Survival with Technology: Elderly Teachers' Perspective Towards Emergency Online Learning During the COVID-19 Pandemic in the Philippines

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ABSTRACT

This study analyzed the content of YouTube news clips on elderly teachers concerning emergency online learning during the COVID-19 pandemic. Using traditional content analysis, the included news videos were transcribed, interview segments were translated and familiarized, dominant words were identified, data were coded, categorized, and themed. Four dominant words were highlighted: online, students, teachers, and pandemic. Three themes on technical challenges and support needs, health issues, and resilience emerged in the analysis. Results show that elderly teachers are persistent to adapt to emergency online learning despite the struggles they are facing. The analysis also highlights the negative effects of the sudden shift to emergency online learning on the physical and psychological health of elderly teachers. Furthermore, the elderly teachers, are ensuring students' access to education even at their own cost. Implications to the country's quality of education and suggestions of providing better technical and psychological health support to elderly teachers were presented.

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INTRODUCTION

Aside from casualties, the coronavirus (COVID-19) pandemic has undesirably stirred the society, economy, and most of all; the education community throughout the globe (Farooq et al., 2020; Niemi & Kousa, 2020; Samifanni, 2020; Unger & Meiran, 2020; Çakın & Akyavuz, 2021; Nnebedum et al., 2021; Paudel, 2021). As of March 2020, there are 107 countries in Africa, Asia, Australia, Europe, North America, and South America that have announced or implemented national school and university closures (UNESCO, 2020a). This has affected almost 1.6 billion learners registered from basic education to university level in 188 nations (UNESCO, 2020b).

In response to the COVID-19 pandemic and in efforts to provide every learner with quality education (SDG4) (Filho et al., 2020), the delivery mode unexpectedly moved from face-to-face or in-person to online teaching (UNESCO, 2020c). This directive of the United Nations Educational, Scientific and Cultural Organization (UNESCO) to abruptly shift to online classes (UNESCO, 2020a) forced people in the academe to implement this transition overnight (Dhawan, 2020; Todd, 2020). This was also true with the elderly teachers who are accustomed to traditional modes of teaching had no choice but to abide by the mandate regardless of their skills or experiences with online instruction. International surveys show that some teachers are considering a career change, resigning, or filing an early retirement due to the shift to online classes (Tate, 2020; Hess, 2020; Nelz, 2020).

Online learning became the lifeline of the academic world after the school shutdowns and re-opening delays caused by the COVID-19 pandemic (Schleicher, 2020). This abrupt variation

in lesson delivery gave rise to the terms “emergency” online learning/“emergency eLearning” (Murphy, 2020), “emergency remote teaching” (Bozkurt & Sharma, 2020), and “emergency remote education” (Bozkurt et al., 2020) wherein the instruction is temporarily done virtually through digital or online platforms and alternative means due to the COVID-19 crisis (Adedoyin & Soykan, 2020; Bao, 2020; Quezada et al., 2020).

The United States “employed remote and hybrid learning” during the COVID-19 crisis (Olneck-Brown, 2021). Moreover, Organization for Economic Co-operation and Development (OECD) instructed its member countries, aside from the U.S., to: utilize their “existing online distance courses whenever possible,” persuade education technology (EdTech) corporations to ensure accessible learning resources, use varied and learner-based methods of delivery, and promote collaboration among educators (OECD, 2020). Indian schools and universities adapted online education despite the issue with internet access (Nambiar, 2020). The Ministry of Education in Malaysia introduced a national platform for online education to allow learning as a portion of the nation’s strategy of combining face-to-face and online learning during the COVID-19 pandemic (UNICEF, 2020).

In the Philippines, the Department of Education (DepEd) pushed for the continuity of basic education “...even in times of crisis whether it may be a calamity, disaster, emergency, quarantine, or even war” as stated by DepEd Secretary Leonor Briones following the UNESCO advice (Department of Education, 2020). Meanwhile, the Commission on Higher Education (CHED) advised Higher Education Institutions (HEIs) to pursue the utilization of “flexible learning” and other ways of lesson delivery to replace “on-campus” classes; using the term “flexible learning” is more well-rounded than online learning (Commission on Higher Education, 2020; Parrocha, 2020). Moreover, published reports in the Philippines highlighted the challenges and opportunities as well as faculty perceptions towards online learning as a response to the COVID-19 pandemic (Joaquin, Biana, & Dacela; Toquero, 2020).

