements, which further strained their ability to deliver effective instruction. These local insights resonate with the broader challenges identified in the national and global literature but also underscore the unique vulnerability of aging educators during periods of educational reform (Gillis & Krull, 2020; Gudmundsdottir & Hathaway, 2020; Sancar *et al.*, 2021).

During the pandemic, the researcher experienced difficulties in adjusting to digital platforms. Initially, the shift was overwhelming due to the researcher's limited familiarity with learning management systems and video conferencing tools. However, the researcher became more proficient through institutional training programs, peer mentoring, and persistent effort. These experiences deepened the researcher's empathy for fellow retireable teachers and inspired the researcher to explore how others navigated the same turbulent transition. The researcher recognized that adaptation was not only technical but also emotional and psychological.

Thus, limited studies have addressed the specific challenges and support needs of retireable teachers during the transition from modular to in-person instruction in the post-pandemic period. Despite growing research on general teacher stress and adaptability, few have focused on those nearing retirement — a group with unique vulnerabilities and insights. This gap is particularly urgent now, as schools return to traditional setups, and there is a risk of losing experienced educators due to burnout and lack of support.

To address this, the present study explored the experiences of retireable public high school teachers in Tampakan National High School as they navigated the shift from modular to in-person classes. Using a qualitative phenomenological approach, this study sought to uncover the personal, emotional, and professional dimensions of their experience. This approach was suitable to explore participants' in-depth, nuanced perspectives, which are often missed in quantitative surveys.

2. Literature Review

2.1 Experiences of Transitioning Retireable Public Secondary School Teachers from Modular to In-Person Classes

In the recent change in education, teachers play a crucial role. However, experts have categorized problems with the start of in-person lessons, including a lack of adequate health facilities at the school, such as a clinic and hand-washing stations, as well as other resource gaps, like a lack of classrooms, a lack of water supply, and the glaring absence

of a school nurse. In light of this, the Department of Education urges that teachers should remain a key priority in public health and safety measures (Pedler *et al.*, 2020; Tatum, 2023; Tomaszewski *et al.*, 2020).

Furthermore, a study on online learning highlights that teachers often struggle to adapt to blended learning environments because they lack proper training in virtual instruction. Many educators feel unprepared and overwhelmed since blended learning is not their usual teaching mode. This mismatch leads to widespread distress and frustration among teachers, negatively affecting the overall quality of education in these settings (Ecang & Petalla, 2022; Kaplan-Rakowski *et al.*, 2023; Murayama, 2022).

Moreover, a work-from-home analysis done in India showed that teachers must commit to most new educational processes, which renders them incapable of prioritizing their mental health. A case study on the stress state of teachers and students in Stockholm, Sweden, revealed that any sudden change in the learning environment causes disparity and even depression among teachers. This is particularly true among the administrative heads of educational institutions. Almost 9 of 10 teachers feel incredibly stressed and anxious following the shift caused by the pandemic. According to the survey report, 81% of the educators who participated in the study work more than 14 hours a day to complete their professional obligations (Becker *et al.*, 2022; Rapanta *et al.*, 2020; Tsai *et al.*, 2020).

Equally important, increased stress levels can impair teachers' effectiveness, leading to poor anger management and procrastination, as found in the University of Pennsylvania research. To cope with these challenges, teachers in the new normal must adopt new professional and emotional strategies. A structured timeline for response management has been outlined, including guidance, technology use, and digital recreational activities to support adaptation (Moser, 2021; Starck *et al.*, 2020; Walker *et al.*, 2021).

In addition, a study examining the impact of the pandemic on the general population revealed that educators are among the most affected groups. Beyond stress, trauma has emerged as a significant mental health challenge for many teachers during this time. It is essential to approach the transition to online classes with great care and sensitivity. Proper support and resources must help educators manage these challenges effectively (Giroux, 2024; Murayama, 2022; Selland, 2024).

Moreover, teachers worldwide are experiencing isolation from students and colleagues, contributing to burnout. Christina Maslach defines burnout as emotional exhaustion, depersonalization, and diminished personal accomplishment, often from dealing with others' distress. In addition to isolation, COVID-19 conditions have caused feelings of inefficacy and a lack of control. Educators are learning new platforms like Zoom and Google Classroom and adapting their teaching to provide timely feedback, engage students, and maintain a safe, responsive online learning environment (Lee, 2022; Moser, 2021; Regmi, 2024).

In addition, according to an article on how to reduce teacher stress and boost their ability to perform at their best, school leaders can help reduce teacher stress by creating working conditions that support educators. Teachers experience less pressure and are

more likely to remain in their jobs under comfortable conditions. By encouraging positive teacher-student interactions, schools can also lessen teacher stress. One way to achieve this is by using strategies that reward positive student behaviors. Educators also need to ensure they take care of themselves so they can care for others. Without properly attending to their well-being, teachers cannot care for their students (Gillis & Krull, 2020; Palinkas *et al.*, 2019; Tack & Vanderlinde, 2020).

According to an expert, Philippine teachers are predominantly stressed due to insufficient budget allocations. This financial strain causes distress as teachers struggle to ensure that the resources provided by local governments adequately meet their students' needs. Experts also highlight that stress and mental health significantly influence teachers' and students' readiness to adapt to online learning in the new normal. These elements impact how successful the shift to online learning is overall (Adkins-Jablonsky *et al.*, 2021; Bertling *et al.*, 2020; Sholomo & Oplatka, 2023).

The Philippine government's official website showcased coping guidelines designed to help educators manage the shift to the new normal. These guidelines aim to support teachers as they adjust to changing teaching environments. Guidance and counseling services remain available virtually for students and teachers affected by the pandemic. This continued support helps address mental health challenges during the transition (Guiamalon, 2021; Gumanao *et al.*, 2022; Selland, 2024).

Thus, a local study in the Philippines examining how teachers cope with anxiety revealed that one of the most important changes they made was developing different and creative teaching styles. Despite various challenges, these new approaches helped teachers maintain stronger student connections. Limited interaction, resource shortages, and emotional strain made traditional methods difficult to sustain. Adapting creatively allowed teachers to overcome these obstacles and support their students more effectively (Datnow, 2020; Regmi, 2024; Walker *et al.*, 2021).

Hence, schools' partners were among the most influenced during the pandemic, facing significant academic and financial challenges. Many experienced losses and made difficult sacrifices to adapt to the crisis. The specific accumulated data aimed to clarify these complex emerging issues and provide recommendations on sustaining schools' natural functions during and after the pandemic. In this study, 220 participants were drawn from 44 different schools. The research utilized a simultaneous triangulation design, distributing an online survey to the participants. Additionally, educators from international schools and institutions outside the Philippines were contacted to share their experiences regarding how their schools managed the situation. Lastly, report analysis was also employed as a data-gathering method (Bahodirovich & Romilovich, 2021; Gillis & Krull, 2020; Saloviita & Pakarinen, 2021).

2.2 Coping Mechanism of Transitioning Retirable Public Secondary School Teachers from Modular to In-Person Classes

Transitioning from modular to in-person classes poses significant emotional and practical challenges for retirable public secondary school teachers. Many of these educators have

spent years adapting to self-paced modular teaching methods and now face the need to re-engage with direct classroom interaction. The shift demands physical presence and an adjustment in teaching strategies and student engagement techniques. Such a change requires teachers to develop coping mechanisms to manage stress and anxiety. Understanding these coping strategies is crucial to support their well-being and professional effectiveness (Adkins-Jablonsky *et al.*, 2021; Casingal & Ancho, 2021; Tsai *et al.*, 2020).

Moreover, retirement-age teachers often experience anticipation and apprehension during this transition phase. On one hand, returning to face-to-face interaction can rekindle their passion for teaching and foster social connections. On the other hand, concerns about health risks and adapting to new classroom norms can create psychological strain. Consequently, these mixed emotions necessitate the cultivation of resilience and adaptive coping techniques. Therefore, exploring how these teachers manage emotional fluctuations is essential for creating supportive environments (Cheon *et al.*, 2020; Gorrini *et al.*, 2021; Tomaszewski *et al.*, 2020).

In addition, coping mechanisms are influenced by individual differences such as personality, previous experiences, and personal support systems. Some teachers rely on problem-focused coping strategies, seeking practical solutions to overcome challenges in the new teaching setup. Others might lean on emotion-focused coping, using relaxation techniques or social support to alleviate stress. This variation underscores the need for customized therapies that cater to individual coping needs. Accordingly, schools must recognize and accommodate these varied approaches to ease the transition (Ecang & Petalla, 2022; Hanushek & Woessmann, 2020; Maxwell, 2020).

Furthermore, social support is pivotal in helping retireable teachers transition back to in-person classes. Peer networks, family encouragement, and administrative assistance provide emotional and instrumental support that buffers against stress. Teachers who feel supported are more likely to maintain motivation and job satisfaction during the adjustment period. Conversely, isolation or lack of support can exacerbate feelings of anxiety and overwhelm. Thus, fostering a culture of collaboration and empathy is vital in this context (Abocejo *et al.*, 2022; Gorrini *et al.*, 2021; Gumanao *et al.*, 2022).

Similarly, professional development opportunities contribute significantly to coping and adaptation. Training sessions focusing on classroom management, technology integration, and health protocols enhance teachers' confidence. These educational resources make teachers feel more prepared and less anxious about re-engaging with students face-to-face. As a result, ongoing professional growth serves as a coping tool that empowers teachers to embrace the transition. Hence, schools should prioritize continuous learning and capacity building for their staff (Adebayo *et al.*, 2021; Dhawan, 2020; Luo *et al.*, 2024).

Equally important is the role of self-care practices in maintaining teachers' mental and physical health during this period of change. Activities such as mindfulness, exercise, and adequate rest help mitigate the physical toll of returning to in-person teaching. Self-care promotes emotional stability and prevents burnout, a common risk among aging

educators. Therefore, encouraging healthy lifestyle habits is an effective coping strategy. Ultimately, these practices contribute to teachers' well-being and job performance (Amoah, 2024; Calderhead, 2021; Garcia-Vedrenne *et al.*, 2020).

On the other hand, the transition also brings technological challenges, especially for those accustomed to modular teaching materials. While modular learning often involves printed or digital worksheets, in-person classes require more dynamic instructional tools and real-time technology use. Teachers may feel overwhelmed by new demands, such as managing digital attendance or using audiovisual aids. Consequently, technological competence becomes a critical area for developing coping skills. Hence, targeted tech training and ongoing support are essential to smooth the transition (Anzaldo, 2021; Guiamalon, 2021; Kuhfeld, 2020).

In contrast, some retirable teachers may find the shift rejuvenating, as it reconnects them with the interactive nature of teaching. The immediate feedback and relational dynamics of in-person classes can restore a sense of purpose and engagement. This optimistic perspective may serve as a protective barrier against change-related stress. Therefore, recognizing and reinforcing positive attitudes can enhance coping capacity. Such optimism is a psychological resource during challenging adjustments (Arthur-Nyarko *et al.*, 2020; Giorgi, 2020; Lozada, 2022).

Similarly, transparency in school administration's communication fosters trust and reduces uncertainty. Clear guidelines about safety protocols, schedules, and expectations help teachers feel informed and secure. Uncertainty, conversely, tends to increase anxiety and hinder coping efforts. Thus, open and consistent communication is a vital component of institutional support. When well-informed, teachers can better prepare emotionally and practically for the change (Salvador *et al.*, 2024; Tatum, 2023; Zamarro *et al.*, 2022).

In another perspective, the school's physical environment also impacts teachers' coping experiences. Well-ventilated, spacious, and arranged classrooms that follow health protocols create a safer and more comfortable teaching space. Feeling physically safe enhances psychological well-being and reduces fear of illness. Therefore, environmental adjustments should be considered part of a comprehensive coping framework. Teachers are more likely to embrace in-person teaching when they trust their surroundings (Bahodirovich & Romilovich, 2021; Bao, 2020; Lee, 2022).

Meanwhile, cultural values and community norms cannot be overlooked. Teaching is a profession and a respected social role that influences identity in many settings. The desire to fulfill societal expectations may motivate retirable teachers to persevere despite challenges. However, cultural pressures might also lead to suppressing personal stress in favor of duty. Consequently, coping mechanisms include both internal resilience and external social conformity. Understanding this duality is crucial for holistic support (Becker *et al.*, 2022; Nacar & Camara, 2022; Quijano, 2023).

