

Remote Teaching and Learning Experiences of Teachers and Guidance Counselors During the COVID-19 Pandemic

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The COVID-19 pandemic prompted educational institutions worldwide to adapt to alternative learning modalities, such as the remote teaching and learning (RTL). This descriptive study documents the experiences of the teachers and guidance counselors in a laboratory school in the Philippines during RTL. Through an online survey and focus group discussions, opportunities, challenges, and coping strategies were examined. Results show that the RTL setup afforded teachers and guidance counselors with pedagogical and personal benefits but posed challenges, notably in establishing work-life boundaries that significantly affected their health. Coping strategies included establishing support networks and self-care practices. The findings suggest that the shift from one setup to another inevitably brings about both positive and negative experiences, hence robust support systems are needed for teachers and guidance counselors who are at the forefront of change.

Keywords: remote teaching and learning, COVID-19 pandemic, distance education, RTL experiences

Introduction

In early 2020, the onset of the COVID-19 pandemic caused a significant impact on public and private sectors within educational institutions (Nicola et al., 2020). Several schools ceased operations, while some shifted to alternative learning systems (Mian & Khan, 2020), such as emergency remote teaching, also known as distance education, electronic learning, internet-based education, online learning, or remote teaching and learning (RTL) (Ozudogru, 2021). The use of RTL prompted an immediate recalibration of established teaching and learning routines for both teachers and students (Cardullo et al., 2021; Jackson & Keirstead, 2020; Jakubowski & Sitko-Dominik, 2021; Shapiro et al., 2020). For example, in the Philippines, the Department of Education introduced modular learning and provided self-learning modules available in print or online formats (Department of Education, 2020). Unlike the conventional in-school delivery of education observed in the pre-pandemic years, the new alternative learning systems have integrated various media that promote remote and independent instruction. During the full RTL implementation in the Philippines, these systems employed both online and non-online media, such as modules, television, and radio (Department of Education, 2020; Punzalan, 2020;). These changes in learning delivery modes necessitated adjustments in the curriculum, such as decongesting and redesigning of the curriculum for public and private schools in the Philippines by identifying the most essential learning competencies (Gonzales, 2020; Malipot, 2021).

Despite the adjustments that educational institutions took, challenges on education persisted as many schools were unprepared for the extensive changes, forcing students and teachers to adapt to the new educational landscape (Ozudogru, 2021; UNICEF, 2021; Winters, 2021). The studies of Joaquin et al. (2020) and Rotas and Cahapay (2020), cited in Asian Development Bank's report (2023), underscored the widespread lack of internet access, which affected 45% of the total population and 74% of all public schools in the Philippines. They added that despite some Filipino households owning at least one gadget, students were often limited to just half an hour internet use due to slow internet connection and

unaffordable internet services, compounded by insufficient devices for all household members (Cho et al., 2021). Consequently, teachers grappled with challenges such as late or incomplete submission of modules, poorly executed assignments, and difficulties in communication with students and parents (Castroverde & Acala, 2021). These struggles, experienced by students and teachers alike, were exacerbated by additional hurdles encountered by school administrators and faculty members. These included a lack of necessary resources, skills, and experiences for effective implementation of RTL (Persike & Friedrich, 2016); poor infrastructure supporting RTL, such as unreliable internet connection and limited availability of technological devices (Cardullo et al., 2021; Chin et al., 2022; Collado et al., 2021; Fauzi & Khusuma, 2020; Jakubowski & Sitko-Dominik, 2021); and excessive workload demands (Talidong & Toquero, 2020). Similar challenges are affirmed in the study conducted by Collado et al. (2021), which specifically examined RTL experiences of teachers from both public and private educational institutions in the Philippines. They further concluded that the issues reported by teachers prompt a critical reflection on the investment in distance learning of governmental and private sectors.

Notably, this study aims to investigate the experiences of both teachers and guidance counselors within the RTL context, filling a gap in research that often overlooks the latter group's perspectives. While existing research highlights challenges shared between teachers and guidance counselors in RTL setup (Mielgo-Conde et al., 2021), few specifically focus on counselor's experiences. Concerns echoed by counselors include insufficient online training for effective counseling services and limited access to information technologies (Akgul et al., 2021; Kus & Aydin, 2022; Mielgo-Conde et al., 2021). Despite the acknowledged need for "virtual counselling" among students (Agoncillo, 2023), challenges like inadequate internet connectivity and device availability persist, affecting both counselors and students (Limberg et al., 2022). For instance, Limberg et al. (2022) found that in American School Counselor Association (ASCA)-aligned schools, over 500 school counselors faced challenges communicating with students due to insufficient internet access among

students, despite the presumption of advanced technological infrastructure in the country. This issue is particularly significant in developing countries like the Philippines, as demonstrated in a phenomenological study conducted by Sanchez-Madella & Dela Cruz-Cada (2024) with guidance counselors in Nueva Vizcaya. The study highlighted the challenge of providing effective support in online environments caused by students' limited internet access and device availability. The participants added that maintaining student confidentiality also posed a significant challenge for them. Similar challenges were expressed by tertiary guidance counselors in the Philippines, where students' struggles with online emotional expression led to discontinuation of counseling services (Hernandez et al., 2024). Though these findings primarily stem from tertiary education contexts, creative approaches to virtual counseling have been implemented in basic education settings (Limberg et al., 2022). This study, therefore, expands upon the limited literature on educational guidance in RTL during emergencies by capturing the experiences of both teachers and guidance counselors during RTL implementation.

Moreover, the adoption of alternative learning systems affected both pedagogy and well-being for guidance counselors and teachers. Studies highlight challenges in achieving work-life balance due to blurred personal and work boundaries of teachers (MacIntyre et al., 2020; Seabra et al., 2021) and guidance counselors (Sanchez-Madella & Dela Cruz-Cada, 2024). Internet instability, low student engagement, and overwhelming workloads contributed to stress (Cardullo et al., 2021; Colclasure et al., 2021; Kus and Aydin, 2022; Seabra et al., 2021; Jackson & Keirstead, 2020; Jakubowski & Sitko-Dominik, 2021). According to Costin & Ona (2023), technological challenges, including ineptitude and lack of training, led to heightened "technostress." Furthermore, public school teachers in the Philippines faced similar challenges during full RTL implementation, such as inadequate workspace, irregular working hours, lack of support, and conflicting roles (Robosa et al., 2021). Guidance counselors encountered parallel challenges, including difficulties in virtual counseling and client accessibility, leading to burnout (Akgul et al., 2021; Hernandez et al., 2024; Limberg et al., 2022;). In the study of Limberg et al. (2022), counselors

expressed the difficulties to implement preventative programs amid overwhelming focus on addressing pandemic-related mental health concerns among students. A shortage of manpower exacerbated burnout (Hernandez et al., 2024). In addition to mental health concerns, Dayal (2023) highlighted physical health effects on teachers from extended screen time, namely neck pain, back pain, headache, and eye strain. Although focused on female teachers in public high schools in the Philippines, Rivera (2022) recommended better provision of quality resources and design of "flexible and equitable" work assignments.