During the COVID-19 crisis, elderly teachers are compelled to use emergency online learning to stay on the job. These elderly teachers, who belong to Generation X or those born from 1965 to 1979, utilize technology mainly for practical purposes and information search (Calvo-Porrall & Pesqueira-Sanchez, 2020). The sudden shift to emergency online learning means elderly teachers have to use online platforms to deliver their lessons. They are to prepare online activities and hold online classes that will require them to use the computer and some applications and software. This may seem easy to younger teachers, but to these elderly teachers, it is a puzzle since they were accustomed to textbooks and chalkboards. Before the pandemic shook the academic world, teaching was not this complicated for these elderly teachers. However, when the “emergency” online learning came, everything became a puzzle piece.

Based on our observations even before the pandemic, elderly teachers are accustomed to the chalk and talk method and preferred the conventional ways of teaching than using multimedia or PowerPoint presentations during their lessons. Using online learning platforms and software became a huge problem for elderly teachers because they find it hard to follow prompts and commands; it became too complicated for them. Having this in mind, we were curious about how the elderly teachers view this rapid shift in teaching modality. Therefore, the conduct of this study will generate new knowledge about elderly teachers’ perspective towards “emergency” online learning and will also help school administrators on how to support the seasoned teachers in using and adapting to the online mode of instruction to deliver quality instruction.

Research Objectives

The aim of this study was to analyze the content of YouTube news clips on elderly teachers concerning online classes during the COVID-19 pandemic in the Philippines. Specifically, it aimed to:

1. Identify the dominant terms found in the news clips; and
2. Identify the elderly teachers' perspective towards emergency online learning during the covid-19 pandemic.

Literature Review

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

Online learning, also known as distance education, e-learning, online education, or remote learning is defined by the United States Distance Learning Association (USDLA) as attaining information and aptitude over facilitated teaching and learning to comprise all "technologies and other forms of learning at a distance" (USDLA, 2010). For Watson et al. (2008), online learning is a form of education where the instructor leads the class via the Internet wherein the participants are geographically separated. The term "emergency" is attached to online learning due to its abrupt nature of teaching modality shift in response to the COVID-19 pandemic (Adedoyin & Soykan, 2020; Bao, 2020; Bozkurt & Sharma, 2020; Murphy, 2020; Quezada et al., 2020).

Prior to and during the COVID-19 pandemic, studies towards online learning focused on students' and teachers' perspectives in general (Kulal & Nayak, 2020; Nambiar, 2020; Forson & Vuopala, 2019). Although online learning offers to teach flexibility and convenience as Reinders and White (2010) claimed, other studies emphasized the drawbacks in the utilization of online learning suggesting it is socially and affectively less engaging for the students (Baralt et al., 2016) while teachers underscored the difficulties in accomplishing some learning points and in measuring the responses of the learners (Todd, 2020). There is a limited number of studies pertaining to the transition from in-class to emergency online instruction during the COVID-19 pandemic. Refereed researches related to COVID-19 and online learning commonly highlight instructors' perspectives and experiences (Simamora et al., 2020; Damşa et al., 2021). The same is true for many evaluation studies except for those which include instructors but either did not distinguish reporting the survey results of the instructors from the learners (Slimi, 2020) or only reported general thoughts and advice regarding the shift (Dhawan, 2020; Rapanta et al., 2020; Rashid & Yadav, 2020).