Additionally, age-related factors such as declining energy and health concerns complicate coping during this transition. Retirable teachers might need to adjust workloads or teaching hours to accommodate physical limitations. Flexible scheduling

and health accommodations become important components of effective coping. These adjustments help prevent exhaustion and maintain teaching quality. Therefore, sensitivity to age-specific needs is imperative (Berting *et al.*, 2020; Kaplan-Rakowski *et al.*, 2023; Pedler *et al.*, 2020).

Moreover, reflective practices serve as cognitive coping strategies, allowing teachers to process their experiences and emotions. Journaling, peer discussions, or counseling can facilitate emotional release and promote insight. Through reflection, teachers can identify stress triggers and develop personalized coping plans. This intentional awareness enhances their adaptability. Consequently, reflective habits are valuable for managing change (Boltz *et al.*, 2021; Houghton, 2023; Kaplan-Rakowski *et al.*, 2023).

Similarly, spirituality or personal belief systems may provide comfort and strength. For many teachers, faith or philosophical perspectives offer meaning and hope during times of uncertainty. Such inner resources help regulate emotions and foster acceptance of change. Hence, spiritual coping complements practical strategies. Recognizing this dimension broadens the understanding of teachers' coping mechanisms (Abucejo *et al.*, 2022; Gorrini *et al.*, 2021; Gumanao *et al.*, 2022).

Henceforth, transitioning from modular to in-person classes represents a significant life and career milestone for retireable teachers. Successful coping depends on personal resilience, social support, institutional assistance, and environmental factors. Addressing these multiple layers helps teachers navigate the change with dignity and effectiveness. In sum, embracing change compassionately ensures that retireable educators continue to contribute meaningfully to evolving educational landscapes. Therefore, acknowledging their unique experiences and providing tailored support is essential for fostering their continued growth and engagement (Adebayo *et al.*, 2021; Dhawan, 2020; Luo *et al.*, 2024).

2.3 Insights Shared by Transitioning Retirable Public Secondary School Teachers from Modular to In-Person Classes

Many retireable teachers express a profound sense of emotional complexity during their transition from modular to in-person classes. They often describe feelings of excitement intertwined with anxiety as they prepare to return to the physical classroom setting. This emotional duality reflects their eagerness to reconnect with students alongside worries about health risks and adapting to new teaching demands. As a result, these insights shed light on the internal struggles faced by educators nearing retirement. Understanding these emotional experiences is key to providing adequate support (Amoah, 2024; Calderhead, 2021; Garcia-Vendrenne *et al.*, 2020).

In addition, retireable teachers frequently highlight the challenges related to adjusting teaching methods after years of modular instruction. They report that shifting from self-paced modular work to synchronous, face-to-face interaction requires significant mental and physical effort. This adjustment includes relearning classroom management techniques and enhancing communication skills to engage students

directly. Therefore, their reflections emphasize the need for flexibility and continuous professional growth. This feedback points to a critical area for targeted capacity-building (Anzaldo, 2021; Guiamalon, 2021; Kuhfeld, 2020).

Moreover, many teachers share that peer support is vital during the transition. Colleagues who offer encouragement, share practical advice, and empathize with their experiences help ease the stress of change. This shared friendship fosters a sense of security and belonging. Consequently, such social connections become a coping mechanism and a source of motivation. The value of strong peer networks emerges clearly from their insights (Arthur-Nyarko *et al.*, 2020; Giorgi, 2020; Lozada, 2022).

Conversely, some teachers feel isolated when support systems are lacking or insufficient. They express that the absence of regular communication or recognition from school leaders can intensify feelings of vulnerability. This perceived neglect may lead to decreased morale and increased reluctance to engage in in-person teaching fully. Hence, their experiences highlight the importance of administrative responsiveness. Effective leadership is crucial in sustaining teacher morale (Salvador *et al.*, 2024; Tatum, 2023; Zamarro *et al.*, 2022).

Furthermore, many retireable teachers appreciate professional development opportunities that prepare them for the shift back to in-person classes. They note that workshops on health protocols, new technology, and teaching strategies increase their confidence and competence. Such training enables them to feel more equipped and less overwhelmed. Therefore, they advocate for ongoing and accessible learning sessions tailored to their needs. These insights underscore the necessity of institutional support through education (Becker *et al.*, 2022; Nacar & Camara, 2022; Quijano, 2023).

Similarly, the teachers often mention the physical demands of in-person teaching as a significant consideration. Long hours standing, managing classroom dynamics, and adhering to health safety measures require stamina and energy. For aging educators, this physical adjustment can be particularly taxing. As a result, they recommend flexible schedules or workload modifications to help sustain their performance. These reflections highlight the practical realities affecting their well-being (Bertling *et al.*, 2020; Kaplan-Rakowski *et al.*, 2023; Pedler *et al.*, 2020).

On the other hand, many retireable teachers express joy and fulfillment in resuming direct interaction with students. They find renewed purpose in the personal connections and immediate feedback that modular learning lacks. This renewed engagement often reignites their passion for teaching and reinforces their educator identity. Their positive insights demonstrate the emotional rewards of returning to face-to-face instruction. Such perspectives inspire appreciation for the relational nature of education (Boltz *et al.*, 2021; Houghton, 2023; Kaplan-Rakowski *et al.*, 2023).

Similarly, teachers report that transparent communication from school administrations greatly influences their transition experience. Clear information about safety protocols, schedules, and expectations alleviates uncertainty and builds trust. Conversely, vague or inconsistent messaging can heighten anxiety and confusion. Therefore, teachers value consistent, honest updates as a foundation for successful

adaptation. Their shared experiences emphasize the critical role of communication (Abucejo *et al.*, 2022; Gumanao *et al.*, 2022; Sancar *et al.*, 2021).

Moreover, several teachers reveal that family support profoundly affects their coping during this time. Encouragement and understanding from loved ones provide emotional stability and reassurance. Some even involve family members in their teaching preparations, further strengthening bonds. This insight reflects the interconnectedness of personal and professional spheres. Recognizing this dynamic is important for holistic teacher support (Adebayo *et al.*, 2021; Dhawan, 2020; Luo *et al.*, 2024).

In addition, some retirable teachers discuss the importance of self-care routines as a practical coping strategy. Regular exercise, mindfulness, and sufficient rest help them manage stress and maintain energy levels. They also stress how important it is to establish limits to avoid burnout. These common behaviors are examples of proactive strategies for maintaining motivation and health. A common advice is to promote self-care (Amoah, 2024; Calderhead, 2021; Garcia-Vendrenne *et al.*, 2020).

Meanwhile, technological challenges remain a recurrent theme in teachers' reflections. It may not be very comforting to adjust to digital tools in addition to in-person sessions, particularly for people who are not as tech-savvy. Teachers express a need for patient guidance and ongoing technical support. Their insights reveal the critical role of technology literacy in modern teaching environments. This gap ensures smooth transitions (Anzaldo, 2021; Guiamalon, 2021; Kuhfeld, 2020).

Conversely, some teachers mention that embracing technology positively enhances their teaching experiences. They report that integrating multimedia resources and digital platforms creates more engaging lessons. This shift broadens their instructional repertoire and keeps them connected with younger generations. Their optimistic views highlight the potential benefits of technology adaptation. These perspectives advocate for openness to innovation (Arthur-Nyarko *et al.*, 2020; Giorgi, 2020; Lozada, 2022).

The teachers' cultural and community roles also shape their perceptions of the transition. Many feel a strong sense of responsibility to continue contributing despite their approaching retirement. This dedication reflects deep-rooted values regarding service and identity as educators. At the same time, this pressure can sometimes mask their struggles. These nuanced insights call for compassionate acknowledgment of teachers' dual realities (Salvador *et al.*, 2024; Tatum, 2023; Zamarro *et al.*, 2022).

Furthermore, several teachers mention that reflective practices help them process the transition's emotional and professional demands. Writing journals, discussing experiences with peers, or seeking counseling provide outlets for expression and growth. These methods foster self-awareness and emotional regulation. Consequently, reflection emerges as a vital coping tool. Encouraging such practices can enhance adaptation by promoting resilience, personal insight, and long-term professional engagement during transitions (Bahodirovich & Romilovich, 2021; Bao, 2020; Lee, 2022).

In light of this, many retirable teachers hope their experiences will inform future support systems for aging educators. They advocate for tailored programs that consider

their unique challenges and strengths. Their shared insights serve as valuable guidance for policymakers and school leaders. By acknowledging the wisdom and dedication of retireable teachers, institutions can foster a culture of respect and purposeful transition. Ultimately, such efforts honor their contributions and strengthen the educational community's overall fabric (Becker *et al.*, 2022; Dhawan, 2020; Gorrini *et al.*, 2021).

3. Methodology

This chapter presented the research design, the role of the researcher, the research participants of the study, instrumentation and validation, data gathering procedures, data analysis, trustworthiness, and ethical considerations. The purpose of this study was to discuss the research methodology for this qualitative study regarding the lived experiences of retireable teachers in the transition from modular to in-person classes. A better comprehension of the events was made possible by the qualitative method.

3.1 Research Design

In order to investigate teachers' lived experiences within the framework of the new normal in education, this study used a qualitative research approach. A qualitative approach was appropriate as it allowed for an in-depth understanding of the meanings that respondents attributed to their experiences. Guided by Max Weber's concept of seeking "understanding" rather than "explanation" in the human sciences, the focus was placed on the interpretive aspect of human experience over objective measurement and standardized procedures. This naturalistic paradigm emphasized the importance of examining phenomena from the respondents' perspectives within the contexts in which these experiences occurred (Ali *et al.*, 2023; Chu *et al.*, 2020; Datnow, 2020).

To capture the richness of these lived experiences, the researcher employed a descriptive phenomenological design, specifically drawing on the methodological framework of Moustakas. This approach was rooted in Edmund Husserl's philosophical foundations, which viewed human consciousness as central to meaning-making. Descriptive phenomenology aims to describe rather than interpret experiences, focusing on the phenomenon's essence as it appeared to consciousness. It involved setting aside preconceptions to engage with the phenomenon in its purest form (Christian-Brandt *et al.*, 2020; Gudmundsdottir & Hathaway, 2020; Shlomo & Oplatka, 2023).

Phenomenology has been widely utilized in educational research to uncover how teachers experience instructional changes, pedagogical challenges, and evolving educational practices. This relevance made it a fitting methodology for examining how teachers navigated the complexities of the new normal in education (Patton, 2020; Pokhrel & Chhetri, 2020).

In applying this approach, the researcher followed key procedures associated with descriptive phenomenology. First, the researcher conducted epoché to bracket the researcher's assumptions and personal biases, allowing the researcher to approach the data with an open and unbiased perspective. Next, the researcher employed

horizontalization—giving equal value to each significant statement shared by the respondents. These statements were then clustered into themes representing the essence of their lived experiences. Through this process, the researcher aimed to reduce individual accounts into a collective understanding of the phenomenon (Toropova *et al.*, 2021).

Descriptive phenomenology was particularly suitable for this study as it allowed for a deep exploration of teachers' meanings attached to their professional realities during the shift to the new normal. Phenomenological research seeks to describe the essential qualities of a phenomenon as experienced by multiple individuals and identify the shared meaning across these experiences (Calderhead, 2021; Maxwell, 2020; Tomaszewski *et al.*, 2020).

To ensure the rigor and trustworthiness of the research, the researcher applied qualitative criteria, including credibility, transferability, dependability, and confirmability. These standards enhanced the findings' accuracy, consistency, and objectivity, reinforcing this phenomenological inquiry's integrity (Ali *et al.*, 2023; Murayama, 2022; Schwandt, 2019).

3.2 Role of the Researcher

In this study, the researcher's role as a researcher encompassed several responsibilities: inquirer, interviewer, transcriber, and analyst. As an inquirer, the researcher selected the informants and obtained the necessary approvals from the researcher's adviser, program coordinator, Graduate School Dean, and the Research Ethics Committee of Ramon Magsaysay Memorial Colleges. The researcher ensured that all research activities followed proper protocols. The researcher also informed the respondents about the central phenomena of the study and provided the necessary background to support informed Participation (Regmi, 2024; Tracy, 2021; Winter *et al.*, 2021).