Despite the pandemic-induced challenges faced by teachers and guidance counselors, studies illuminate various strategies used to navigate these difficulties. For example, Pekas et al. (2022) investigated how Filipino teachers at different educational levels coped with mental health challenges during the pandemic. The results highlighted positive coping strategies, productivity focus, and the significance of social connections and leisure activities. Similarly, Kim and Asbury (2020) found that elementary and high school teachers in England adapted to pandemic stress through well-established relationships with students, colleagues, and parents. Hernandez et al. (2024) noted that involving faculty members and other professionals in schools helped guidance counselors navigate RTL implementation. It is, therefore, evident that the emotional support for faculty members significantly helps in coping with RTL challenges (Kim & Asbury, 2020; MacIntyre et al., 2020). Furthermore, other strategies like clear communication, teacher training, reduced workload, and social, financial, and logistical support have been identified to assist teachers and guidance counselors in navigating the new teaching-learning format (Akgul et al., 2021; Chin et al., 2022; Colclasure, et al., 2021). Task-oriented strategies, such as making a to-do list, have also been suggested as effective coping strategies (Garcia-Arroyo & Segovia, 2019).

Interestingly, the RTL setup also afforded teachers opportunities in their professional advancement and self-development (Ozudogru, 2021; Paudel, 2021; Seabra et al., 2021). Cardullo et al. (2021) and Colclasure et al. (2021) found that faculty members

enjoyed the flexibility of remote work, fostering familial bonds. From a pedagogical standpoint, Winters (2021) noted a shift towards a more student-centered learning in distance education, which made teachers and guidance counselors secondary figures in education. This shift encourages greater self-reliance among students, promoting self-operated learning experiences (Winters, 2021). Despite initial challenges with internet access and device availability (Kus & Aydin, 2022; Limberg et al., 2022; Mielgo-Conde et al., 2021), guidance counselors expanded their reach through various online platforms, which emphasized the significance of mental health education (Hernandez et al., 2024). Some faculty members also benefited from professional development that aimed to enhance education provision (Ozudogru, 2021; Robosa et al., 2021). Robosa et al. (2021) revealed that public school teachers in the Philippines reported a more fulfilling remote teaching experience. Even with challenges, in-depth interviews showed a heightened passion for their profession.

Evidently, much of the success of the alternative learning system hinges on the readiness and expertise of teachers and guidance counselors. As key members of the academic community, they play a pivotal role in the achievement of students' learning standards despite modifications to the learning setup. However, behind every affected student are struggling teachers and guidance counselors who have had to make abrupt changes, learn new skills, guide students and parents, and deal with personal problems all at the same time. Close to this context is the challenge faced by teachers and guidance counselors at a public university laboratory school in Quezon City, the locale of the study. While previous studies often focused on the lived RTL experiences of teachers and guidance counselors separately, this current study acknowledges the collaborative nature of their roles. Thus, it focuses on the experiences of both teachers and guidance counselors. More specifically, it documents the opportunities, challenges, and coping strategies of teachers and guidance counselors during the implementation of the RTL setup.

This study's report, therefore, contributes valuable insights into the multifaceted impact of the shift to alternative learning modalities on faculty members and guidance counselors. The documented

opportunities highlight positive aspects of the RTL setup, while the challenges and coping strategies underscore the complexities, particularly regarding work-life boundaries of teachers and guidance counselors, and the consequential impact on both their professional practices and personal lives. Ultimately, these findings aim to assist administrators and curriculum designers in considering the circumstances of faculty members and staff while planning a sustainable learning format, especially in emergency conditions. Furthermore, this research aims to support teachers and guidance counselors in navigating remote education.

Methods

Research Design and Procedure

The descriptive research method was used to gather and analyze the quantitative and qualitative data on the experiences of teachers and guidance counselors of a public university laboratory school in Quezon City, during the remote teaching and learning (RTL) setup implementation. The school demonstrates an average ratio of one guidance counselor to every 230 students, which is close to the global ratio of 1:250 (Nicola, 2023) and an average ratio of one teacher to every 34 students, which aligns with the recommended Philippine standard 1:35 ratio (An Act of Regulating Class Size in All Public Schools and Appointing Funds Thereof, 2019). These favorable ratios support effective instructional and counseling strategies, enriching the school's RTL experience. It should be noted that data on the RTL experiences of teachers and guidance counselors were collected and analyzed collectively rather than separately, to reflect the institution's collaborative framework. This approach recognizes the integral role of the Student Services department, comprising guidance counselors, in supporting student welfare and conducting group guidance sessions in every grade level.

To properly document and report the RTL experiences of the laboratory school's teachers and guidance counselors, the researchers, towards the end of Academic Year 2021-2022, followed these steps. First, they sought permission from the administration to conduct the research. Next, they submitted the research instruments—the survey

and FGD guidelines with questions—for validation. After finalizing the instruments, they coordinated with the department heads of the laboratory school through email to invite teachers and guidance counselors to respond to the online survey. The email request also included the Google Form link. After the period of gathering data from the online survey, the researchers then coordinated with the department heads once again to invite volunteers, at least two from their respective department, to participate in the Focus Group Discussion (FGD). This was to facilitate a deeper elaboration, exploration, and interaction with other respondents' answers that may not be indicated in the survey. The FGD was scheduled for two and a half days, with three morning and two afternoon sessions, each lasting at least an hour. The volunteers were asked to choose one from the given five session schedules. In all sessions, the FGD questions were the same and were conducted each by two researchers, one facilitator and one note taker. FGD guidelines were followed to properly discuss the participants' other experiences in the RTL setup. Finally, after all data were collected, quantitative and qualitative analyses were conducted.

Research Participants

The study was participated by 45 or 52.94% of the total population of teachers and guidance counselors, consisting of 37 females (82.2%) and 8 males (17.8%). The participants represented seven out of nine departments: 11 (24.4 %) participants were from Kindergarten to Grade 2, 7 (15.6%) from Social Studies, 6 (13.3%) from Mathematics, 6 (13.3%) from Student Services (Guidance Counselors), and 5 (11.1%) each from CA-English, Music, and Art, CA-Filipino, and Science. Twenty-seven (60%) of the respondent have taught Grades 7-12; 18 (40%) have taught Grades 3-6; and 12 (26.7%) have handled Kindergarten to Grade 2. The majority or 29 (64.4%) of the respondents had 2-12 years of teaching experience in the laboratory school; nine (20%) had 13-23 years, four (8.9%) had 24-34 years; and three (6.7%) had one year and below teaching experience in the laboratory school.

For the length of teaching experience in the RTL setup, 37 respondents had two years, two respondents had one year to one year and 11 months of experience, and three respondents had 11 months and below teaching experience in the RTL setup.

A total of 18 participants, one to three representatives per department, volunteered to be part of the Focus Group Discussion (FGD).

Research Instruments

Google Forms was utilized to collect the data since the laboratory school was on RTL setup during the data collection. The online survey (Appendix A) consisted of five sections. The first section is an introduction that briefly explains the purpose of the study and assures the participants that their data will be kept confidential and will only be used for the purposes of the research. The second section is for the profile of the participants: name (optional), sex assigned at birth, grade level taught, department, years of experience in the laboratory school, and years/months of experience teaching in the RTL setup. The next section focuses on the opportunities afforded by the RTL setup. The fourth is on the challenges faced in the RTL setup. The last section is on the strategies used to cope with the challenges. It also has three open-ended questions that supplement the last three sections. This survey is researcher-made and was validated by a guidance counselor and two experienced educators.

During FGD sessions, a guide (Appendix B) was prepared and used by the researchers. Complementary to the survey, the FGD questions mirror the open-ended questions in the survey but are primarily focused on exploring other experiences that may have not been included as responses in the survey and those warranting more in-depth exploration.

Data Analysis

Quantitative data from the survey were analyzed through IBM SPSS Statistics using descriptive statistics. Frequencies and percentages were used for the demographic profiles. The mean rating and standard deviation of responses were computed for the opportunities, challenges, and coping strategies of teachers and guidance counselors. For the qualitative

data, deductive content analysis was conducted to explore and analyze the responses of the participants. Codes were used to group the responses and were later formed into categories (themes); all reviewed and finalized by the researchers for their validity.