On one hand, there are studies that emphasized teachers' views towards emergency online learning during the pandemic. The study of Fox et al. (2020) reported that teachers in the U.S. who belong to schools with operating online facilities had a more positive opinion of the effect of online instruction. They also indicated that Information Technology (IT) utilization and academic support to the staff seems relatively high. After the first semester since the pandemic in Norway; Dolonen et al. (2020) scrutinized the answers of 826 school teachers and found that although many were inexperienced with online instruction, they were able to swiftly familiarize themselves with the "new technologies" and seek out help (including IT) from fellow teachers. On the other hand, teachers reported that online instruction is more time-consuming in terms of lesson planning and makes learning less engaging. Other studies had parallel yet diverse results; in their research, Hjelsvold et al. (2020) reported that teachers had advanced pre-online skills and encouraging exposure to the emergency online learning transition. However, they complained about their lack of teaching competence with online instruction. Yang (2020) surveyed 15,438 Chinese instructors and stated that instructors generally advocate online instruction in response to the pandemic but they raised some apprehensions. In Italy, university

instructors involved in the online shift were pessimistic compared to primary and secondary school instructors; they also were unwilling to innovate their instruction (Giovannella & Passarelli, 2020).

Regarding the literature about online learning adaptation during the pandemic, reports were divided. In a survey from thirteen countries in Europe, the report stated that instructors swiftly and confidently adapted the online means of teaching; but many expressed their desire for going back to conservative approaches past “the first lockdown” (Tartavulea et al., 2020). Concurrently, there is a positive connection between sophisticated school support and confidence towards the online teaching framework with the expectations on the efficacy of online instruction (Tartavulea et al., 2020). However, some studies revealed worrying reports. One is the research of Watermeyer et al. (2020) which revealed that United Kingdom (UK) educators experienced numerous “afflictions,” and that online instruction is causing notable distress and trouble to their academic duties and their private lives. Also, the instructors’ adjustment to innovative technology was a hindrance viewed in online instruction due to the difficulty in training staff with using this “new technology” instantaneously (Khan et al., 2021). In India, Nambiar (2020) discovered that despite the problems experienced by many towards emergency online learning, some approved that this modality opened their awareness on their capacity stressing the possibility designed for the modified influence of “digitalization” on education. Arora & Srinivasan (2020) indicated the disadvantages faced by instructors who implemented online learning. They emphasized that instructors encountered lesser “actual benefits” than their expectations such as internet problems, insufficient training, and insufficient knowledge in online teaching; with the latter as the most prominent issue. The instructors’ lack of knowledge about online learning was the main reason why some instructors refused to implement virtual lessons along with their disinterest and uncertainties concerning the benefits of online learning. Moreover, online instruction revealed notable disadvantages namely lesser attendance, “personal touch” absence, and minimal participation because of internet issues (Arora & Srinivasan, 2020).

Present studies on educators’ application and employment of emergency online learning revealed the difficulties linked with below standard online teaching framework, technical and instructional hindrances, digitally unskilled instructors, “information gap” (i.e., limited information and resources), and unsuitable home-based teaching atmosphere (Hassan et al., 2020; Khan et al., 2021; Mishra et al., 2020; Murgatrotd, 2020; Zhang et al., 2020). In addition, studies also identified a lack of technical mentoring and support (British Council, 2020; Hamilton et al., 2020; Judd et al., 2020) and concerns related to teachers’ competencies in the use of digital instructional formats and insecurity in using new technology on short notice (Huber & Helm, 2020; Damşa et al., 2021). Moreover, teachers raised concerns about their health and mental well-being with the home-based setup during the online shift due to feelings of seclusion, ill-fitted workplace, excessive screen time, psychological troubles and challenges, and stress (MacIntyre et al., 2020; Akour et al., 2020; Besser et al., 2020; Ribeiro et al., 2020). On the contrary, some instructors are strongly focused on their professional advancement to improve online instruction during the COVID-19 crisis (British Council, 2020; Daumiller et al., 2021).