As an interviewer, the researcher conducted in-depth interviews (IDIs) and focus group discussions (FGDs) with the retrievable teachers of Tampakan National High School, Tampakan District 1, Schools Division of South Cotabato. The researcher utilized an interview guide with questions translated into the local tongue to ensure the informants could completely express themselves. The researcher listened attentively to verbal and nonverbal cues, noted gestures, and documented the sessions while adhering to ethical research standards (Patton, 2020; Zamarro *et al.*, 2022).

Following data collection, the researcher served as a transcriber. The researcher transcribed and saturated the responses, ensuring confidentiality was maintained throughout the process. The researcher identified and analyzed core ideas and emergent themes using thematic analysis. This involved categorizing data according to the research questions and constructing major themes from the identified patterns (Charmaz, 2020; Chu *et al.*, 2020; Serhan, 2020).

Furthermore, the researcher ensured the trustworthiness of the data. The researcher reviewed all findings for accuracy and consistency and immediately addressed discrepancies. The researcher checked the alignment of responses with the

study's objectives to ensure validity and reliability (Graham *et al.*, 2020; Maxwell, 2020; Tracy, 2020).

From a philosophical standpoint, the researcher operated within a constructivist paradigm, assuming that reality is socially constructed and knowledge emerges through individuals' lived experiences. Understanding the subjective experiences of retrievable teachers required engaging deeply with their narratives. Given the researcher's background as a teacher, the researcher acknowledged the possibility of bias. However, the researcher managed this by maintaining a stance of openness, constantly challenging the researcher's assumptions, and ensuring that respondents' voices guided the interpretation of findings.

The researcher's role in this study was emic, as the researcher is part of the educational profession being studied. Being a teacher gave the researcher insider knowledge and cultural familiarity, facilitating rapport-building and deeper insight. However, the researcher remained mindful of over-identification risks with the respondents and addressed this through reflective practices.

The researcher kept a reflexive journal throughout the research process to enhance reflexivity. This journal included the researcher's emotional responses, methodological decisions, ethical dilemmas, and emerging interpretations. The researcher used it to track how the researcher's thoughts evolved and to identify potential biases. The researcher set aside the researcher's preconceived notions and professional experiences as a teacher through bracketing to ensure that the researcher's own did not overshadow the participants' perspectives. This process was guided by the works of Orland-Barak and Wang (2021) and Pratt *et al.* (2020), who emphasized the importance of reflexivity and bracketing in qualitative research.

After finalizing the data analysis, the researcher discussed the findings, presented the implications, offered recommendations, and crafted concluding remarks rooted in the themes that emerged from the respondents' voices.

3.3 Research Participants

The researcher used a purposive sampling strategy to select the teacher participants for this investigation. The study was conducted at Tampakan National High School, located in a rural area within Tampakan District 1, Schools Division of South Cotabato. The school is the perfect place to examine the long-term teaching experiences of seasoned educators in a rural Philippine public school context, since it serves a diverse student body from local indigenous and farming communities.

The researcher conducted semi-structured interviews with the participants, described by Price Banks and Vergez (2022) as "*an exchange with an informal character, a conversation with a goal.*" These insightful interviews were carefully designed to gain deeper insights into the participants' subjective experiences, personal opinions, and intrinsic motivations rather than focusing solely on facts or observable behaviors. The semi-structured format included thoughtfully crafted open-ended questions, allowing flexibility for deeper exploration, spontaneous follow-ups, and meaningful discussions,

guided by a predefined interview guide that outlined broad areas of interest and sub-questions.

Based on the inclusion criteria, the researcher conducted in-depth interviews with five retireable teachers (one male and four female). In addition, a separate focus group discussion (FGD) was conducted with three other retireable female teachers. The number of participants was determined by the availability of retireable teachers at Tampakan National High School. The researcher used personal narratives and in-depth interviews as the study's primary data collection techniques to gather comprehensive insights. The researcher included male and female teachers, whether married or not, aged 56 to 65 years old and with at least 20 years of teaching experience to ensure diverse perspectives, capture varied experiences, represent different teaching backgrounds, and enhance the reliability and richness of the qualitative data.

To deliberately select participants, the researcher created a set of inclusion criteria based on their backgrounds, years of service, and contributions to creating innovative and practical learning resources, teaching strategies, and curriculum development. The participants needed to be retireable teachers with 20 or more years of experience as classroom teachers at Tampakan National High School and assigned to a public secondary school in the Schools Division of South Cotabato. Additionally, they had to be actively involved in implementing the Basic Education-Learning Continuity Plan (BE-LCP). The researcher also gave significant weight to their willingness to participate and the depth of their professional and instructional experiences, knowledge, and insights.

The researcher excluded teachers with less than 20 years of teaching experience or those aged 55 and below to focus on seasoned educators' experiences and ensure data relevance and consistency.

3.4 Data Collection

The study was conducted at Tampakan National High School under the Schools Division of South Cotabato, situated in the Tampakan District, which encompasses five schools. Despite the pressing situation created by the abrupt decision to resume in-person classes, the school took several measures to ensure that instruction was delivered effectively.

Before data collection, the researcher secured the necessary approvals from the school division Superintendent and obtained written permission from the school principal. The researcher also prepared and distributed informed consent forms to the selected respondents to ensure ethical compliance and transparency throughout the research process.

The researcher employed purposive sampling to select retireable teachers as the primary respondents. These individuals were chosen due to their long institutional memory, extensive teaching experience, and vital role in shaping school policies and practices. Their insights were essential in understanding the deeper context of educational transitions and institutional development.

To gather data, the researcher conducted semi-structured interviews using an interview guide composed of open-ended questions. These interviews aimed to capture

respondents' insights, lived experiences, and motivations rather than focusing solely on observable behaviors. Price Banks and Vergez (2022) note that qualitative interviews are best understood as "conversations with a purpose," providing a flexible yet focused framework for exploring meaning.

To strengthen the credibility of the findings, the researcher employed methodological triangulation. To confirm emergent themes and guarantee a wider diversity of viewpoints, the researcher held a focus group discussion (FGD) with a subset of the respondents in addition to one-on-one interviews. The researcher provided chances to compare insights across various formats, which enabled more thorough verification of individual accounts.

Furthermore, the researcher followed Colaizzi's (as cited in Praveena and Sasikumar, 2021) seven-step phenomenological method to analyze the data. First, the researcher read the respondents' narratives to understand their experiences better. The researcher then extracted significant statements, formulated meanings from these, and organized them into clusters of themes. These themes were synthesized into a rich, exhaustive description of the phenomenon, which was further distilled into its essential structure. Finally, the researcher returned the findings to the respondents for validation, ensuring their perspectives were accurately and authentically represented.

Conducting the study within this context was essential for capturing the profound role of retireable teachers, whose real-life experiences and institutional contributions can inform more sustainable and responsive educational practices within their community.

3.5 Analysis of Data

The researcher used thematic analysis to examine a specific aspect of the phenomenon in this phenomenological research. Following Colaizzi's method, as cited by Praveena and Sasikumar (2021), the researcher applied a structured approach to data processing. The analysis involved seven steps: familiarization, identifying significant statements, formulating meanings, clustering meanings into themes, creating an exhaustive description, developing the fundamental structure, and verifying it. The researcher ensured accuracy, depth, validity, and reliability in interpreting the respondents' lived experiences.

The first phase was familiarization, during which the researcher repeatedly read through all the participant accounts to immerse the researcher in the data. The researcher highlighted significant statements directly connected to the study's focus. For instance, remarks such as "the researcher often had to improvise due to limited resources" and "I felt pressure but could not let the students down" were marked as significant.

In the next step, the researcher formulated meanings from these significant statements. For example, the above remarks were coded as "resourcefulness under pressure" and "sense of responsibility." These codes were clustered into "adaptive strategies" and "professional dedication." Ultimately, these categories were grouped into broader themes. In this case, both categories contributed to the emergent theme of "commitment amidst constraints."

The researcher arranged and monitored the data using manual coding procedures. Printing and color-coding the transcriptions of the interviews to identify recurrent codes and topics made a visual map of thematic convergence among respondents possible.

Throughout the analysis, the researcher also practiced researcher reflexivity. To maintain objectivity and reduce potential bias, the researcher employed bracketing by consciously setting aside the researcher's prior experiences and assumptions about the phenomenon. The researcher maintained a reflective journal during the analytic process, noting the researcher's thoughts and possible biases to ensure they did not interfere with the interpretation of data.

Once the themes were fully developed, the researcher wrote a comprehensive description of the respondents' lived experiences, integrating all identified themes. This description was then distilled into a more concise fundamental structure that captured the phenomenon's essence. Finally, to enhance credibility, the researcher conducted a member-checking process wherein the researcher re-validated the essential structure statements with all respondents to confirm that their experiences were accurately represented.

3.6 Trustworthiness

To ensure the trustworthiness of this qualitative research, the researcher adhered to the four criteria established by Ali *et al.* (2023): credibility, confirmability, transferability, and dependability. These elements guided the process to maintain rigor, accuracy, validity, and transparency throughout the study.

- **Credibility** refers to the confidence in the truth and believability of the findings. The researcher ensured credibility by employing multiple triangulation strategies: data triangulation using diverse sources such as interview transcripts, reflective field notes, and institutional documents; method triangulation through interviews and observations; and investigator triangulation by consulting peers and research mentors to validate findings. The researcher also checked members, allowing selected respondents to review initial interpretations to confirm their accuracy. During data collection, the researcher prioritized accuracy by recording and transcribing interviews meticulously and cross-verifying these with field notes. Conclusions were drawn strictly from the relevant and factual data provided by the respondents (Pratt *et al.*, 2020; Rapanta *et al.*, 2020).
- **Confirmability** emphasizes the neutrality of the findings, ensuring that they reflect the respondents' experiences rather than the researcher's bias. The researcher maintained an audit trail of interview recordings, coding logs, and analytical memos and documented decision-making processes throughout the study. Additionally, the researcher practiced reflexivity by maintaining a personal journal in which the researcher regularly reflected on the researcher's role, assumptions, and potential biases before and after each interview. It helped ensure transparency in interpretation and accountability in data analysis (Regmi, 2024; Schwandt, 2019).

- To establish **transferability**, the researcher provided a thick description of the research context, including the participating schools' geographic, institutional, and cultural backgrounds, along with detailed profiles of the respondents, such as their roles, experience levels, and responsibilities in implementing sports programs. Thanks to this contextual richness, others can evaluate the results' application and significance in other contexts. Furthermore, the researcher preserved and organized all transcripts, translations, and field notes in labeled files, stored digitally and physically, to support future reference and comparative analysis (Ali *et al.*, 2023; Tracy, 2020).
- **Dependability**, which pertains to the consistency and replicability of the research process, was addressed using a code-recode strategy. The researcher initially coded the data, waited for two weeks, and then re-coded the same data set to check for consistency in interpretation. Any inconsistencies were resolved through careful review. Additionally, peer examination presented emerging themes and coding patterns to research advisers and peers for critique and validation. Each phase of the research process was thoroughly documented to enable external audit and support the study's reliability (Rapanta *et al.*, 2020; Rumjaun & Narod, 2020).
- **Ethical considerations** were also rigorously observed in this research. To protect confidentiality, pseudonyms were used for all respondents, and identifying details were removed from all research materials. While physical records were secured in a cabinet that only the researcher and specific faculty members could access, digital data was kept in password-protected files (Chu *et al.*, 2020; Schwandt, 2019).

A document that explained the study's goal, voluntary Participation, confidentiality, risks and benefits, and withdrawal rights was used to get informed permission from each responder. Consent forms were signed by each participant and then safely stored. Participation was strictly voluntary, and while the risk level was minimal, respondents were informed that they might experience discomfort when recalling specific experiences. To mitigate this, interviews were conducted in safe, private environments, and respondents were allowed to skip questions or withdraw as needed. Referral to school guidance counselors was also available in case of emotional distress (Serhan, 2020).

The administrators of the participating schools gave institutional approval to conduct the study. The school heads signed official permission letters and filed them before data collection began. These procedures ensured that the research was ethically sound and aligned with current standards for qualitative inquiry.