Results

This study aimed to document the laboratory school's teachers' and guidance counselors' RTL experiences. Specifically, it aimed to identify the opportunities, challenges, and strategies of teachers

and guidance counselors in the RTL setup. This section discusses the opportunities and challenges experienced and strategies that worked and did not work well that were employed by the teachers and guidance counselors. In the tables presenting the results of the FGD and the responses to the open-ended questions of the survey, caution in interpretation should be exercised as there might have been different participants in the survey (N=45) and the FGD (N=18); hence the table should not be interpreted as a comparison, rather a report.

Table 1

Opportunities Afforded by the RTL Setup in Terms of Pedagogical Practices

Statements	Mean	Std. Deviation	Qualitative Description
<i>During the RTL setup, I have improved in terms of the following aspects of teaching:</i>			
1. digital/technological competence	3.47	.08	Strongly Agree
2. time management skills	3.09	.09	Agree
3. overall class management	2.93	.08	Agree
4. organizational skills	3.04	.08	Agree
5. creativity	3.18	.10	Agree
6. self-discipline	3.00	.10	Agree
7. flexibility in delivering lessons	3.40	.08	Strongly Agree
8. locating appropriate resources	3.40	.07	Strongly Agree
9. preparing teaching and learning materials	3.31	.08	Strongly Agree

Note: QD: 1.00-1.75 Strongly Disagree, 1.76-2.50 Disagree, 2.51-3.25 Agree, 3.26-4.00 Strongly Agree

In terms of opportunities afforded by the RTL in the teachers' and counselors' teaching practices, there was a general agreement among the participants that they improved in all the pedagogical aspects. Table 1 shows that the teachers and guidance counselors strongly agreed that they have improved in four aspects of teaching: 1, 7, 8, and 9. For aspects 2, 3, 4, 5, and 6, they agreed that they have improved. Table 2 summarizes their responses to the open-ended question in the survey

and FGD, the opportunities afforded by the RTL setup.

When it comes to their personal life, there were nine affordances of the RTL setup. Table 3 shows that the teachers and guidance counselors agreed that they were able to connect with other educators other than those within their immediate network. They were also in strong agreement with the rest of the statements.

Table 2*Themes of Opportunities Afforded by the RTL Setup in Terms of Pedagogical Practices*

Themes	Scope	Tally of Responses in the Online Survey	Tally of Responses in the FGD	Total
Teaching-learning process	classroom management, materials development, teaching methodologies, learning process efficiency, assessment, flow of discussion,	10	7	17
Rapport with stakeholders	harmonious relationship w/ students, colleagues, parents, collaboration with colleagues	9	1	10
Access to teaching-learning resources	easy access to learning resources, organized repository of resources	5	3	8
Digital/ Technology	access to and use of digital tools, improved digital skills	3	5	8
Professional Advancement	attendance in seminars/workshops	1	3	4
Communication	efficient flow of communication, information dissemination	1	1	2

Table 3*Opportunities Afforded by the RTL Setup in Terms of Personal Life*

Statements	Mean	Std. Deviation	Qualitative Description
<i>During the RTL setup,</i>			
1. I am able to work at my own pace.	3.49	0.10	Strongly Agree
2. I continue to learn and grow as a teacher within my "home classroom."	3.51	0.08	Strongly Agree
3. I save on resources (gas, fare, etc.).	3.53	0.09	Strongly Agree
4. I connect with other educators other than those within my immediate network.	2.71	0.11	Agree
5. I develop a stronger bond with my family.	3.47	0.09	Strongly Agree
6. I discover/rediscover myself (e.g. skills, interests, talents, etc.).	3.27	0.10	Strongly Agree
7. I become more aware of my strengths and weaknesses.	3.33	0.09	Strongly Agree
8. I learn to give more value to my overall wellness (mental, emotional, physical, etc.).	3.51	0.09	Strongly Agree
9. I become more aware of the importance of other people's overall wellness (mental, emotional, physical, etc.).	3.71	0.07	Strongly Agree

Note: QD: 1.00-1.75 Strongly Disagree, 1.76-2.50 Disagree, 2.51-3.25 Agree, 3.26-4.00 Strongly Agree

In addition, the respondents were asked to give other opportunities that were not mentioned in the survey as well as expound on them in the FGD. The themes that surfaced supported the given statements. These are summarized in Table 4.

Table 4*Themes of Opportunities Afforded by the RTL Setup in Terms of Personal Life*

Themes	Scope	Tally of Responses in the Online Survey	Tally of Responses in the FGD	Total
Self-Development	improvement (or learning new) of values, formation of hobbies, building new skills not related to teaching	7	3	10
Health and Wellness	spiritual connection/ growth physical, mental psychological, socio-emotional health, stress-free	5	5	10
Professional Growth	opportunities in attending seminars, academic consultations, mentoring, graduate studies	5	1	6
Connection with Family and Friends	time with family, friends	3	5	8
Convenience in Communication	New ways of interacting with other people	2	0	2

Table 5*Challenges Experienced by Teachers and Guidance Counselors in Terms of Pedagogical Practices*

Statements	Mean	Std. Deviation	Qualitative Description
<i>During the RTL setup,</i>			
1. I do not have access to quality and stable internet connection.	1.80	.59	Disagree
2. I do not have device/s that efficient online classes require.	1.62	.58	Strongly Disagree
3. I lack knowledge about the technicalities of the platforms used (troubleshooting, sharing screens, etc.).	1.87	.76	Disagree
4. I am uncertain about which online learning resources to use and how to access them.	2.07	.62	Disagree
5. I have problems with giving equal access and/or opportunities to students.	2.42	.78	Disagree
6. I have a hard time motivating students to engage and/or participate during class discussions and activities.	2.67	.80	Agree
7. I have observed that teacher feedback is less impactful.	2.89	.76	Agree
8. It is difficult to monitor online communications.	2.93	.86	Agree
9. I encounter problems communicating with students and parents electronically.	3.89	.88	Agree

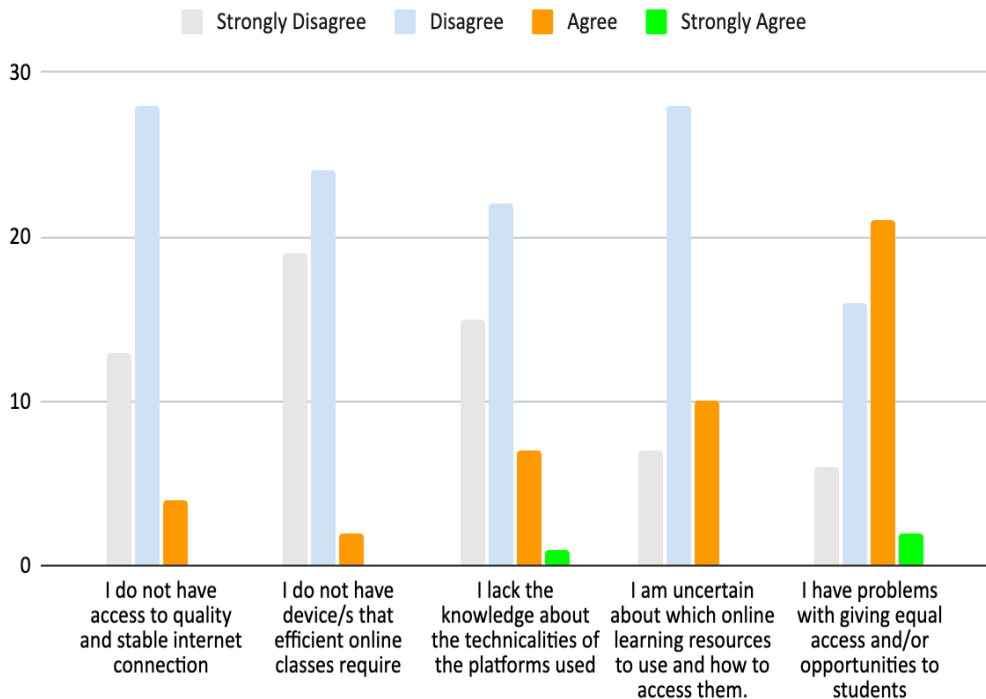
Note: QD: 1.00-1.75 Strongly Disagree, 1.76-2.50 Disagree, 2.51-3.25 Agree, 3.26-4.00 Strongly Agree

With regard to the challenges met in teaching, the respondents' ratings varied. Table 5 presents that the teachers and guidance counselors found motivating students to engage or participate, giving impactful feedback, monitoring online communications, and electronic communication with parents and students the most challenging.