Published reports in the Philippines highlighted the challenges and opportunities as well as faculty perceptions towards online learning as a response to the COVID-19 pandemic (Joaquin et al., 2020; Toquero, 2020). However, at the point of writing, there is no discussion focusing on elderly teachers’ perception towards the “emergency” online instruction due to the COVID-19 pandemic. Before the COVID-19 crisis, studies tackled the elderly teachers’ attitude (Tariq et al., 2019) and the extent of information communication technology (ICT) utilization in their instruction and profession (Theng & Hua, 2008); unlike the current situation with the emergency online learning where classes are done online, few can be learned from the literature. Therefore, employing research into the perspectives of elderly teachers toward emergency online learning during the COVID-19 pandemic is important to fill this gap.

RESEARCH METHOD

Research Design

This qualitative study utilized content analysis to analyze print or electronic media, such as newspapers, radio, television, and film (Eriyanto, 2011). This method was formerly employed in many fields such as research on natural phenomena (Chandelier et al., 2018; Bhatia et al., 2013; Billett, 2010; Jacobson et al., 2012); political analysis (Bauer et al., 2017); and education (Blei, 2012). This method enables the researchers to autonomously formulate topics by evaluating the news contents and exploring the variation of contents over time (Blei, 2012; Roberts et al., 2013). Additionally, examining the variety of contents in news reports through content analysis can support in having a better understanding of the various features of pandemics concerning its consequences to society, politics, and economy (Westgate et al., 2015). Since news video falls under electronic media, it is appropriate to use content analysis for this study.

Sample

Using purposive sampling (Patton, 2002), YouTube news videos were utilized in this study (Creswell, 2013). These news videos met the following criteria: most viewed Philippine-based news reports in English regardless of the interview segment, only news videos with “elderly teachers or senior teachers” in the title/ headline, and aired from October to December 2020 were included in this study. Meanwhile, news videos are excluded if they are focused on: students’ and parents’ views and challenges about online learning, special education and online learning, online learning in general, and comments of videos.

Data collection

“Elderly teachers”, “senior teachers”, “Philippines”, “Filipino”, “online learning”, “COVID-19” will be the set keywords for news videos searching in this study. Using google video and YouTube search, 91 news clips contained these keywords with the earliest report which appeared in April 2020. This number was reduced to 52 after identifying duplicates (9) and early date of airing (30). Another 23 news videos were excluded because they focused on students’ and parents’ views and challenges about online learning. Moreover, 16 more news videos were excluded because they focused on special education and online learning. Lastly, 11 news videos were excluded because they focused on online learning in general. Among all, two news videos with a specific focus on Filipino elderly/senior teachers and online classes were set as key news videos for further analysis. Furthermore, the comments of the included news videos and side interviews were excluded for analysis.

Data

The data for this study were the YouTube news videos on elderly teachers and online learning during the COVID-19 pandemic uploaded by Rappler (2020) on October 8, 2020, and by ANC (2020) on October 3, 2020 (Figure 1). The news videos run between 3 to 6 minutes and have an average 7,655 of views as of November 2021.

Figure 1. Screenshots of YouTube news videos

Data analysis

The study utilized traditional content analysis (Hsieh & Shannon, 2005) in analyzing textual data from the video transcripts without predefined categories which allowed patterns, codes, and themes to emerge from the textual data. The thematic units were used to understand the latent content (Graneheim & Lundman, 2004) of the video transcripts presented in the news videos. In this study, the news videos were considered as the unit of analysis. The researchers downloaded the news videos and immediately transcribed them. Then, the interview segments which were in Filipino were translated to English and reviewed to gain a general understanding of the data. After that, each summarized unit was abstracted and named with a code by the researchers. The codes were then grouped according to likenesses and merged to find themes. Next, the themes were reviewed, defined, and named. The final step is producing the report (Fig. 2). The researchers used online software (Zygomatic, 2003) to identify the dominant words from the transcripts; coding was done manually.

Figure 2. Data analysis flowchart

Research rigor

The authors followed the Lincoln and Guba (1986) criteria to establish the trustworthiness of the study. We spent a long time on data collection and repetitively studied the data to become immersed in it. Another was member checking and data verification to ensure the credibility of the data. To enhance data dependability, the research findings were examined and validated by experts in the field of qualitative research who were not involved in data collection and analysis, and had no conflict of interest. It means that the video transcripts, along with the relevant codes and themes were examined and confirmed. The suggestions and review of the panel of experts were utilized to improve data confirmability. Regarding data transferability,

we provided a clear outline of the methodical process and presented a detailed description of the phenomenon. Moreover, we transcribed the participants' sentences verbatim and translated them from Filipino to English.