3.8 Ethical Consideration

This qualitative research had primary ethical considerations. Issues and concerns naturally arose from the investigation's methodology, particularly in proper research operation, confidentiality, and anonymity. Followed the standards set by the RMMC

Ethics and Review Committee for ethical considerations, particularly concerning the population and data. These considerations included, but were not limited to:

- **Voluntary Participation.** The participants could participate without repercussions, retaliation, or loss of benefits. The researcher thoroughly explained the purpose and potential benefits of the inquiry to them and ensured that their rights to participate were communicated, with their involvement being voluntary and free from external pressure. They also fully understood that they could withdraw at any time if they felt uncomfortable or unwilling to continue during any stage of the research process.
- **Privacy and confidentiality.** The study subjects had the right to privacy, which the researcher ensured was not violated by the Data Privacy Act of 2012 without informed consent. They could not include their names on the survey questionnaires to maintain privacy and confidentiality. Additionally, the researcher did not publish any demographic data, such as age, gender, or occupation, to keep their identities confidential and ensure their safety. The researcher also held the survey responses in strict confidence.
- **Informed Consent Process.** Ensured prospective informants were fully informed about the research's objectives, methods, and benefits within the investigation's framework. Obtained their consent in writing, confirming that their Participation was voluntary. The informed consent form included details on how the survey would be conducted, and they signed it to indicate their agreement. Since all participants consented to be adults, there was no need for parental consent. The survey did not include their names, and their responses remained confidential. They thoroughly understood that they could withdraw from the exploration at any time.
- **Recruitment.** Ensured that the study group understood the reasons for their Participation. Explained the purpose of the research, allowing them to recognize its significance. Provided the rationale behind the inquiry and its importance along with the invitation letter.
- **Risks.** The researcher conducted the research only when there was an acceptable, favourable benefit-to-risk ratio. Protecting contributors from significant harm was a priority, and the researcher considered their welfare throughout the investigation. Their identities remained confidential to ensure safety. It also ensured that participants were physically, emotionally, and socially prepared to participate. Additionally, the researcher implemented measures to prevent discomfort when answering the survey.
- **Benefits.** This project benefited the informants by providing valuable insights for DepEd officials, school administrators, and elementary teachers on improving the well-being of teachers nearing retirement. The research aimed to enhance work engagement and job satisfaction by addressing their needs. The inquiry served its stakeholders, particularly the students, while striving to achieve beneficence in

research. Carefully addressed all study aspects to avoid harm and maximize potential benefits for future educational endeavors.

- **Plagiarism.** The researcher adhered to strict standards to avoid plagiarism. The researcher used tools such as Grammarly to ensure that the researcher did not misinterpret or misrepresent someone else's work. Maintaining integrity and academic honesty was essential, and the researcher followed ethical guidelines to produce credible academic work.
- **Fabrication.** The exploration did not involve fabrication. The researcher did not misrepresent any data or results and ensured that the researcher used relevant theories and concepts throughout the research process.
- **Falsification.** The investigation did not include any falsification. The researcher did not manipulate or misrepresent the data to fit a model or theoretical expectation. Instead, the researcher presented the findings honestly, without exaggeration or overstatement.
- **Conflict of Interest (COI).** The study had no conflicts of interest. The subjects were not subjected to undue influence, and any secondary interests, such as monetary or academic advantages, did not impact the study procedure. The researcher had no control over the contributors and did not coerce them into participating.
- **Deceit.** The researcher did not mislead the participants at any point during the exploration. The researcher ensured that their rights were protected, maintaining a balance of honesty and transparency in all aspects of the research.
- **Permission from Organization/Location.** The participants could participate without repercussions, retaliation, or loss of benefits. Once the researcher thoroughly explained the purpose and potential benefits of the inquiry, the researcher ensured that their participation rights were communicated and their participation movement was voluntary. They also understood that they could withdraw at any time if they felt uncomfortable during any stage of the research process.
- **Authorship.** As a researcher at RMMC Graduate School, she revised the paper based on her adviser's guidance and adhered to the RMMC Ethics Review Committee's guidelines.

4. Results and Discussion

This chapter presents the experiences of retired teachers in Tampakan National High School, Tampakan 1 District, Schools Division of South Cotabato, based on in-depth interviews and focus group discussions.

This section presents the profiles of the participants, the organization of the collected data, and the tables that outline the experiences, coping strategies, and key insights shared by retired public secondary school teachers as they transitioned from modular to in-person classes.

4.1 Description of the Participants

This study involved eight retireable teachers from Tampakan National High School, Tampakan District 1, Schools Division of South Cotabato. Five teachers (one male and four females) participated in in-depth interviews, while three female teachers participated in a Focus Group Discussion (FGD). The selection was based on the availability of retireable teachers at the school.

The participants ranged in age from 56 to 64, with teaching service spanning 20 to 34 years. Their positions varied between Master Teacher I, II, and III. All were married except one widow.

Key demographic and professional details are summarized as follows:

- **Participant 1:** 57-year-old female Master Teacher with 32 years of service, married with two children.
- **Participant 2:** 57-year-old female Master Teacher with 34 years of service, married with three children.
- **Participant 3:** 57-year-old female Master Teacher with 27 years of service, married with three children.
- **Participant 4:** 64-year-old female Master Teacher with 27 years of service, married with three children.
- **Participant 5:** 59-year-old female Master Teacher, a widow with one child, 28 years of service.
- **Participant 6:** 59-year-old female Teacher II with 32 years of service, married with three children.
- **Participant 7:** 58-year-old male Teacher III with 28 years of service, married with four children.
- **Participant 8:** 56-year-old female Teacher II with 20 years of service, married with one child.

These instructors' varied backgrounds and viewpoints provided deep insights into the real-life experiences of educators nearing retirement. The topic sections included direct quotes from the participants to highlight their opinions and enhance the analysis.

4.2 Categorization of Data

The researcher focused on a particular facet of the studied phenomenon during this phenomenological investigation. The researcher gave a thorough explanation of each stage of the process and used theme analysis to examine the data. An example of a typical data processing structure for a phenomenological study was suggested by Colaizzi and quoted by Morrow. In the analysis, there were a total of seven steps, which were as follows: familiarization, the identification of significant statements, the formulation of meanings, the clustering of meanings, the creation of an exhaustive description, the creation of the fundamental structure, and the pursuit of structure verification (Praveena & Sasikumar, 2021). The verification of the fundamental structure followed each step.

The initial stage, known as familiarization, involved frequently reviewing the data through the accounts of all participants. The premise of the study, which was currently

being investigated, was then connected straightforwardly to any pertinent observations that had been made. The subsequent step, which involved examining the significant assertions, culminated in formulating meanings relevant to the occurrences.

The researcher organized the recognized meanings into shared themes and concisely described the experiences. This condensed statement helped clarify the structure of the phenomena. The researcher incorporated relevant literature, theoretical frameworks, and contextual factors to enhance analysis. Finally, the researcher re-validated these statements with participants to ensure they accurately reflected their real-life experiences, perspectives, emotions, insights, beliefs, interpretations, and personal reflections.

The purpose of this study was to investigate the lived experiences of retired teachers at Tampakan National High School, located in the Tampakan 1 District of the South Cotabato Schools Division. The researcher did so about the experiences stated previously and in the progression of an educational plan that addressed the rising challenges in learning throughout the transition.

This research focused on an in-depth review of the everyday experiences of retired educators who worked in the previously mentioned schools and educational settings. School system throughout the transition from modular to in-person sessions.

Personal, in-depth interviews were conducted in the participants' homes or at any other location they deemed convenient, allowing for the collection of essential information in an unbiased manner. During the discussion, participants responded in depth to all questions posed.

As a result, the individual experiences of retired educators served as the primary output throughout the analysis step, and the researcher treated these experiences as provided. The researcher used the participants' own life experiences as the primary phenomenon to investigate for the study. Orland-Barak and Wang (2021) assert that this foundational idea was crucial to the development of a solution that informed the creation of practical, fact-based suggestions for the study.

4.3 Challenges Experienced by Transitioning Retirable Public Secondary School Teachers from Modular to In-Person Classes

Table 1 shows the thematic analysis of the compassionate exploration experiences of transitioning retirable public secondary school teachers from modular to in-person classes. It has eight emergent themes, highlighting challenges, coping strategies, adjustments, support systems, pedagogical shifts, emotional responses, professional growth, and resilience.

The thematic analysis identified eight key themes that reflected the experiences of retired teachers transitioning from modular to in-person classes, including emotional responses, teaching challenges, and the impacts on their personal and professional lives. These insights offer a deeper understanding of educational shifts, challenges, and potential pathways for enhancing future transitions in educational reforms, policies, and

practices, thereby ensuring more effective support systems, training programs, and resources for educators and students.

“Nahihirapan ako sa modular dahil kulang ako sa kaalaman sa ICT, lalo na’t noong nag-aaral kami, wala pang cellphone o computer, at saka na lang dumating ang teknolohiya noong nasa serbisyo na ako.” (IDI-P7-Line686-694)

(I struggle with preparing modular lessons due to my lack of ICT knowledge, as I started teaching before the rise of technology, and the same goes for using modern applications.) (IDI-P7-Line686-694)

Despite these challenges, the retired teachers also acknowledged the positive impact technology could have on their teaching, especially when students showed excitement and increased participation during lessons involving digital tools. This balance between struggle and adaptability highlighted the importance of support, training, collaboration, mentorship, and professional development for teachers navigating a rapidly evolving educational landscape.

Table 1: Challenges Experienced by Transitioning Retirable
 Public Secondary School Teachers from Modular to In-Person Classes

Clustered Themes	Emergent Themes
Felt hesitant to teach because of being prone to illness. Not yet ready to teach in-person classes. It is hard to teach in-person classes due to old age. Anxious to face many students due to the virus.	Hesitant to Teach
Teachers need to prepare many things. Felt that modular is better than face-to-face because too much preparations are needed now. Intense preparation should be given. In-person classes are tasking.	Required to Prepare Many Things
Energy is deteriorating due to many adjustments. Need to adjust to diverse learners. There are many adjustments to the schedule of classes. Need to adjust to the teaching strategies.	Need to Adjust to Diverse Changes
Motivate learners to strive hard. Encourage learners to do their best. Tell learners to be more imaginative and creative in doing their tasks. Appreciate learners and remind them to graduate with flying colors.	Boost Learners' Interest
Extend help to students, especially in teaching how to read. Practice the program of DepEd, which enhances time on task. Extend the time in teaching slow learners. Need to work harder to teach the students and do the reports.	Extended Extra-Effort
Very excited about the face-to-face class. Excited to achieve the objectives in delivering the lesson. Excited to face many students. Excited about the transition to learning. Excited about discoveries during in-person classes.	Felt Very Excited

Learned to introduce new strategies. Employed strategies to enhance students' reading comprehension. Apply more strategies to keep students' interest. Learn to explore how to make PowerPoint presentations Introduced students to ICT innovations.	Employed Better Strategies
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4.3.1 Hesitant to Teach

Hesitant to teach reflects the initial reluctance of retireable public secondary school teachers to return to in-person classes after an extended period of modular learning. Many educators are reluctant to use technology in the classroom for various reasons, including low levels of digital literacy, anxiety related to failure, and doubts about the effectiveness of technology in enhancing student learning. This hesitation can be explained by their lack of trust in their technological abilities and their belief that technology would interfere with more conventional teaching techniques to which they are accustomed.

Additionally, teachers often face challenges such as inadequate training, poor infrastructure, and the overwhelming number of available digital tools. These obstacles may exacerbate feelings of worry and annoyance, ultimately making it more difficult for them to incorporate technology into their lesson plans. To overcome these obstacles, it is essential to offer continual professional development, highlight how technology can enhance student learning, and create a welcoming climate where educators feel free to try new things and acquire new skills (Bao, 2020; Tracy, 2020).

Another theme that emerged from the experiences of transitioning retireable public secondary school teachers from modular to in-person classes is that they are hesitant to teach. Since they are retireable, considering their age and health conditions, they believe it is hard for them to go to school since they may be prone to getting infected with the virus. Thus, they take extra careful precautions, maintain social distancing, and prioritize their well-being.

Participant 4 expressed initial hesitations due to uncertainty or concerns about the research process and its potential impact.