Although the mean rating of statements 1, 3, 4, and 5 is disagree and 2 is strongly disagree, there were still a number of respondents whose ratings reflect that they found these aspects challenging as shown in Figure 1.

Figure 1

Participants' Rating of Statements 1-5 regarding Pedagogical Challenges



The teachers' and guidance counselors' responses when asked to give other challenges they had encountered can be summarized into seven themes. Table 6 presents these along with the scope of each theme and the tally of responses.

Table 6*Themes of Challenges Experienced by Teachers and Guidance Counselors in Terms of Pedagogical Practices*

Themes	Scope	Tally of Responses in the Online Survey	Tally of Responses in the FGD	Total
Quality of Instruction	student collaboration no summative assessment monitoring students' skills difficulty in developing students' skills giving feedback (checking of submissions) providing support to students/ conducting remediation/ assisting students who need extra guidance	12	9	21
Students	motivation, independence, attention, participation, attendance, discipline, compliance (requirements)	10	11	21
Student-Teacher Connection	connecting with students communication with students online interaction inferior to face-to-face interaction	6	5	11
Health	physical, socio-emotional	5	0	5
RTL Essentials	workspace power interruption unstable internet connection	4	4	8
Competencies/ Curriculum	following the curriculum (which to include and which to let go)	3	1	4
RTL Schedule	time allotment, frequency of meetings	3	1	4

Table 7*Challenges Experienced by Teachers and Guidance Counselors in Terms of Personal Life*

Statements	Mean	Std. Deviation	Qualitative Description
<i>During the RTL setup,</i>			
1. I have a hard time adjusting to the new work schedule/routines.	1.80	.65	Disagree
2. My workload is difficult to manage.	2.24	.77	Disagree
3. It is difficult to draw clear boundaries between my personal/ family time and work hours.	3.20	.76	Agree
4. I don't have an outlet to relieve myself of stress and prevent burnout.	2.07	.75	Disagree
5. My health deteriorated due to long screen hours and constant sitting position.	2.64	.86	Agree
6. My mental well-being declined (e.g. unwarranted feelings of stress, anxiety, fear, fatigue, exhaustion, etc.).	2.67	.88	Agree
7. I feel alone and isolated.	2.04	.85	Disagree
8. My support group and peer interaction greatly diminished.	2.24	.91	Disagree

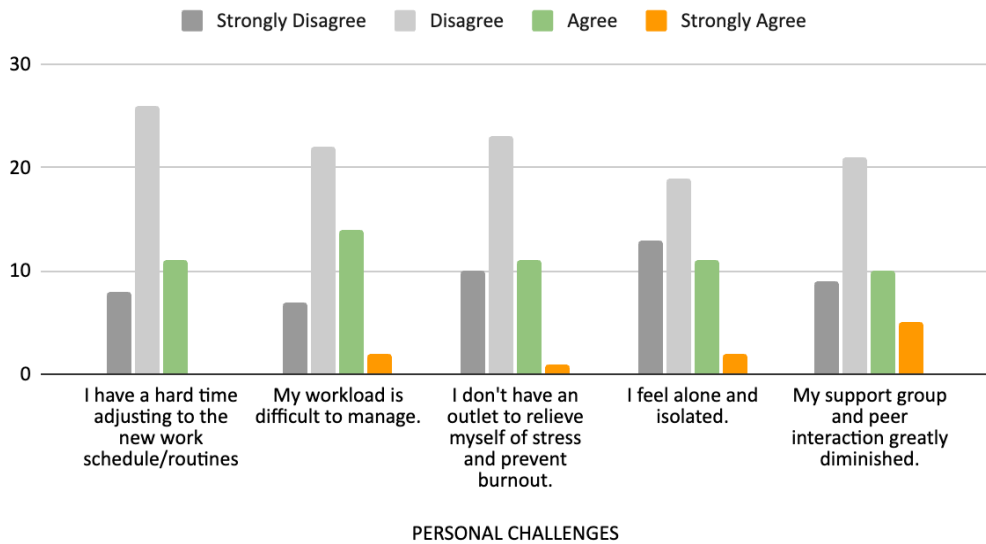
Note: QD: 1.00-1.75 Strongly Disagree, 1.76-2.50 Disagree, 2.51-3.25 Agree, 3.26-4.00 Strongly Agree

Regarding the challenges respondents faced in their personal life, ratings also varied. Table 7 shows that the teachers and guidance counselors found the following aspects challenging: drawing clear boundaries between personal/family time and work hours, health deterioration due to long screen hours and constant sitting position and decline in mental well-being. Based on their rating, generally, they did not have a hard time adjusting to the new work schedule/routines and that they did not find their workload difficult to manage. They also had an outlet to relieve themselves of stress and prevent burnout and did not necessarily feel alone and isolated. Lastly, their support group and peer interaction did not greatly diminish in general. Although the mean ratings are equivalent to “disagree,” it could not be disregarded that a number of respondents still found these aspects challenging as can be seen in Figure 2.

Figure 2

Participants' Rating of Statements regarding Personal Challenges

Participants' Rating of Statements regarding Personal Challenges



When asked to give other challenges encountered in terms of work-life balance, the teachers and guidance counselors reiterated what were already listed in the survey. Their responses can be summarized as follows:

Table 8*Themes of Challenges Experienced by Teachers and Guidance Counselors in Terms of Personal Life*

Themes	Scope	Tally of Responses in the Online Survey	Tally of Responses in the FGD	Total
Wok-Life Baance	defining work hours distractions at home responsibilities at home overwhelming workload	15	12	27
Health	socio-emotional physical financial	9	7	16
Adjustment to Work from Home	lack of provided WFH equipment unavailable personal support system/ social outlet feeling of loneliness/isolation extended screen time/gadget use	11	2	13

Table 9*Strategies Used to Cope with the Challenges in the RTL Setup in Terms of Pedagogical Practices*

Statements	Mean	Std. Deviation	Qualitative Description
1. I make a schedule of all my activities.	4.22	.79	Always
2. I prepare a weekly/ monthly lesson plan.	4.16	.93	Frequently
3. I talk to my colleagues and students.	4.11	.71	Frequently
4. I share tasks with my colleagues.	4.07	.78	Frequently
5. I attend relevant trainings and webinars.	3.67	.88	Frequently
6. I do readings on strategies and techniques appropriate to an RTL setup.	3.51	.84	Frequently
7. I seek advice from the school administration.	3.62	.98	Frequently

Note: QD: 1.00-1.75 Strongly Disagree, 1.76-2.50 Disagree, 2.51-3.25 Agree, 3.26-4.00 Strongly Agree

Results show that the respondents employed different strategies to cope with the RTL challenges in their teaching. Table 9 presents that teachers and guidance counselors always made a schedule of all their activities as their way of coping with the challenges in terms of pedagogical practices; the rest of the strategies were frequently used by them. Additionally, a summary of themes of other coping strategies stated by them can be seen in Table 10.