Ethical consideration

YouTube meets the criteria for a public online database (public domain) as it is free, publicly accessible without requiring registration, and has a large membership size. YouTube was accessed without a registered account to ensure accessed videos were publicly available and had no age restrictions (Alexa, 2018; Eysenbach & Till, 2001; Lewis et al., 2012).

RESULTS AND DISCUSSION

The data analysis revealed four dominant words (Figure 2) and three main themes which emerged from the transcripts of the news videos: technical challenges and support needs, health issues, and resilience (Table 1).

The translated transcripts were run in an online software to tabulate all messages contained therein. A "word cloud" (in which a word's size is proportional to its frequency) was generated in wordcloud.com to provide a graphic representation of the dominant words (Fig. 3).

Figure 3. Word cloud of dominant words

Excluding function words, the dominant words out of 484 terms in the transcripts are online, students, pandemic, and teachers. The string words for online ($fN=0.016$) are: class, classes, learning, Hard, distance, find, first, internet, knowledge, learn, teach, teaching, adjusting, able, anxiety, new, technology, using, expert, application, ask, assistance, call, cameras, co-teacher, combined, computer, conduct, connection, day, difficulty, difficulties, faces, help, know, many, missing, overwhelming, press, pull-off, said, screen, side, simple, son, sons, struggle, struggling, switch, term, things, turn, turning, without, whatever, Zoom. Next is students ($fN=0.016$) with these string words: Asked, called, come, one, patience, little, anyone, bear, better, bring, children, charge, future, gift, high school, kids, parents, sake, student, studies, study, telling, told, wants. Third, is teachers ($fN=0.008$) with the following string words: Teacher, Admits, Age, even, back, got, house, promise, senior, years, best, beyond, change, citizen, classrooms, continue, country, decades, diving, drives, elderly, endurance, facing, family, fate, four, friends, fumble, give, hand, headlong, hinder, honestly, idea, invites, knew, knowledgeable, knows, let, lifetime, like, never, okay, old, profession, public-school, quit, resolve, service, shameful, share, sick, stressed, support, teaches, textbooks, thought, three,

trying, weeks, wonders, worked, worries, worry, worrying, writing. The last dominant word is pandemic (fN=0.006) having these string words: Came, normal, school, time, despite, drastically, forced, lives, present, situation. Some big words which are related to the key dominant word such as "technology" "hard", and "new" were considered as string words.

After data analysis, there are three major themes and 10 categories that were extracted from the news videos transcripts as presented in the following table.

Table 1. The emerging themes and categories from the news videos

Themes	Categories
Technical Challenges and Support Needs	Technical difficulties Technical ineptitude Need for technical mentors Disinterest in online learning
Health Issues	Stress and anxiety Illness
Resilience	Persistence Idealism Optimism Student Welfare

Technical Challenges and Support Needs

The first theme refers to the technical challenges and support needs which refers to the difficulties faced by the elderly teachers in using online learning. The most common codes are present in this theme which contains three more related categories including technical difficulties, technical ineptitude, disinterest in online learning, and need for technical mentors.

The first category under this theme is technical difficulties. The elderly teachers reported that it is a challenge for them to adjust to the emergency online learning. Teacher 1 said: "With my age, being 61, I find it hard. Adjusting is hard for me." They also find it hard to follow and do simple application commands to hold online classes. Teacher 2 ascertained: "I find it hard as simple as turning on and off (the application). There are many difficulties."

Technical ineptitude is the second category that focuses on the elderly teachers' lack of technical knowledge about online learning. Teacher 1 said: "I do not know, I have no idea." Teacher 2 commented: "Just turn on Zoom. Whatever, whatever term you call it. Son, how to do this? What should I press?"