"Noon, medyo hesitant ako magtuloy sa face-to-face, kay sabi ng anak ko, "Mama, senior ka na, prone ka na sa sakit, mag-retire ka na." Pero sa puso ko, hindi pa ako ready kasi mahal ko pa ang pagtuturo, kaya sabi ko, "Sige lang, marami naman precautions at babala para maiwasan ang sakit during COVID-19."" (IDI-P4-Line73-80)

(At first, I hesitated to return to face-to-face teaching due to my age and concerns about COVID-19, but I wasn't ready to retire because I still love teaching, and the precautions in place reassured me.) (IDI-P4-Line73-80)

Notably, Participant 5 expressed her difficulties adjusting to the new setup, particularly with her age and the uncertainty surrounding modular classes. However, once in-person classes resumed, she found it easier to adapt:

"Mahirap kasi sa edad ko, dami adjustments, hindi ko alam kung anong gagawin ko, pero nung nagbalik ang face-to-face, okay na sa'kin." (IDI-P5-Line302-312)

(As an older teacher, adjusting to modular classes was difficult and uncertain, leaving me nervous, but when face-to-face classes resumed, I found it much easier and better.) (IDI-P5-Line302-312)

Overall, the hesitation of retirable teachers to return to face-to-face teaching reflects their health concerns, technological challenges, and adjustment difficulties, underscoring the need for support and understanding during this transition.

4.3.2 Required to Prepare Many Things

The second theme, 'Required to Prepare Many Things,' highlights the overwhelming responsibilities faced by retired public secondary school teachers as they transition back to in-person classes. Teachers are often required to prepare multiple teaching materials and manage various tasks simultaneously, making it challenging for them to incorporate technology into their classrooms. The pressure to meet curriculum demands, manage classroom dynamics, and ensure student success can leave educators with limited time and energy to explore new technological tools.

As a result, the added burden of knowing how to incorporate and use technology efficiently may overburden educators. This struggle is compounded by the perception that technological integration requires substantial effort, time, resources, training, institutional support, and ongoing professional development, which teachers may not feel they can afford amidst their demanding workload. Research suggests that providing adequate support and structured training can alleviate this burden, enabling teachers to manage their responsibilities more effectively and utilize technology to enhance teaching and learning (Hargreaves & Fullan, 2019; Murayama, 2022).

The participants shared that they have been required to prepare a lot since the recent transition; they also need to prepare for the class and the lesson, print modules for the students, and prepare instructional materials and exams. Though they shared that during modular, they also need to prepare many things, face-to-face classes need more preparation and attention to detail. They said:

The participants noted that much of the preparation was simplified during modular learning because all reading materials were already included in the booklets.

One participant explained,

"You are going to prepare a lot of things noh through para sa in preparation for the lesson. Whereas noong modular, you need not to prepare a lot kasi nasa nasa booklet naman lahat ng ang babasahin ng mga bata." (IDI-P4-Line14-17)

(Of course, the teachers now are very excited to have the face-to-face classes. You are going to prepare a lot of things for the lesson. Whereas during modular, you

need not to prepare a lot because reading materials can be found in the booklet.) (IDI-P4-Line14-17)

In face-to-face settings, however, teachers are expected to be more hands-on with their students, providing direct guidance, immediate feedback, and personalized instructional support. As one participant shared,

“Sa modular, hindi ganun kahirap mag-prepare ng activities, pero sa face-to-face, kailangan ng materials at procedures para hands-on at ma-visualize ng mga bata ang gagawin nila.” (IDI-P4-Line21-33)

(In modular teaching, activities are provided in the module, requiring less effort, while in face-to-face, teachers must prepare materials, explain procedures, and be hands-on with instructional resources.) (IDI-P4-Line21-33)

In short, the increased demands for lesson preparation and classroom management during the return to face-to-face teaching add significant pressure on retirable teachers, highlighting the need for support to help them manage these responsibilities effectively. Addressing these pressures through targeted assistance can enhance their teaching experience and ensure they continue to thrive in the classroom.

4.3.3 Need to Adjust with Some Changes

The third theme, 'Need to Adjust with Some Changes,' reflects the challenges that retirable public secondary school teachers faced as they adapted to the evolving demands of in-person teaching. Teachers often find it challenging to adapt to the rapid changes in educational technology, which can hinder their ability to integrate these tools into their teaching practices effectively. Teachers with limited experience, resources, training, or access to professional development, help, resources, and technical support may become frustrated and overwhelmed by the rapid advancement of digital platforms, software, and applications.

Some teachers may struggle to align new technological approaches with their established teaching methods or classroom culture. This adaptation process can be complicated without sufficient professional development or institutional support, ultimately impacting teachers' confidence and willingness to embrace technological innovations. Providing ongoing training, fostering a growth mindset, and creating a supportive environment can help teachers overcome these obstacles (Anzaldo, 2021; Ecang & Petalla, 2022). The participants recognize the need to adapt to some changes in the face-to-face classes. Additionally, they need to adjust to their students' attitudes, as they have been implementing the modular approach for almost two years, and many of them exhibit diverse behaviors. Retiree teachers also need to adjust to their workloads and the new lessons in the modules. Additionally, given that it is the new normal, they also need to adapt to technological innovations and incorporate them into their classes.

One retiree teacher shared,

"Bilang retirable na teacher, nag-aadjust ako dahil iba ang effort noon, pero hindi ibig sabihin ay wala na akong desire o love sa pagtuturo, nandiyan pa rin ang excitement." (IDI-P4-Line36-42)

(As a retiree, I need to adjust due to declining energy, but my passion for teaching and excitement remain unchanged.) (IDI-P4-Line36-42)

Participants also mentioned the varying levels of workload between modular and face-to-face teaching. One teacher stated,

"Noong modular, mas marami ang workload ko pero manageable kasi wala akong students, samantalang sa face-to-face, 2 hours per subject pa rin, kaya ok lang ang 4 loads, medyo mahirap lang kaysa modular." (IDI-P4-Line62-69)

(During modular teaching, my workload was manageable without students, but in-person classes, though more demanding, are still manageable with four loads and two hours per subject.) (IDI-P4-Line62-69)

Adjusting to new teaching demands and evolving technology poses challenges for retiree teachers. However, with support and a positive mindset, they continue to embrace their passion for teaching despite these changes. Their perseverance highlights the importance of fostering a supportive environment that values their experience and contributions. This enduring passion inspires colleagues and students, reinforcing the vital role seasoned educators play in shaping the future of education.

4.3.4 Boost Learners' Interest

Boost Learners' Interest highlights the efforts made by retired public secondary school teachers to re-engage students and spark enthusiasm for learning upon their return to in-person classes. Teachers often face challenges in using technology to boost learners' interest, as they struggle with integrating digital tools in a way that captivates and engages students. Despite the potential of technology to enhance learning experiences, many educators struggle to create interactive, student-centered activities that maintain attention and foster enthusiasm for learning.

Time constraints, inadequate training, and unfamiliarity with digital platforms are the primary causes of this challenge, leading to the inefficient use of technology. Additionally, students' varying levels of digital literacy and access to devices can further complicate the effective use of technology in the classroom. Research suggests that targeted professional development, a focus on student engagement strategies, and the careful selection of relevant technologies can support teachers in creating more engaging and dynamic learning environments (Cheon *et al.*, 2020; Orland-Barak & Wang, 2021).

Another theme that emerged from the experiences of the retired participants is that they boost learners' interest in learning. Participants shared that many learners felt unmotivated because they missed modular classes, giving them more time to rest and play at home. For this reason, retireable teachers need to exert extra effort in exposing learners to activities that will boost their interest in learning.

One teacher shared,

"Ang mga strategies ko ay gumagamit ng videos, pictures, o pagpapaimagine sa mga bata tungkol sa topic, at inii-encourage ko silang maging imaginative at creative, pati na rin sa activities kung saan magkakaroon sila ng groupings para makita ang kanilang kakayahan." (IDI-P4-Line51-58)

(I use various strategies, such as videos, pictures, and group activities, to motivate students, encourage creativity, and assess their skills in different areas.) (IDI-P4-Line51-58)

Another teacher reflected,

"I teach from the heart, sharing my experiences to inspire students, hoping they learn valuable lessons without copying my struggles." (IDI-P5-Line276-287)

(I teach from the heart, sharing my experiences to inspire students, encourage them to speak from the heart, and help them learn from my challenges without repeating my mistakes.) (IDI-P5-Line276-287)

In summary, despite challenges in using technology, retireable teachers actively find creative ways to engage students and renew their enthusiasm for learning, demonstrating their continued dedication to student success. Their willingness to adapt reflects a growth mindset and a strong sense of purpose in their teaching role. This adaptability benefits students academically and is a powerful example of lifelong learning and perseverance.

4.3.5 Extended Extra-Effort

The commitment of retired public secondary school teachers who went above and beyond their regular duties to facilitate a seamless transition back to in-person instruction is highlighted by the fifth topic, Extended Extra Effort. Teachers must exert extra effort to effectively integrate technology into their classrooms, as the process demands time, energy, and continuous adaptation. This additional effort is typically required to learn new digital tools, prepare lessons, and troubleshoot technical issues.

Furthermore, the pressure to balance technology integration with traditional teaching methods can be overwhelming, particularly for educators who face heavy workloads. The extra time spent on technology-related tasks may also take away from

other important responsibilities, such as grading or providing personalized support to students. Research has shown that providing teachers with access to sufficient resources, ongoing training, and a favorable school climate is crucial for reducing their workload and enabling them to utilize technology more effectively without compromising their health (Lozada, 2022; Singh & Tiwari, 2020).

Retirable teachers shared that during this face-to-face class, they need to exert extra effort, as they must follow up with their students because some do not attend school regularly. Teachers also need to learn about the manipulation of technology. Another issue is that they have to submit reports through technology, but they often lack the necessary knowledge to use it effectively. Thus, they must work harder to learn how to use technology effectively, integrate it seamlessly into their teaching methods, and improve their overall instructional delivery, student engagement, and classroom management.

Participant 4 reflected on the challenge:

"During the Grade 7 transition, nahirapan ako at ang mga estudyante, lalo na't may kulang silang skills dahil sa 2 taon ng modular, kaya bumalik kami sa basics, pati cursive writing." (IDI-P4-Line83-102)

(As a Grade 7 teacher, I faced challenges with students lacking basic skills like reading and cursive writing after two years of modular learning.) (IDI-P4-Line83-102)

Participant 5 shared how she adapted to this challenge by utilizing the Department of Education's Enhanced Time on Task (ETOT) program, which helped her stay committed and dedicated to providing the best support for her students despite the obstacles. She said:

"My magical strategy is the DepEd's Enhance Time on Task (ETOT), which helps me fully dedicate my time and commitment to giving the best to my students." (IDI-P5-Line225-242)

(My magical strategy is the DepEd's Enhanced Time on Task (ETOT) program, which fosters commitment, dedication, and enrichment, allowing me to give my best to students without expecting anything in return.) (IDI-P5-Line225-242)

In short, retirable teachers demonstrate remarkable dedication by putting in extra effort to overcome challenges and support students, emphasizing the need for adequate resources and support to sustain their well-being. Their resilience in adapting to evolving educational demands showcases a profound sense of responsibility and professional pride. This commitment underscores the recognition and value of their contributions as essential to maintaining a high-quality learning environment.

4.3.6 Felt Very Excited

The sixth theme, 'Felt Very Excited,' captures the positive emotions experienced by retired public secondary school teachers as they returned to in-person classes. Teachers who felt excited about integrating technology into their classrooms often reported enhanced motivation and a more dynamic approach to teaching. This enthusiasm typically stems from the potential of digital tools to create engaging, interactive lessons that captivate students' attention and foster more profound learning experiences.

The enthusiasm for technology might encourage teachers to experiment and investigate novel teaching strategies, which will further their professional development. However, this enthusiasm can sometimes be tempered by challenges such as a lack of time, insufficient technical skills, or the need for ongoing support. However, studies show that when educators are enthusiastic about utilizing technology, it can improve their instructional strategies and student engagement (Bahodirovich & Romilovich, 2021; Boltz *et al.*, 2021).

The teachers' positive experience during the transition was that they felt very excited. They are pleased that face-to-face classes will resume. Students still prefer in-person classes over modular ones, even though they need more work and numerous adaptations. It is because in-person sessions allow for greater engagement, stronger bonds with teachers, and a more dynamic learning environment that improves both teaching and learning.