Table 10

Themes of Strategies Used to Cope with the Challenges in the RTL Setup in terms of pedagogical practices

Themes	Scope	Tally of Responses in the Online Survey	Tally of Responses in the FGD	Total
Organizing Tasks	making plans	5	7	12
	scheduling of tasks			
	setting boundaries between work and household chores			
Professional Development	consulting professionals	2	8	10
Support System	talking to teachers, colleagues, friends, family, students	2	4	6
Digital/ Technology	exploring different apps useful in teaching	2	0	2
Self-care	taking breaks, spiritual well-being	2	0	2

Table 11

Strategies Used to Cope with the Challenges in the RTL Setup in terms of Personal Life

Statements	Mean	Std. Deviation	Qualitative Description
1. I hang out with my family and friends.	4.02	.69	Frequently
2. I share my successes, disappointments, frustrations, and exhaustion with my family and friends.	3.93	.86	Frequently
3. I watch movies/ series/ T.V. shows.	3.98	.89	Frequently
4. I exercise/work out.	3.07	1.16	Sometimes
5. I put a limit on my daily screen time.	2.64	.93	Rarely
6. I take a stroll/ do leisurely walks.	2.82	1.11	Sometimes
7. I attend mass/ church service and/ or do devotions.	3.51	1.34	Frequently

Note: QD: 1.00-1.75 Strongly Disagree, 1.76-2.50 Disagree, 2.51-3.25 Agree, 3.26-4.00 Strongly Agree

Similar to the way they coped with the pedagogical practices, the respondents also used strategies to overcome challenges in their personal life. Table 11 shows four of them which were frequently used. On the other hand, strategies 4 and 6 were sometimes used and strategy 5 was rarely used. Supporting the given strategies, a summary of other personal coping techniques can be found in Table 12.

Table 12*Themes of Strategies Used to Cope with the Challenges in the RTL Setup in terms of personal life*

Themes	Scope	Tally of Responses in the Online Survey	Tally of Responses in the FGD	Total
Self-care	hobbies (writing journal, reading books, cooking, baking, gardening), travelling, taking a rest, online shopping, listening to music/podcast, using social media, spiritual well-being, eating comfort foods	19	9	28
Support System	spending time with family, playing with fur-babies	3	7	10
Professional Development	attending webinars/forums, exploring educational materials	2	1	3

Table 13 and 14 present the strategies that worked well and did not work well for the teachers and guidance counselors which they reported in the open-ended part of the survey.

Table 13*Coping Strategies that Worked Well for the Teachers and Guidance Counselors*

Themes	Scope	Tally of Responses in the Online Survey
Support System	meeting with/ talking to friends, colleagues, family; participating in religious fellowship	30
Self-care	hobbies (writing journal, reading books, cooking, baking, gardening), travelling, taking a rest, online shopping, listening to music/ podcast, using social media, spiritual well-being, eating comfort foods	24
Organizing Tasks	have own/ clean workspace, time management, making plans	17
Professional Development	attending short courses, webinars	4
Digital/ Technology	have access to gadgets, stable internet connection	2

Table 14*Coping Strategies that Did Not Worked Well for the Teachers and Guidance Counselors*

Themes	Scope	Tally of Responses in the Online Survey
Organizing Tasks	overlapping works/ deadlines, not able to use break time, strict planning, fixed scheduling, procrastination	
Digital/ Technology	internet connection problem, limited storage, access to gadgets, health concerns caused by gadgets, increased usage of social media/ apps	
Communication	minimal interactions, misunderstandings	
Self-care	sleeping pattern problems, unhealthy diet, staying at home	

Support system was the top strategy that worked well for the respondents, while organizing tasks due to overlapping work was identified as the strategy that worked the least.

Discussion

The results of the study reveal that both teachers and guidance counselors encountered a mix of benefits and challenges during RTL implementation, particularly in the initial year of implementation. Reported challenges include unstable internet connection, inadequate training for remote teaching and virtual counseling, difficulties in student and parent connections, and concerns about student engagement and classroom management. These results are consistent with prior studies (Cardullo et al., 2021; Chin et al., 2022; Collado et al., 2021; Fauzi & Khusuma, 2020; Limberg et al., 2022; Sanchez-Madella & Dela Cruz-Cada, 2024) on the impact of remote teaching training, internet connectivity, and device accessibility. It is evident that these challenges significantly affected their pedagogical approaches, leading to heightened levels of stress and burnout, which align with the common findings in the study conducted by Akgul et al. (2021), Cardullo et al. (2021), Hernandez et al. (2024), Kim and Asbury (2020), and Limberg et al. (2022). However, participants indicated that they were able to adapt over time, particularly after the first year of RTL implementation. Remarkably, they acknowledged that RTL afforded them with opportunities, including the ability to work at their own pace, save on commuting expenses, and spend more time with their families, consistent with the findings of Cardullo et al. (2021) and Colclasure et al. (2021). Yet, the FGD participants explained that certain initially perceived opportunities eventually turned into challenges, which have not been examined further in previous studies. For instance, while working from home initially seemed beneficial, participants struggled to maintain boundaries between work and personal life. On the other hand, certain aspects of RTL had a positive impact over time. For example, although navigating online instruction initially posed challenges, participants eventually appreciated its benefits, such as flexibility, wider reach, access to resources, and cost-effectiveness in terms of commuting and

resource allocation. The next paragraphs delve deeper into the specific opportunities and challenges presented by RTL, as well as the coping strategies employed by teachers and guidance counselors to navigate this new educational landscape.

The study's findings validated previous research indicating that the RTL setup provided teachers (Cardullo et al., 2021; Colclasure et al., 2021; Collado et al., 2021; Seabra et al., 2021; Winters, 2021) and guidance counselors (Hernandez et al., 2024) with opportunities in both pedagogical and personal realms. Among the nine listed aspects of teaching, *digital/technological competence* received the highest mean rating, showing perceived technological skills improvement since RTL implementation. This aligns with Seabra et al.'s (2021) study, which highlighted teachers' perception of technological adeptness as one of the competencies gained through RTL. It seems possible that this result is due to the shift to RTL where the use of digital technology is an indispensable skill in providing flexibility in the teaching and learning process (Chen & Hsu, 2021; Paudel, 2021).

Evidently, classroom management evolved in the RTL setup, with survey respondents noting improvement, particularly in the second year of implementation. This improvement could be attributed to their enhanced virtual teaching proficiency as demonstrated by their reported online instructional techniques, such as "roaming around breakout rooms in Zoom" and the "use of Google Classroom in managing classes". This indicates a shift in focus from learning the intricacies of remote teaching in the first year to enhancing class flow in the succeeding years. This further emphasizes that digital technology is an integral part of the teaching-learning process of remote education. Hence, the results of this study further agree with Akgul et al. (2021), Collado et al. (2021), and Rivera (2022) in recommending provisions of quality resources and training in virtual teaching and counseling.