The third category focused on the elderly teachers' need for technical mentors. Since they are not skilled in using online platforms in conducting classes, they have a strong need for someone "on-call" to assist them so they can conduct online classes. Teacher 2 said: "And then when all faces of my students (cameras) were combined, I asked my son: Where's the other one? One is missing. There are many difficulties." "I really asked my co-teacher to teach me and I called a high school student who has knowledge in using the computer." "I just ask for assistance so I would not be shameful to the students that I am teaching," said Teacher 1.

The fourth category under the first theme is disinterest in online learning. Teacher 1 said: "Honestly, I am not into using online technology."

Health Issues

The second theme refers to the health issues which focused on the health concerns faced by the elderly teachers in using online learning. This theme covers two categories: stress and anxiety, and illness.

The first category was about stress and anxiety due to the shift to emergency online learning. Teacher 1 said: "I got stressed because I thought how and what should I do with online class."

Illness is the second category for health issues. Teacher 1 said: "So, when this pandemic came and they (school leaders) said that we will switch to online (classes), I got sick for three weeks."

Resilience

The third theme mentions the resilience of the elderly teachers in using online learning. This theme could be described in these categories: persistence, idealism, optimism, and student welfare.

Persistence is the first category under the third theme. "I also worked hard to learn," said Teacher 1.

The second category for the third theme is the idealism of the elderly teachers. "Since I am a teacher and I have to be knowledgeable, I have to know what to do," according to Teacher 1.

Optimism is another important category this showed the strong resolve and positivity of the elderly teachers in these trying times and in adapting to the online mode of teaching. Teacher 1 said "A little endurance, a little patience because this is not for a lifetime. Time will come that our lives will go back to normal." Teacher 2 said, "Don't worry, your teachers are trying their best to be an expert in using this new technology so we can give you a better future."

Student welfare is the fourth category which involves the elderly teachers' concern for their students to ensure access to education. Teacher 1 said "I called those students telling them; 'if anyone wants to study online class, I have an internet connection. I will not charge you.' It is my gift to the students for them to continue their studies despite the present situation with the pandemic. I told my students, bear it a little. To the parents, a little more patience; bring your kids here."

Discussion

This study analyzed the content of YouTube news clips on elderly teachers concerning emergency online learning during the COVID-19 pandemic. The findings suggest that the dominant words in the transcribed videos were related to the pandemic and online learning. Also, it was found that the elderly teachers faced challenges and hardships with the shift to emergency online learning, but were trying to do their duty as educators.

Elderly teachers expressed their disinterest and challenges towards the online teaching modality. They stated that following simple commands gives them difficulties in facilitating online classes. Furthermore, since elderly teachers are disinterested in this technology, they have little to no technical know-how and do not know what to do with online classes. Therefore, elderly teachers find that adjusting and adapting to online learning is hard for them (Khan et al., 2021). This agrees with other studies which stated that teachers lacked pedagogical knowledge (Yang & Cornelius, 2004) and had not enough time to learn using the platforms of online learning on short notice (Damşa et al., 2021). However, this finding respectfully disagrees with the findings of Dolonen et al. (2020) and Tartavulea et al. (2020) which stated that teachers, in general, were quick and positive in adapting to online learning. This study argues that this might not be the case for elderly teachers. This indicates that elderly teachers may not provide optimum instruction in online classes and as a backlash, students may show dissatisfaction with their courses when instructors were unavailable to provide technical support since technical issues were found to be the most influential factor when it came to satisfaction with online classes (Yang & Cornelius, 2004; Mishra et al., 2020; Nambiar, 2020). Furthermore, these challenges could lead to fear among the elderly teachers of being asked to quit the job (Khanna & Kareem, 2021). During the COVID-19 pandemic, elderly teachers are required and "have to"

adopt the emergency online learning similar to the study of Tariq et al. (2019) where elderly teachers are obliged to adopt innovation to keep their job. It is noteworthy and interesting that the elderly teachers in the YouTube news clips made no mention of career change nor resignation despite their struggles with online classes, this opposes the results of surveys (Tate, 2020; Hess, 2020; Nelz, 2020) aforementioned. This feeling of the elderly teachers being obliged to use technology in teaching does not agree with the claim of Theng and Hua (2008) stating that elderly teachers showed eagerness and interest in using technology in teaching and profession.