Despite the many challenges and adjustments with the transition from modular to face-to-face classes, the retirable teachers shared a positive outlook on the change. They expressed excitement and joy at the return of in-person teaching, recognizing that the classroom setting allowed for more meaningful and direct interaction with students, which they believed was essential for effective teaching and learning. For them, being physically present enabled real-time feedback, emotional connection, and a more engaging environment—factors they felt were missing in modular instruction. This renewed classroom presence reignited their passion for teaching, even as they neared retirement.

As one teacher shared,

"Mas excited ako sa face-to-face kaysa modular, kasi mas madali naming maabot ang objectives at maipaliwanag nang maayos sa mga estudyante, at pagtuturo talaga ang buhay ko." (IDI-P5-Line213-221)

(I'm excited about face-to-face teaching, as it allows me to meet students directly, easily achieve objectives, and fully engage in my passion for teaching.) (IDI-P5-Line213-221)

Another teacher shared her mixed emotions about the transition, acknowledging the excitement of returning to in-person teaching while also feeling concerned about the learning gaps created during the two years of modular learning. She said,

"From modular to in-person classes, mixed feelings ako, may excitement at kaba dahil sa learning gap at dalawang taon na walang estudyante." (IDI-P6-Line464-473)

(I had mixed feelings of excitement and concern about the learning gaps when face-to-face classes were announced after two years.) (IDI-P6-Line464-473)

In summary, the excitement of retireable teachers about returning to face-to-face teaching reflects their passion and hope for more meaningful student interactions, despite the challenges they face during the transition. Their eagerness highlights a deep commitment to nurturing learners in a dynamic environment that virtual settings often fail to replicate. This enthusiasm also signals a desire to leave a lasting legacy by directly shaping students' growth through personal connections and shared classroom experiences.

4.3.7 Employed Better Strategies

The seventh theme, Employed Better Strategies, highlights the efforts of retireable public secondary school teachers to enhance their teaching methods upon returning to in-person classes. Teachers who successfully integrate technology into their classrooms often employ better strategies that enhance teaching and learning outcomes. These strategies include interactive tools, collaborative platforms, and multimedia resources, all of which can cater to diverse learning styles and promote active engagement. Research shows that educators who are well-trained in technology integration are more likely to implement differentiated instruction, personalized learning pathways, and real-time assessments, which help address students' individual needs.

Furthermore, employing these strategies can lead to improved student performance, increased motivation, and greater satisfaction with the learning process. However, successful implementation of these strategies is often contingent on adequate support, resources, and professional development opportunities. It emphasizes the importance of creating a nurturing atmosphere that fosters ongoing learning, adaptability, and the exchange of best practices among teachers, thereby ensuring long-term success, favorable outcomes, and effective student engagement (Cheon *et al.*, 2020; Palinkas *et al.*, 2019).

The last strategy that emerged was the use of better approaches during face-to-face classes. Retireable teachers shared that in-person interaction allowed them to be more creative, responsive, and effective in addressing students' needs. They said that being physically present in the classroom gave them the flexibility to adjust their teaching methods on the spot, use a variety of instructional materials, and engage students through interactive activities that were difficult to implement during modular learning.

"Mas nahirapan ako sa modular dahil walang follow-up sa activities, pero mas maganda ngayon dahil mas marami akong ma-apply na strategies, kahit na ang online paperworks ang pinaka-stressful." (IDI-P6-Line478-501)

(I found modular teaching more difficult due to the lack of follow-up and interaction, but face-to-face classes allow me to apply more strategies, though paperwork submissions online stress me out.) (IDI-P6-Line478-501)

For example, one teacher mentioned using group activities to foster collaboration and encourage participation among students, particularly those who are slower learners. The teacher explained,

“Ang strategy ko ay groupings, kung saan may interaction ang mga bata, lalo na yung mga slow learners, at ina-encourage ko silang mag-participate nang walang bullying, at may penalty kung hindi maki-participate.” (IDI-P6-Line524-526)

(One of my strategies is using group activities like slice-of-cake groupings, encouraging all members, especially slower students, to participate without bullying and ensuring everyone contributes to avoid participation deductions.) (IDI-P6-Line524-526)

In-person teaching allowed retireable teachers to apply well-established and effective instructional strategies developed through years of experience. This familiar setting enabled them to fully utilize their strengths in classroom management, lesson delivery, and student engagement. With face-to-face interaction, they could observe students' verbal and non-verbal cues, quickly identify confusion or disengagement and respond with appropriate interventions. The immediacy of this environment fostered a more dynamic and responsive teaching approach, where clarification, encouragement, and strategy adjustments could happen in real time, ultimately enhancing the quality of learning and reinforcing their confidence in their teaching practice.

4.4 Coping Mechanisms by Transitioning Retirable Public Secondary School Teachers from Modular to In-Person Classes

The five emergent themes formulated based on the participants' responses to their coping mechanisms are: *Keep Being Patient, Do Self-Refreshment, Look for Motivation, Seek Help from Others, and Identify Student Needs.*

Table 2: The Coping Mechanism of the Transitioning Retirable
 Public Secondary School Teachers from Modular to In-Person Classes

Clustered Themes	Emergent Themes
Be calm in every situation because we still need to adjust. Choose to control oneself during stressful scenarios. Laylow from the nerve-wracking situation. Be kind and extend patience. Control oneself and be patient enough with students with complex attitudes. Discipline students in a loving way.	Being Patient
Choose to unwind from the stressful work of an in-person class. Do self-refreshment by going outside. Divert one's attention from stressful matters. Just relax one's mind and try to understand the students. Reflect on things that are happening.	Do Self-Refreshment
Keep the passion for teaching even if it is retirable. Think that teaching is a mission, especially now that it is the new normal. Look for a solution to every problem. Be inspired by the thought that life must go on. Celebrate the success of a family member.	Look for Motivation
Ask others about how to manipulate technology. Ask tech-savvy people to help. Be open to the advancement of technology during in-person classes. Allow the child to teach about the use of gadgets. Seek help from others when doing reports that require the use of technology. Receive help from family and friends when things get difficult. Ask for help from young teachers with reports and other complex tasks.	Seek Help from Others
Embrace students' needs. Be open to the thought that students need improvement. Identify their strengths and weaknesses. Help students work on their weaknesses Help students learn how to read. Offer intervention. Understand that they are still transitioning from the new normal.	Identify Students' Needs

4.4.1 Being Patient

The first theme, 'Being Patient,' reflects the enduring patience of retired public secondary school teachers as they navigated the challenges of returning to in-person classes. Despite the difficulties of adjusting to new teaching methods, classroom dynamics, and student behaviors, these teachers maintained a calm and understanding approach. Teachers who demonstrate patience in learning and using technology often experience better outcomes in integrating digital tools into their teaching.

Adapting to new technologies can be frustrating and time-consuming. However, educators who maintain a patient and persistent approach are more likely to overcome challenges and successfully enhance their instructional practices. Patience enables teachers to navigate the complexities of digital tools, troubleshoot issues, and experiment with various methods, which, in turn, helps them become more confident in their use of technology. Research indicates that when teachers are patient with themselves and their

students during the integration process, they are more likely to foster a positive learning environment and achieve long-term success in tech-enhanced education (Tatum, 2023; Toropova *et al.*, 2021).

The first coping mechanism that emerged from the participants' experiences was their ability to remain patient. Recognizing the challenges of transitioning back to face-to-face classes, especially for students who have developed different learning habits during the modular setup, teachers emphasized the importance of patience in maintaining a positive classroom environment.

They expressed that staying calm allows them to manage stress effectively, maintain focus, stay motivated, build resilience, and guide their students toward better behavior.

One teacher shared,

“Kapag kalmado na ang pakiramdam ko, ina-advise ko ang mga bata na baguhin ang kanilang attitude, kasi nasa school na sila at kailangan nilang matutong mag-control para madala nila ito habang sila’y lumalaki.” (IDI-P4-Line117-128)

I take time to advise students on improving their attitudes, challenging them to transform their behavior, as it will impact them as they grow. (IDI-P4-Line117-128)

Participant 1, a 58-year-old teacher, reflected on the challenge of handling Grade 9 students, particularly because of the significant age gap. They described the need for extensive patience and strategic approaches to sustain student attention and engagement, especially when addressing behavioral issues and maintaining classroom discipline.

“Sa edad kong 58, isa sa mga challenges ko ay ang pag-handle ng grade nine students, na parang mga apo ko, kung saan kailangan ko ng maraming pasensya at paraan para makuha ang kanilang atensyon at mag-focus sila sa pag-aaral.” (FGD-P1-Line296-305)

(At 58, teaching Grade 9 students feels challenging due to the age gap, requiring patience to capture their attention and focus during lessons.) (FGD-P1-Line296-305)

In essence, patience emerges as a vital strength for retireable teachers, enabling them to adapt, manage classroom challenges, and foster a supportive learning environment during the transition back to face-to-face teaching.

4.4.2 Do Self-Refreshment

The second theme, 'Do Self-Refreshment,' highlights the importance of self-care and rejuvenation for retired public secondary school teachers as they face the challenges of returning to in-person classes. Recognizing the mental and physical demands of teaching, many teachers consciously took time for themselves to maintain their well-being.

Teachers who engage in self-refreshment practices, such as ongoing learning and professional development, can better adapt to the ever-evolving demands of technology integration in the classroom.

In addition to improving their technical proficiency, these exercises help them develop a mindset of continuous progress, which is crucial for overcoming the challenges posed by digital technologies. Attending workshops, taking online classes, or working with peers to exchange best practices are all examples of self-refreshments. Research highlights that teachers who prioritize self-reflection are more likely to feel confident in their use of technology, remain motivated in their teaching practices, and effectively engage students in meaningful learning experiences. Furthermore, such practices contribute to personal well-being and prevent burnout, allowing educators to stay motivated and effective in their roles (Casingal & Ancho, 2021; Ecang & Petalla, 2022).

The participants also said that they engage in some self-reflection to relax themselves. Since they are about to retire, they believe they must have time for themselves, a time to enjoy and refresh their mind. The participants emphasized the importance of self-care and mental rejuvenation for their well-being.

One participant shared that while the thought of retiring crosses their mind due to the demands of teaching, they manage stress through reflection and relaxation techniques.

"Minsan naiisip ko mag-retire na lang para wala nang alalahanin, pero naiintindihan ko na normal lang ang ganitong pag-uugali ng mga bata at kailangan ko lang magpahinga at magmuni-muni upang mag-refresh." (IDI-P4-Line131-138)

(To cope with challenges, I sometimes consider retiring for peace, but I find solace in meditation, taking breaks, and traveling to clear my mind.) (IDI-P4-Line131-138)

Another participant emphasized that while they experience stress, they do not allow it to develop into something more serious, such as depression. Instead, they actively engage in various self-refreshment activities to maintain their well-being.

"Hindi ako depressed, pero stress lang; kaya ko naman ito i-handle sa pamamagitan ng pakikinig ng music, paggawa ng household chores, pag-aalaga sa mga tanim, at pakikipag-usap kay mister." (IDI-P8-Line999-1008)

(Though stressed, I reflect on how to handle challenges without affecting my students, finding relief in music, gardening, and conversations with my husband.) (IDI-P8-Line999-1008)

Ultimately, self-refreshment proves essential for retirable teachers to maintain their well-being, sustain motivation, and effectively navigate the demands of returning to face-to-face teaching.

4.4.3 Look for Motivation

The third theme, 'Look for Motivation,' reflects the efforts of retired public secondary school teachers to find sources of inspiration and drive as they transitioned back to in-person teaching. With the challenges of adjusting to new teaching methods, managing classroom dynamics, and meeting evolving expectations, many teachers sought motivation from within and external sources. Teachers who actively seek motivation to integrate technology into their classrooms often experience increased enthusiasm and effectiveness in using digital tools for teaching and learning.

Motivation may arise from a variety of factors, including the desire to improve learning outcomes, increase student engagement, or maintain competitiveness in the educational sector. When motivated, teachers are more likely to invest the time and effort required to explore new technologies, experiment with innovative teaching methods, and create dynamic learning environments.

However, professional development opportunities, institutional support, and access to resources often influence motivation. Research indicates that when teachers are motivated by clear, meaningful goals and see the positive impact of technology on student achievement, they are more likely to persist in using and expanding their technological skills (Christian-Brandt *et al.*, 2020; Orberle *et al.*, 2020).