Moreover, the study revealed a strong consensus among teachers and guidance counselors regarding the personal opportunities afforded by the RTL setup outlined in the survey. Among the listed

opportunities, heightened awareness of the holistic wellness of others garnered the highest number of responses. Despite an increase in perceived stress levels among teachers and guidance counselors during the first year of RTL implementation, aligning with findings from previous studies conducted by Akgul et al., 2021, Hidalgo-Andrade et al., 2021, and Jakubowski & Sitko-Dominik, 2021, the respondents in this study demonstrated an enhanced mindfulness towards overall wellness of people, including their own. Qualitative data further corroborated these findings, on improvements in self-development and overall wellness. These factors contributed to the development of their teaching passion, resilience, self-appreciation, and creativity, as also highlighted by studies of Robosa et al. (2021) and Santiago et al. (2023).

Aside from the opportunities presented by RTL, several studies have also reported the challenges encountered by teachers and guidance counselors in this setup due to technological limitations (Akgul et al., 2021; Cardullo et al., 2021; Jackson & Keirstead, 2020; Jakubowski & Sitko-Dominik, 2021; Limberg et al., 2022). However, this current study's survey results suggest that respondents did not encounter significant technological issues. Nevertheless, two factors warrant caution in interpreting these findings. Firstly, many survey respondents (64.4%) had 2-12 years of teaching experience in the laboratory school, suggesting a tech-savvy demographic. Costin & Ona (2023) noted that higher technological skills reduce "technostress," which implies that this has less concern for the relatively young group. Secondly, the University's provision for internet allowances for faculty and staff during the three-year full RTL, along with Parent-Teacher Association (PTA) and alumni-sponsored devices for students lacking access, likely eased challenges. This stakeholder support, as noted by Talidong and Toquero (2020) and Collado et al. (2021), underscores the crucial role of support for teachers and guidance counselors in navigating emergency conditions in the Philippines.

Although it constitutes a minority, it should not be disregarded that 13% of the survey responses and participants in FGDs cited digital

aspect in teaching as one of their challenges, especially during the first year of RTL implementation. It is further reported that teachers and guidance counselors encountered various technology-related issues affecting their pedagogy, such as student engagement, class management, and feedback-giving. This aligns with the primary issue identified in the study of Castroverde & Acla (2021), which reported instances of teachers receiving poorly executed and late assignments from students. Qualitative data from FGDs further reveal significant hurdles, particularly the difficulty in directly observing students during class, which was more pronounced in subjects like Physical Education (PE), echoing findings from Hernandez et al. (2024) on challenges in expressing emotions during virtual counseling. In response, participants in this study sought innovative methods to engage students, similar to approaches observed by Sanchez-Maddela & Dela Cruz-Cada (2024) among guidance counselors.

In addition, FGD participants highlighted communication barriers stemming from students' internet connectivity and device accessibility issues, most especially during the initial stages of RTL implementation. These challenges concur with previous research on RTL experiences of teachers (Cho et al., 2021; Joaquin et al., 2020; & Rotas and Cahapay, 2020) and of guidance counselors (Hernandez et al., 2024; Limberg et al., 2022; & Sanchez-Maddela & Dela Cruz-Cada, 2024), emphasizing the impact of students' technological disadvantages on instructional approaches. This challenge is more particularly significant for guidance counselors, who rely on direct and personal connection with students. Addressing these challenges underscores the crucial role of counselors in maintaining student support in remote environments, which can be aided by collaboration with colleagues, parents, and peers (Hernandez et al., 2024).

In contrast to the findings of Talidong and Toquero (2020), the survey results of this study indicate that respondents generally did not encounter issues with workload and adjusting to new work routines. Despite this, FGD results report that many struggled to establish boundaries

between work and personal life. This inconsistency may stem from the RTL setup offering opportunities for managing family responsibilities and professional tasks yet posing challenges in delineating work and home boundaries. The respondents described work-from-home situations as “overwhelming” and “stressful,” citing distractions and additional responsibilities competing for attention alongside job obligations. These challenges were exacerbated by excessive screen time and infrequent breaks. The FGD participants further explained that prolonged hours spent on screens caused physical health issues, such as eye strain, headaches, and backaches, which corroborate the findings of Dayal’s (2023) study. Hence, while digital technology played a crucial part in facilitating professional endeavors and work-from-home arrangements, it concurrently had detrimental effects on respondents’ well-being. This dual role of digital technology, as both an enabler and a potential source of health-related strain, highlights the need of adopting a balanced and sustainable approach in remote work environments. Collado et al. (2021), Hernandez et al. (2024), and Rivera (2022) similarly stressed the significance of equitable and “supportive work-life blends.”

The respondents tackled the challenges of RTL setup through various coping strategies. One strategy that was consistently used is making a schedule of all activities, which participants found beneficial in curbing distractions and organizing tasks. It should be noted, however, that despite its advantages in time management and burnout prevention, survey results show a general perception among respondents that this coping strategy is ineffective, primarily due to overlapping work and home responsibilities, as expounded in the FGDs. This contradicts Garcia-Arroyo & Segovia’s (2019) findings, where teachers view task-oriented strategies favorably for coping with RTL challenges.

Another frequently used strategy that helped them avoid overwhelming stress is spending time with family and friends. They emphasized during the FGD that emotional support from family and friends worked well for them as a coping strategy. Hence, having a support system, which MacIntyre et al. (2020) tagged as active, approach-oriented coping

strategy, is perceived to help teachers and guidance counselors in coping with the stress and exhaustion that they experienced due to the educational shift caused by the pandemic (Kim & Asbury, 2020). One more most used coping strategy by the respondents is doing self-care, such as doing hobbies, travelling, eating comfort food, shopping, using social media, and nurturing spiritual well-being. These approaches align with Carver’s (1997) Brief-COPE Scale, which associates them with positive psychological outcomes (MacIntyre et al., 2020).

Conclusion

The quantitative and qualitative data showed the opportunities, challenges, and coping strategies of teachers and guidance counselors in relation to their pedagogical practices and personal life during the RTL setup in the laboratory school being studied. In accordance with previous studies (Cardullo et al., 2021; Colclasure et al., 2021; Seabra et al., 2021; Winters, 2021), teachers and guidance counselors recognized the opportunities afforded by the RTL setup, primarily in terms of digital/technological competence. On the other hand, strongly connected to these opportunities are the challenges they have encountered which mainly involve the effects of technology in achieving work-life balance.

This study revealed the complexity of experiences of teachers and guidance counselors during RTL setup. It is important to note that most of the identified challenges, opportunities, and coping mechanisms are interrelated and overlapping. Specific items that were initially viewed as challenges, were recognized as opportunities during the latter part of the RTL experience. Technology-related items such as unstable internet connection and inadequate training were the apparent initial challenges. However, teachers and guidance counselors also admitted that they have highly improved on technology-related skills. Being more adept at using technology, they also took advantage of the flexibility brought by the RTL setup. On the other hand, while they benefited from this flexibility, it simultaneously posed challenges on boundaries and health concerns.

In line with the context of technology-aided classes, challenges on human connection and communication also surfaced. Despite teachers' and guidance counselors' belief on the importance of human connection as students' primary support, they found it more difficult to engage students and establish connection with them. As several teachers and counselors were having difficulty in communication, others were maximizing the easier mode of communication provided by technology.

Complexity is also present in their perception and actual practice. For example, teachers and counselors identified the importance of organizing tasks as one of the most effective coping mechanisms, yet they also admitted that it was one of the least things that they practiced. The difficulty to execute a perceived effective coping mechanism involves the challenge in boundaries. Since other tasks are assigned unexpectedly, it is difficult to maintain order.