Regarding the need for technical mentors, the elderly teachers pointed out seeking technical assistance from techy colleagues and students upon knowing the shift to online classes and during the conduct of their classes. It was also mentioned that immediate family members were on-call to help the elderly teachers with their online classes. This was also cited in the studies of Yang and Cornelius (2004), Hamilton et al. (2020), and Damşa et al. (2021), where teachers needed to seek out forms of support beyond the regular support provided by their institution. It appears that although schools are providing support, it is still lacking (Khanna & Kareem, 2021; British Council, 2020) especially to the teachers in this age group. Therefore, it is critical to provide adequate support to educators in this endeavor (Moser et al., 2021) especially the elderly teachers.

Health issues is the second theme of this study. A comment by one of the elderly teachers admitting of being sick upon learning about the shift to online classes was a sign of concern. This was due to the stress and anxiety of the abrupt shift and readiness towards online classes (MacIntyre et al., 2020; Akour, et al., 2020). Similar results were obtained from other studies, where faculty members had higher levels of psychological stress and health concerns during the transition to online synchronous teaching compared with previous periods of teaching (Besser et al., 2020; Ribeiro et al., 2020). It seems that the abrupt shift to online learning is highly straining the psychological and physical health of elderly teachers.

Another important finding of this study was the resilience of elderly teachers in learning and adapting to emergency online learning despite their struggles with technology. The elderly teachers emphasized that with their persistence and idealism, they are striving hard to deliver what is expected of them. Online teaching was seen as a positive challenge and as useful for teachers' competence development (Daumiller et al., 2021; British Council, 2020). This suggests that elderly teachers are willing to go the extra mile and exert an extra effort to grow intellectually and professionally despite the difficulties they are facing. Another category under this theme is optimism and student welfare. This concerns the elderly teachers' positive attitude saying that this pandemic is "temporary and life will go back to normal." Patience and endurance were also pointed out. Stachteas and Stachteas (2020) reported that teachers are distinct for their mental resilience, this characteristic is likely to favorably add to their effectivity despite the complexity of the nature of their work which they firmly hope to return to the way it was before the pandemic. This shows that elderly teachers are hopeful that life and teaching will go back to how they usually teach and that this hardship will be over. Nevertheless, assisting students with internet access was also stated. It also shows that teachers are constantly thinking about the welfare of their students (Moser et al., 2021) and are doing what they can to ensure access to education at their own expense.

CONCLUSION

This study analyzed the content of YouTube news clips on elderly teachers concerning emergency online learning during the COVID-19 pandemic. Overall, the results of this study suggest that elderly teachers are struggling in adapting to emergency online learning but are determined to learn, improve, and meet expectations. The analysis made no mention of elderly teachers leaving the profession due to online learning. The implementation of online learning in the Philippines is another hurdle to providing quality education. The issue with elderly teachers

only adds to the list of challenges that needs attention from the school administration and the teaching field. Action needs to be taken soon so that the Philippines quality of education will improve.

RECOMMENDATIONS

The findings of this study suggest that schools need to give more attention to providing technical support to elderly teachers to improve their competence and confidence in conducting online classes. This also suggests that “one-size-fits-all” technical training does not and cannot be applied to elderly teachers who are struggling with emergency online learning. Whenever possible, the school's Information Technology (IT) department should design learning platforms that only require a few commands so elderly teachers can easily follow. Furthermore, school leaders may also want to consider creating a virtual faculty and staff community focused on mental well-being with an expert to address the concerns in the field and the elderly members of the faculty. Future research could focus on a larger sample using the quantitative method.

LIMITATIONS

The limitations of the present study were the small sample size and scope of data.

AUTHOR CONTRIBUTIONS

Rose Leslie Gumanit transcribed the news videos and translated the video transcripts; wrote the first draft, while Dr. Faramarz Samifanni wrote the final draft and edited the manuscript.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

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