The participants kept their passion for teaching and ensured they were motivated to continue working every day. They tell themselves that teaching is a mission; they seek solutions to every problem faced by themselves and their students, and they strive for inspiration to persevere despite the challenges brought on by class transitions, knowing that their efforts contribute to the success and growth of their students. They also believe that their dedication creates a positive impact, shaping the future of their learners, fostering growth, and inspiring lifelong learning.

One participant shared how their deep love for teaching serves as a powerful motivator, enabling them to persist despite the difficulties:

"Ang aking passion sa pagtuturo at pagmamahal sa profesyon ang nagsisilbing motivation ko, kahit na maraming challenges." (IDI-P4-Line141-145)

(Our passion for teaching and commitment to helping children learn motivates us, despite the challenges we face.) (IDI-P4-Line141-145)

Additionally, some participants find strength in their families, drawing inspiration from their loved ones to overcome the difficulties of teaching and staying motivated during challenging times, fostering resilience, perseverance, and emotional support.

“Ang pamilya ko ang pangunahing inspirasyon ko, kahit na may mga sakripisyo, basta’t para sa kanila, handa akong magbigay ng lahat.” (IDI-P7-Line774-777)

(My family is my inspiration, and I prioritize them over work, willing to give everything for their well-being.) (IDI-P7-Line774-777)

In conclusion, the participants’ continuous search for motivation—whether from their passion for teaching or the support of their families—plays a crucial role in sustaining their commitment and resilience as they navigate the challenges of returning to in-person classes.

4.4.4 Seek Help from Others

The fourth theme, 'Seek Help from Others,' highlights the willingness of retired public secondary school teachers to reach out for support as they navigated the transition back to in-person teaching. Recognizing the challenges of adjusting to new methods, managing classrooms, and addressing students' diverse needs, many teachers sought assistance from colleagues, school administrators, or professional development programs. Teachers seeking help from others in integrating technology into their classrooms often experience greater success and confidence in using digital tools. Collaboration with colleagues, participating in professional learning communities, or seeking mentorship can provide valuable insights, strategies, and emotional support, helping teachers overcome technical challenges and enhance their teaching practices.

Research suggests that peer support fosters a sense of community among educators and encourages sharing best practices, which can lead to more effective technology integration. Teachers who actively engage with others are more likely to stay updated on new tools, receive constructive feedback, and feel less isolated in their efforts. This collaborative approach has positively impacted teachers' professional growth and their ability to engage students through technology, improve classroom management, and enhance instructional delivery (Murayama, 2022; Price, Banks, & Vergez, 2022).

The participants shared that they seek help from others whenever they find it challenging to do some things, especially with the use of technology. They ask tech-savvy people how to manipulate technology, and they are open to the advancement of technology during in-person classes. They also receive help from family and friends when things get difficult. They said:

One teacher shared how their students’ willingness to help has been a source of encouragement:

“Nagapaturong ko sa mga estudyante ko na magaling sa classroom, kay bisan sa mga kalisod ko, nakikita ko ang suporta nila na nagpapaganda ng aking araw.” (IDI-P5-Line356-364)

(I find support and joy from my kind, helpful students who assist me with technology challenges, making life beautiful despite my struggles.) (IDI-P5-Line356-364)

Notably, another participant shared how they rely on their family and co-teachers when facing challenges:

"By asking help from others. Sometimes sa balay akong mga anak. O kung naa diri akong mga co-teacher. Maka tuon man ko pero minsan makalimot, mao nang mangutana gyud ko ug di ko kabalo lalo na sa mga batan-on." (IDI-P7-Line760-762)

(By asking for help from others. Sometimes my children are at home. Or if I have co-teachers here. I can focus but sometimes I forget, that's when I really ask for help, especially with young people.) (IDI-P7-Line760-762)

In conclusion, the participants' openness to seeking help from students, colleagues, family, and friends demonstrates the crucial role of collaboration and support in overcoming challenges and successfully adapting to the demands of in-person teaching with technology integration.

4.4.5 Identify Student's Needs

The proactive steps taken by retired public secondary school teachers to comprehend and meet the various needs of their pupils when they resumed in-person instruction are highlighted by the sixth theme, *Identify Student Requirements*. These seasoned educators recognized that understanding each student's learning style, challenges, and personal context was essential to delivering effective instruction. By prioritizing the identification and support of individual student needs, they were able to tailor their teaching strategies accordingly, even integrating technology in meaningful ways to enhance learning. Their ability to bridge traditional methods with modern tools underscored their commitment to student success, proving that attentiveness and adaptability remain crucial to impactful teaching, regardless of age or experience.

By understanding students' learning styles, strengths, and challenges, educators can choose digital tools that support individualized experiences. Research indicates that when teachers assess students' technological competencies and adjust lessons accordingly, technology promotes engagement and enhances academic achievement. Moreover, addressing emotional and social needs through technology creates a more inclusive learning environment, improving motivation, participation, and overall success (Agyapong *et al.*, 2022; Toropova *et al.*, 2021).

Retired teachers are keenly aware of the importance of identifying students' needs. They prioritize assessing students before assisting, believing that a thorough understanding of each student's unique requirements is essential for adequate support. Retired teachers can tailor their guidance to address specific challenges and help students

thrive academically, emotionally, and socially by taking the time to assess students. Their experience and insight enable them to provide personalized guidance that fosters student growth and development. They also understand the importance of establishing trusted and encouraging connections with pupils. This approach enables retired teachers to offer academic support and provide emotional and psychological assistance, thereby ensuring students' overall well-being. Additionally, they emphasize the importance of continuous reflection on teaching strategies to ensure the best outcomes for their students.

One of the challenges they encountered in transitioning to new teaching methods was adapting to technology. However, despite initial struggles, they embraced the learning process and integrated ICT into their teaching strategies:

“Ang challenge sa akon amo ang ICT, labi na sa online, pero na-appreciate ko ang mga presentations kag na-embrace ko siya bisan may struggles, kag na-apply ko gihapon siya sa face-to-face classes.” (IDI-P8-Line969-980)

(The challenge for me is adapting to ICT and online teaching, but I've learned to appreciate and apply it despite initial struggles.) (IDI-P8-Line969-980)

Beyond technological challenges, retired teachers also emphasized the difficulties in addressing students' behavioral and academic struggles. In in-person classes, they noticed a significant number of students who were struggling with literacy and numeracy, requiring additional support:

“Ang challenge namon sa in-person class amo ang attitude problem kag damo nga non-reader kag non-numeric nga ginahatagan namon extra time para matudloan.” (FGD-P3-Line330-341)

(One of the challenges we face in in-person classes is addressing attitude problems and the significant number of non-readers and non-numerates, for which we provide extra remediation time to help them catch up.) (FGD-P3-Line330-341)

Through their years of experience, retired teachers exemplify the importance of patience, adaptability, and a student-centered approach to education. Their ability to adjust to new teaching modalities and respond effectively to students' diverse needs highlights the invaluable role of seasoned educators in shaping meaningful learning experiences. By continually evolving with the demands of the educational landscape, they serve as role models for both novice and experienced teachers, demonstrating that true teaching excellence lies in understanding, flexibility, and dedication.

The five emergent themes, formulated based on the participants' responses and insights, are as follows: *Face Challenges Optimistically, Avoid Entertaining Stressful Matters, Be Committed and Dedicated, Keep Learning, and Embrace Change.*

Table 3: The Insights Shared by the Transitioning Retirable
 Public Secondary School Teachers from Modular to In-Person Classes

Clustered Themes	Emergent Themes
The challenges helped people to be more determined. Be optimistic about the outlook on life. Be positive in dealing with things. Grow positively and be happy. Be optimistic and avoid negativity. Look at the positive side.	Face Challenges Optimistically
Motivate oneself. Everything will be okay; avoid stressing oneself. Reserve our feelings and emotions. Refrain from being angry. Protect ourselves from stressful things. Anchor our decisions with what pleases God.	Avoid Entertaining Stressful Matters
Keep the passion burning. Be more dedicated and extend patience. Always be committed to what you are doing. Grow professionally. Experiences help us grow and be more dedicated.	Be Committed and Dedicated
Keep on learning about how to manipulate technology. Improve oneself by studying more. Educate oneself about engaging lessons. Catch up with the new trend. Always have a lesson plan in teaching. Learn to adopt technology.	Keep on Learning
Encourage each other to be open to change. Apply new changes. Employ new practices. Be open and learn from others. Embrace the transition of in-person classes. Change is constant.	Embrace the Change

4.5.1 Face Challenges Optimistically

The first theme, 'Face Challenges Optimistically,' reflects the positive mindset adopted by retired public secondary school teachers as they navigated the difficulties of returning to in-person teaching. Despite the challenges of adapting to new teaching methods, managing student behavior, and navigating classroom dynamics, these teachers maintained an optimistic outlook. Teachers who face challenges optimistically are more likely to integrate technology into their classrooms successfully despite various obstacles. Maintaining a positive mindset enables educators to approach technological difficulties as opportunities for growth rather than insurmountable problems.

This optimism is essential when navigating issues such as limited resources, technical difficulties, or resistance to change, as it encourages teachers to seek solutions and stay motivated. Research has shown that optimistic teachers are more resilient and adaptive, often using challenges as a catalyst for professional development and creative problem-solving. This mindset improves their ability to use technology effectively and

fosters a more supportive and dynamic learning environment for students (Guiamalon, 2021; Tomaszewski *et al.*, 2020).

Being optimistic is one of the key insights for participants. For them, it is essential to maintain a positive attitude in everything they do. Optimism will help them to avoid stress. Retired teachers said that they avoid thinking negative things because they have no time for that, considering they will soon retire. They want to be happy, spread joy, and share positivity with everyone, focusing on the present and appreciating every moment, knowing that their time in service is valuable and meaningful, bringing positivity to their personal and professional lives and enriching their overall well-being. Their experiences have strengthened their resolve and shaped their perspective on facing challenges:

"Ang mga challenges nga na-experience ko nagtabang sa akon nga magpabilin strong, determinado, kag magpursige bisan sa pagtanda, kinahanglan nga magpabilin positibo." (IDI-P4-Line157-170)

(These challenges have made me stronger and more determined to stay positive, despite my age, and not let negativity affect me.) (IDI-P4-Line157-170)

Additionally, some participants emphasized their decision to shift their focus from negativity to making a lasting impact:

"Mas nagiging positibo ako, nag-focus sa legacy sa school kaysa sa negativity, kaya mas masaya ang buhay ko ngayon kaysa dati." (IDI-P6-Line634-641)

(As I near retirement, I focus on leaving a positive legacy, embracing a happier life without negativity, despite occasional challenges.) (IDI-P6-Line634-641)

Their optimism benefits their well-being and creates a more positive and inspiring environment for those around them. Through their hopeful outlook, they set an example for younger educators, demonstrating that challenges can be overcome with the proper perspective and a commitment to making a positive difference. They foster a culture of resilience, growth, continuous learning, mutual support, and collaborative effort.

4.5.2 Avoid Entertaining Stressful Matters

The second theme, 'Avoid Entertaining Stressful Matters,' reflects the conscious effort of retired public secondary school teachers to minimize stress by not dwelling on negative or overwhelming issues. Many teachers focused on what they could manage and let go of unnecessary tensions, as they were aware of the physical and emotional challenges of returning to in-person instruction. Teachers who avoid entertaining themselves with stressful matters and maintain focus on their core responsibilities are better equipped to integrate technology effectively into their teaching practices. Stress can undermine a

teacher's ability to manage classroom dynamics and effectively engage with new tools, potentially hindering their ability to incorporate digital resources into lessons.

By avoiding unnecessary stressors and adopting a balanced approach to their work, teachers can better manage the demands of integrating technology. Research suggests that minimizing stress enhances teachers' cognitive function, emotional resilience, and overall well-being, positively influencing their ability to adopt new teaching strategies and technologies. Creating a supportive environment, managing time effectively, and engaging in self-care practices are key strategies that help reduce stress and enhance teachers' success in using technology (Casingal & Ancho, 2021; Sancar *et al.*, 2021).

Another insight and realization for the retireable teachers is avoiding entertaining and stressful matters. They believe that stress with things they cannot control will only cause anxiety. Thus, they try their best to avoid that and take life happily. They said they are soon to retire after all.