To further discuss the RTL experience of teachers and guidance counselors, it is important to look at the pedagogical and personal aspects. In terms of pedagogical practices, the RTL setup improved the digital/technological competence of the respondents. Contrary to Chin et al. (2022), the teachers and guidance counselors considered information and communication technologies and online and research skills as the least challenging aspect of the RTL setup. Furthermore, as presented in Table 1, all items pertaining to technology-related opportunities gained the strongest agreement from the participants. Notably, while the survey data in this study revealed that participants did not find technological factors to be significantly challenging in the RTL setup, during the FGD, participants emphasized that this was primarily an issue during the initial stages of RTL implementation only, when they grappled with the teaching-learning process amidst an emergency crisis. Hence, the initial year of RTL implementation served as an adjustment period, during which they acquired strategies that proved to be relatively successful in the second year of RTL implementation. Therefore, as revealed in the data, the use of digital technology posed both challenges and opportunities in certain aspects of

instruction, notably in feedback delivery and classroom management.

Robosa et al. (2021) also recognized teachers' improvement in flexibility in delivering lessons, resourcefulness, and preparing teaching and learning materials. Other aspects of teaching such as time management, overall class management, organizational skills, creativity, and self-discipline were also viewed as aspects that they have improved on during RTL setup. The qualitative data detailed the specific experiences supporting the connection of technological competence with the improvement of the other aspects of teaching and learning. Thus, the increase in digital/technological competence helped improve the other aspects of teaching. The duality of the digital technology's role during the RTL setup role is in line with Seabra et al.'s (2021) findings, which suggest correlations between teachers' attitudes towards changes and burnout and their attitudes towards technology. That is, as grasp of behavior in digital space increased, burnout also increased which changed teachers' attitudes towards change and technology to become less optimistic.

In terms of personal life, the respondents also recognized the opportunities afforded by the RTL setup, particularly in relation to time and other resources. They were able to work at their own pace, continue to learn and grow within their "home classroom" (classroom conducted at home because of online classes) save on resources, develop a stronger bond with family, rediscover themselves, become aware of their strengths and weakness, give more value to their overall wellness, and become more aware of the importance of other people's overall wellness. The flexibility of the RTL setup provided the respondents more independence to manage their own time; thus, they also had time to reflect on themselves and on their relationship with others.

As mentioned earlier, strongly linked to these opportunities are the challenges experienced by the respondents. Though the respondents did not perceive the lack of technological devices and internet connection instability as challenges, the intervention of technology significantly affected their relationship

with their students. In terms of pedagogical practices, the primary challenges experienced by the respondents involved communication and connection to their students. They had difficulties motivating their students, sending effective feedback, monitoring online communications, and communicating with students and parents electronically. These challenges show that despite the opportunities presented by technological adeptness and access to devices, pedagogical upskilling, especially for the RTL setup, is necessary.

In terms of personal life, the opportunities brought by the more flexible RTL setup challenged the boundaries of the respondents. As discussed, the three major themes identified from the open-ended questions of the survey included work-life balance, adjustment to work-from-home setup, and health issues. As presented in Table 7, it is interesting to note that the participants disagreed that they had difficulty in adjusting to new work schedules; that they did not have an outlet to relieve stress; that they felt alone and isolated; and that their support group diminished. However, contradicting to these results is the participants' agreement that their mental health deteriorated, thus, opening another layer from the previous studies which emphasized that stress is primarily caused by internet connection instability, lack of student engagement (Cardullo et al., 2021; Colclasure et al., 2021), overwhelming workload that overlap with personal responsibilities (Jakubowski & Sitko-Dominik, 2021; Jackson & Keirstead, 2020; Seabra et al., 2021), and imbalance between personal life and work because of inadequate workspace, irregularity of working hours, insufficient support, and conflicting roles (Robosa et al., 2021).

To add to this, the respondents were all K-12 teachers who, according to study (Hidalgo-Andrade et al., 2021), have higher stress levels compared to higher education teachers. Hidalgo-Andrade et al. (2021) explain that it could be because of job conditions where teachers must deal with younger students, students' lack of technological skills, and their interaction with parents. Additionally, during the FGD, female teachers with children emphasized the struggle in working from home. This matches the findings of several studies

(Hidalgo-Andrade et al., 2021; Klapproth et al., 2020; Lizana et al., 2021) that pointed out women's greater levels of perceived stress than men's which can be explained by "gender roles and unequal domestic task distribution" (Hidalgo-Andrade et al., 2021, p. 939).

The study also gathered the respondents' coping strategies in dealing with mentioned pedagogical and personal challenges. When it comes to pedagogical challenges, the creation of a schedule of activities was foremost in ensuring dedicated time to work and study, minimizing the chances of burnout and improving task accomplishment.

As to personal challenges, the respondents' support system (friends and family) and self-care played the key roles in dealing with RTL setup. The emotional support, time spent together, and opportunity to express their feelings helped the teachers and guidance counselors in alleviating the fatigue from work. In addition to this, self-care which involves nurturing activities like getting into hobbies, indulging in comfort food, and use of social media improved the outlook of teachers and guidance counselors and aided them in dealing with stress. However, it is intriguing to note that, despite the coping mechanisms reported by the survey respondents and the FGD participants, they disclosed a decline in their mental well-being. The root cause of this deterioration warrants further investigation.

Recommendations

The study documents teachers' and guidance counselors' experiences in RTL. These data were analyzed based on related studies and reported through this paper. However, additional investigation could enhance this research. For example, the pedagogical challenges in the RTL setup, such as difficulty in motivating students, sending effective feedback, monitoring online communications, and communicating with students and parents electronically may be studied further. Supplemental research could delve into addressing these difficulties, since coping strategies mentioned by the respondents are limited to their personal experiences. Also, examining these personal experiences by factors

like age, learning area, or grade level could provide specific insights on their impact on teachers' and guidance counselors' pedagogical effectiveness and personal experiences. Moreover, further research on tools and resources beneficial to teachers and guidance counselors is also encouraged.

This report focused on the general experience of teachers and guidance counselors in shifting to RTL set-up, which included but not limited to workload, classroom management, the use of online platforms for classes, and means of communication to students and parents. To highlight their unique experiences, research works that are directed towards the specific roles and responsibilities of teachers and guidance counselors separately and that explore the complexities of RTL experiences of guidance and counseling, particularly in schools where there is a lack of guidance counselors may be undertaken.

Related studies may also be done in other contexts of basic educational institutions since the laboratory school has its own background and policies. Furthermore, the academic freedom experienced in the university also plays a significant effect on the respondents' experiences. Thus, data from other basic educational institutions, specifically the public school system and the private schools, may enrich this research topic.

Aside from having related studies on other basic education schools, the study can also extend to tertiary education, vocational schools, and alternative learning systems. Each type of educational institution may provide unique and interesting experiences of the teachers and other stakeholders.

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Appendix A

Survey on the Laboratory School Experiences of the RTL Setup

Section 1: Introduction

This instrument aims to document your remote teaching and learning (RTL) experiences since the start of the pandemic (AY 2020-2021 and AY 2021-2022). Please recall and reflect on the challenges you have met, your coping strategies, as well as the opportunities the RTL setup has afforded you. Please answer this survey completely and truthfully.

Rest assured that all the information you will provide will remain confidential and will be used solely for the purposes of this research. Thank you very much.

Section 2: Respondent's Profile

- Name (Surname, First Name, MI) (Optional)
- Sex Assigned at Birth
 - Female
 - Male
 - Prefer not to say
- Grade Level/s Taught: Please tick all that apply.
 - Kindergarten to Grade 2
 - Grades 3-6
 - Grades 7-12
- Department
 - K-2
 - CA EMA
 - CA Filipino
 - Health and Physical Education
 - Mathematics
 - Practical Arts
 - Science
 - Social Studies
 - Student Services
- Years of Teaching Experience in the laboratory
 - 1 year or below
 - 2-12 years
 - 13-23
 - 24-34
 - 35 and above
- Years/Months of teaching experience in the RTL set-up

Section 3: Positive Aspects of the RTL Setup

Instructions: Please indicate your level of agreement with each statement pertaining to the **opportunities** afforded by the RTL setup.