One participant reflected on the importance of staying motivated despite nearing the end of their teaching career:

"Ang mga learnings na ito ay nagsilbing paalala sa akin na kailangan ko pang mag-motivate sa sarili ko dahil may bagong journey pa akong haharapin, tulad ng buhay pagkatapos mag-retire." (IDI-P4-Line148-154)

(As I approach retirement, I remind myself to stay motivated, embracing the next journey in life, whether with family, friends, or others outside of teaching.) (IDI-P4-Line148-154)

Relatedly, another participant emphasized the significance of emotional balance and spiritual guidance:

"Kailangan natin i-reserve ang ating mga emosyon para sa hinaharap, hindi lang para sa mga estudyante, at mag-pray tayo kay God upang matutunan ang self-control at magmanifest Siya sa ating puso para magbigay ng proteksyon, guidance, at blessings." (IDI-P4-Line184-192)

(We must practice self-control, reserve our emotions, and seek guidance from God to manage our feelings and find peace.) (IDI-P4-Line184-192)

Ultimately, these insights remind them to prioritize their well-being and embrace life beyond the classroom. Instead of being consumed by stress, they focus on the things that truly matter—family, personal growth, faith, and the exciting opportunities that retirement will bring. This shift in perspective allows them to find fulfillment in their professional legacy and personal journey. It also reinforces that retirement is not an end but a new beginning filled with purpose and potential.

4.5.3 Be Committed and Dedicated

The third theme, 'Be Committed and Dedicated,' highlights the unwavering sense of responsibility and passion demonstrated by retired public secondary school teachers as they returned to in-person classes. Despite the challenges of transitioning back to traditional teaching, these teachers remained deeply committed to their roles, prioritizing their students' learning and well-being. Teachers who are committed and dedicated to their professional growth are more likely to successfully integrate technology into their teaching practices.

Research indicates that dedicated teachers who actively seek out professional development opportunities, engage with their peers, and invest time in mastering technological skills are better equipped to create engaging, effective learning environments. This commitment enhances their teaching and positively impacts student outcomes by fostering a dynamic and tech-enhanced classroom. Studies suggest that when teachers exhibit high levels of dedication and perseverance, they are more likely to overcome challenges and implement technology to support student engagement and achievement (Orberle *et al.*, 2020; Tsai *et al.*, 2020).

The participants are pleased to share that teachers should continue to be as committed and dedicated as they are. Seasoned teachers are about to reap the rewards of their labor, which was made possible through their commitment and dedication to their work. Thus, they share the same mantra with young teachers and retirable teachers like them.

One participant emphasized the necessity of maintaining passion in teaching:

"Dapat huwag mawalan ng passion sa pagtuturo at patuloy panatilihing buhay ang apoy na iyon, dahil kapag may passion, hindi ka napapagod sa pagtuturo." (IDI-P5-Line427-431)

(They should keep their passion and fire for teaching alive, as losing it makes teaching difficult and exhausting.) (IDI-P5-Line427-431)

Moreover, another participant reflected on how challenges have reinforced their dedication to teaching:

"Ang mga challenges ay nagpatibay sa akin bilang tao at nagtulong para tumaas ang dedikasyon ko sa pagtuturo, lalo na sa pag-unawa ng mga factors na nakakaapekto sa pagkatuto ng mga bata." (IDI-P8-Line1037-1044)

(Challenges have strengthened me personally and professionally, increasing my dedication to teaching and deepening my understanding of the factors that hinder children's learning.) (IDI-P8-Line1037-1044)

For these retirable teachers, teaching is more than just a profession—it is a lifelong mission. With the knowledge that their commitment will ultimately impact their

students' lives, they inspire younger educators to remain enthusiastic and rise to the challenges of their work, promoting development and constructive change in education while motivating the next generation of students and teachers.

4.5.4 Keep on Learning

The fourth theme, "Keep on Learning," reflects the continuous growth mindset that retired public secondary school teachers adopted as they adapted to the challenges of returning to in-person classes. Despite their years of experience, these teachers remained open to learning new methods, technologies, and strategies to enhance their teaching. Teachers who embrace continuous learning are more successful in integrating technology into their classrooms and adapting to new educational challenges. Rapid technological advancements necessitate that educators continually update their skills and knowledge to effectively utilize digital tools and resources, thereby ensuring a comprehensive and future-ready education for all students and preparing them for the various challenges ahead.

According to studies, instructors who place a high priority on lifelong learning through seminars, classes, or peer cooperation are better able to comprehend how technology might improve learning outcomes and student engagement. This commitment to lifelong learning enhances teachers' ability to navigate new technologies and fosters a growth mindset, enabling them to address any challenges that arise with confidence. Research highlights that teachers who consistently pursue professional development are more innovative and capable of fostering a technology-rich learning environment that supports diverse student needs (Boltz *et al.*, 2021; Guiamalon, 2021).

The retired teachers shared that even though they are near retirement, it is essential to keep the fire burning and continue learning new things. Additionally, retired teachers are very willing to learn, mainly how to utilize technology. They recognize its importance in modern education and student engagement, as it enhances teaching effectiveness and prepares students for the future.

One participant highlighted the necessity of adapting to changes:

"Kailangan patuloy na mag-aral at makisabay sa mga pagbabago upang hindi mapag-iwanan bilang 21st-century teachers." (IDI-P4-Line173-178)

(Retiring teachers should continue learning and adapting to new changes to stay updated with the evolving demands of teaching in the 21st century.) (IDI-P4-Line173-178)

Additionally, another participant expressed their commitment to sharing knowledge and mentoring new teachers:

"As a professional, it's important to keep learning and share your knowledge, especially with new teachers, by helping them with lesson plans and teaching strategies like the 4As through the Learning Partnership Program (LPP)." (IDI-P5-Line399-4151)

(In the profession, continuous learning is essential, and I share my teaching strategies and support new teachers by guiding them in creating lesson plans and delivering lessons effectively using the 4As.) (IDI-P5-Line399-4151)

For these retireable teachers, lifelong learning is not just a professional obligation but a passion that keeps them engaged, fulfilled, and connected to the evolving educational landscape. They encourage their peers and younger educators to adopt a continuous learning approach to remain effective and impactful in their roles.

4.5.5 Embrace the Change

The fifth theme, 'Embrace the Change,' highlights the adaptability and openness of retired public secondary school teachers as they transition from modular to in-person teaching. Rather than resisting the changes the transition brought about, these teachers embraced them with a positive attitude. Teachers who embrace change are more likely to successfully integrate technology into their classrooms, adapting to the evolving demands of the education system. Embracing change involves being open to new methodologies, tools, and teaching strategies, which can enhance the learning experience for both teachers and students.

Research shows that educators who embrace technological change positively and adapt flexibly are more likely to enhance their professional growth and foster engaging, innovative, and inclusive learning environments. Their adaptability inspires students to embrace change and develop essential, future-ready, lifelong learning skills (Casingal & Ancho, 2021; Walker *et al.*, 2021).

The final theme that emerged is *embrace the change*. Retireable teachers recognize that change is constant and choose to face it with positivity, adaptability, and resilience—continually learning and evolving to meet new challenges throughout their careers while inspiring others through their unwavering commitment and professional growth.

One participant emphasized the importance of transitioning to face-to-face classes:

"I encourage them to embrace change, putting themselves in the new trend now, the face-to-face, kay may difference gid siya, kay ang mga aging teachers ganahan pa sa modular kay sa balay lang, pero kung ma-experience nila ang face-to-face, makahatag gid siya ug bagong saya ug practices." (IDI-P5-Line418-424)

(I encourage teachers to embrace the shift to face-to-face classes, as it offers new opportunities for fun and accomplishment, even though it may be challenging for those accustomed to modular learning.) (IDI-P5-Line418-424)

Additionally, another participant highlighted the inevitability of change, particularly in the realm of technology:

“Ready gid kita mag-adopt sa mga pagbabago kay wala man permanente sa kalibutan kundi ang kausaban, so kung bata pa ko pwede ko mag-follow pero subong kahadlok ko kung ang tanan tech na.” (IDI-P6-Line662-671)

(I am ready to embrace change, as it's inevitable, and while I appreciate the past, I recognize the importance of adapting to technological advancements for the future.) (IDI-P6-Line662-671)

These insights suggest that embracing change is not merely about passive acceptance but involves a proactive commitment to growth. Retirable teachers continue to exemplify courage, openness, and professional integrity despite nearing the end of their careers.

4.6 Chapter Summary

Chapter 4 summarizes the findings from the responses of retirable teachers at Tampakan National High School, gathered through in-depth interviews and focus group discussions. It covers their experiences, coping mechanisms, and insights. Participants were coded for confidentiality (e.g., FGD-P1 for focus group participant one, IDI-P4 for interview participant four). The chapter presents categorized data and an analysis of key themes, including three tables: Table 1, which provides an overview of experiences; Table 2, which outlines coping mechanisms; and Table 3, which offers insights into their lived experiences.

In Table 1, eight emergent themes are formulated based on the participants' responses to their experiences: *Hesitant to Teach, Required to Prepare Many Things, Need to Adjust to Diverse Changes, Boost Learners' Interest, Extended Extra Effort, Felt Very Excited, Employed Better Strategies.*

In Table 2, the five emergent themes formulated based on the participants' responses to their coping mechanisms are: *Keep Being Patient, Do Self-Refreshment, Look for Motivation, Seek Help from Others, and Identify Student Needs.* These themes are all essential for maintaining resilience and promoting long-term well-being.

Henceforth, the five emergent themes from participants' insights in Table 3 are: *Face Challenges Optimistically, Avoid Entertaining Stressful Matters, Be Committed and Dedicated, Keep on Learning, and Embrace Change,* highlighting values and strategies that strengthen teaching and personal resilience.

5. Conclusions

5.1 Implications for Practice

Transitioning retirable public secondary school teachers from modular to in-person classes presented a unique set of experiences, challenges, and insights based on the results of this study. The following implications for practice highlight the major themes of the findings.

5.1.1 Find it Difficult to Use Technology

Teachers struggling with technology integration may use training programs, workshops, or one-on-one guidance to improve their digital literacy skills. Seeking help from technology experts or colleagues can help overcome these challenges and enable teachers to incorporate digital tools into their practices. The results of this study suggest that the school in Tampakan National High School, Tampakan 1 District, Schools Division of South Cotabato, may offer training and workshops on Information Communication Technology (ICT) innovations to help retirable teachers enhance their technology skills.

5.1.2 Employed Better Strategies

Administrators may continuously evaluate and refine teachers' instructional strategies to meet students' diverse learning needs. By trying out new techniques, integrating feedback, and working with peers, teachers may improve the efficacy of their classes. A deeper understanding of teachers' lived experiences can also inform the Department of Education's decision-making, particularly when considering new rules or modifications to existing ones.

5.1.3 Seek Help from Others

Desirable teachers may actively engage in professional development opportunities to adapt to new classroom settings and better connect with students in face-to-face interactions. Encouraging change and seeking support from colleagues will enable these teachers to navigate the transition successfully.

5.1.4 Do Self-Refreshment

Desirable educators can prioritize self-care by participating in stress-relieving activities and maintaining a good work-life balance. Addressing their mental and emotional well-being helps them cope with job-related stress and maintain a positive attitude in the classroom. By following the coping mechanisms highlighted in this study, teachers can face challenges optimistically, avoid stress, stay committed, keep learning, and embrace change.

5.1.5 Identify Student Needs

Desirable teachers may prioritize building relationships with students, showing empathy, and fostering a safe, supportive environment. By integrating compassion into

their teaching methodology, educators can improve learning results and student engagement.

5.1.6 Embrace the Change

Transitioning teachers may undergo training and workshops to adapt to the diverse changes in the classroom environment. They should be encouraged to embrace new teaching methods, technologies, and approaches to address the needs of a diverse student population. Regular feedback sessions and peer support will help teachers navigate these changes effectively.

5.1.7 Be Committed and Dedicated

Desirable teachers transitioning from modular to in-person classes may demonstrate strong commitment and dedication to their profession. It is essential to prioritize students' learning and well-being, create engaging lessons, and maintain open communication with parents and colleagues. Setting clear goals and milestones will help teachers stay motivated and focused on their objectives.

Conflicts of Interest Statement

The authors declare no conflicts of interest.

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