PEDAGOGICAL: During the RTL setup, I have improved in terms of the following aspects of teaching:
(1 - Strongly Disagree; 2 - Disagree; 3 - Agree; 4 - Strongly Agree)

1. digital/technological competence
2. time management skills
3. overall class management
4. organizational skills
5. Creativity
6. self-discipline
7. flexibility in delivering lessons
8. locating appropriate resources
9. preparing teaching and learning materials

*What other opportunities not mentioned above has the RTL set-up given in your pedagogical practices?

PERSONAL: During the RTL setup...

(1 - Strongly Disagree; 2 - Disagree; 3 - Agree; 4 - Strongly Agree)

1. I am able to work at my own pace.
2. I continue to learn and grow as a teacher within my “home classroom”.
3. I save on resources (gas, fare, etc).
4. I connect with other educators other than those within my immediate network.
5. I develop a stronger bond with my family.
6. I discover/rediscover myself (e.g. skills, interests, talents, etc.).
7. I become more aware of my strengths and weaknesses.
8. I learn to give more value to my overall wellness (mental, emotional, physical, etc.).
9. I become more aware of the importance of other people's overall wellness (mental, emotional, physical, etc.).

*What other opportunities not mentioned above has the RTL setup given in your personal life?

Section 4: Challenges Faced in the RTL Setup

Instructions: Please indicate your level of agreement with each statement pertaining to the challenges you encounter in the RTL setup.

(1 - Strongly Disagree; 2 - Disagree; 3 - Agree; 4 - Strongly Agree)

PEDAGOGICAL: During the RTL setup...

1. I do not have access to quality and stable internet connection.
2. I do not have device/s that efficient online classes require.
3. I lack the knowledge about the technicalities of the platforms used (troubleshooting, sharing screen, etc.).
4. I am uncertain about which online learning resources to use and how to access them.
5. I have problems with giving equal access and/or opportunities to students.
6. I have a hard time motivating students to engage and/or participate during class discussions and activities.
7. I have observed that teacher feedback is less impactful.
8. It is difficult to monitor online communications.
9. I encounter problems communicating with students and parents electronically.

*What other challenges in your pedagogical practices have you encountered?

PERSONAL: During the RTL setup...

(1 - Strongly Disagree; 2 - Disagree; 3 - Agree; 4 - Strongly Agree)

1. I have a hard time adjusting to the new work schedule/routines.
2. My workload is difficult to manage.
3. It is difficult to draw clear boundaries between my personal/family time and work hours.
4. I don't have an outlet to relieve myself of stress and prevent burnout.
5. My health deteriorated due to long screen hours and constant sitting position.
6. My mental well-being declined (e.g. unwarranted feeling of stress, anxiety, fear, fatigue, exhaustion, etc.).
7. I feel alone and isolated.
8. My support group and peer interaction greatly diminished.

*What other challenges in terms of work-life balance have you encountered?

Section 5: Strategies Used to Cope with the Challenges in the RTL Setup

Instructions: Please indicate how often you use the following strategies in coping with the challenges brought about by the RTL setup.

(1 - Never; 2 - Rarely; 3 - Sometimes; 4 - Frequently; 5 - Always)

PEDAGOGICAL

1. I make a schedule of all my activities.
2. I prepare a weekly/monthly lesson plan.
3. I talk to my colleagues and students.
4. I share tasks with my colleagues.
5. I attend relevant trainings and webinars.
6. I do readings on strategies and techniques appropriate to an RTL setup.
7. I seek advice from the school administration.

*Please specify strategies you use that are not listed in the previous section.

PERSONAL

(1 - Never; 2 - Rarely; 3 - Sometimes; 4 - Frequently; 5 - Always)

1. I hang out with my family and friends.
2. I share my successes, disappointments, frustrations, and exhaustion with my family and friends.
3. I watch movies/ series/ T.V. shows.
4. I exercise/ workout.
5. I put a limit to my daily screen time.
6. I take a stroll/ do leisurely walks.
7. I attend mass/ church service and/or do devotions.

*Please specify strategies you use that are not listed in the previous section.

- ◆ List down/Describe the strategies that work well and help you cope with the challenges you encounter in the RTL setup.
- ◆ List down/Describe the strategies that did not work well and were not helpful in coping with the challenges you encounter in the RTL setup.

Appendix B FGD Guide

Reminders for Note Takers:

- With the participants' consent, kindly record the whole session.
- Kindly keep time for the facilitator. One hour is the maximum time we can conduct the FGD. Without interrupting the group, kindly signal the facilitator of the time remaining, so s/he could prioritize questions.
- Aside from raw notes and quotes, please take note of your observations or impressions too under the third column of the table below.
- If you have more questions for the participants, kindly click the "raise hand" icon and wait for the facilitator to acknowledge you.

Date:

Time Started:

Time Finished:

Number of FGD Participants:

Name of Facilitator:

Name of Note Taker:

Question	Notes	Note Takers' and Facilitators' Comments
A. PANGKALAHATANG IMPORMASYON		
Ano-ano ang mga asignaturang itinuturo?		
Ilang taon na po kayong nagtuturo sa laboratory school?		
Ilang taon na po kayong nagtuturo sa loob at labas ng laboratory school?		
Ilang taon na po kayong nakakaranas ng pagtuturo sa RTL setup?		
B. OPORTUNIDAD NA HATID NG RTL SETUP		
Ano-ano po ang mga oportunidad sa aspeto ng pagtuturo at sa personal na buhay na inyong naranasan/nararanasan simula noong nag-umpisa ang RTL setup? (Please send to Zoom Chat the Jamboard Link: <insert link>)		
(If there are follow-up questions, clarifications, etc, kindly list them down below. Please number them too, like the sample below) B1. _____		
C. MGA PAGSUBOK SA RTL SETUP		
Sa aspeto ng pagtuturo at personal na buhay, maaari po ba ninyong ilarawan ang hamon/mga hamon na kinaharap/kinakaharap ninyo simula noong ipinatupad ang RTL set-up? (See page 2 of the Jamboard Link for the participants' answers. Please re-send the link when necessary.)		
(If there are follow-up questions, clarifications, etc, kindly list them down below. Please number them too, like the sample below) C1. _____		

D. MGA PAMAMARAAN UPANG HARAPIN ANG MGA NASABING HAMON		
Ano po ang mga ginagawa/ginawa ninyo para makayanan o malampasan ang inyong mga nabanggit na hamon? (See page 3 of the Jamboard Link for the participants' answers. Please re-send the link when necessary.)		
(If there are follow-up questions, clarifications, etc, kindly list them down below. Please number them too, like the sample below) D1. _____		
E. MGA KARAGDAGANG KATANUNGAN		
Base po sa inyong repleksyon, ano po ang maipapayo ninyo sa ating mga kapwa guro na ginagampanan ang kanilang tungkulin sa loob ng RTL setup?		
Ano po ang inyong mungkahi para sa mga <i>policy makers/course designers</i> tungkol sa RTL set-up sa konteksto ng ating bansa?		
Ano po ang inyong pananaw sa nalalapit na pagbukas ng klase na gamit ang hybrid/blended mode? Ano po ang inyong mga takot, inaalala, o pagdududa sa nalalapit na pagbabalik ng klase sa blended mode ng pag-aaral?		

Additional Comments:

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