

THE ROLE OF TEACHERS IN THE TRANSITION FROM PANDEMIC TO POST-PANDEMIC: A QUALITATIVE INQUIRY

Jenny Ann S. Garcia¹, Maedel Joy V. Escote, PhD.²

¹ Student, Graduate School, Assumption College of Nabunturan, Philippines

² Professor, Graduate School, Assumption College of Nabunturan, Philippines

ABSTRACT

This study focused on the role of teachers in the transition from pandemic to post-pandemic particularly in Mankilam Elementary School who are teaching amidst the COVID-19 pandemic for the school year 2022-2023. Six teachers coming from Grade four, Grade five and Grade six level were selected as research participants using the purposive sampling technique. This study employed the qualitative phenomenological research design. The responses of the participants were carefully collected through in-depth interview, and such data were analyzed and consequently thematized. Both structured and emerging themes from the analyzed data became the basis for the findings, conclusions and recommendations of this study. The study revealed that the participants showed remarkable resilience in doing their roles during the transition period despite the fears, disappointments, struggled in teaching and different challenges that they have encountered. Further, the participants were fully expressed their experiences and challenges encountered towards the academic performance and the behavioral changes of the students during the transition. By amplifying the voices of educators, this research contributes valuable insights, coping mechanisms and creating meaningful suggestions into the evolving nature of teaching amidst crisis and highlights the critical importance of teacher support systems in shaping the future of education. The findings underscore the necessity of tailored professional development initiatives and policy interventions to empower teachers as catalyst for educational resilience and transformation in the post-pandemic landscape.

Keywords: - Transition, Teachers' role, Pandemic, Post-pandemic, Qualitative inquiry, Teacher support system, Teacher challenges, Policy interventions, Socio-emotional concerns, Professional development

1. INTRODUCTION

Teachers play an important role in their students' lives because they help to shape their future by devoting their own time and effort to ensure everyone achieves their maximum potential. With limitless patience, teachers can make a world of difference in their student's lives. When the World Health Organization declared COVID-19 as a pandemic, the educational sector has suffered from ill-effects following the closures of most schools and learning institutions across the globe. Since the beginning of 2020, various aspects of human life, including social life, health, economy, and education have globally changed (Sahu, 2020) [1].

In Indonesia, during the shift from the pandemic to the post-pandemic phase, teachers encountered various obstacles, including adjusting to novel teaching approaches, mitigating student learning disparities, and attending to the mental well-being of their students. According to the research study conducted by Putri & Siregar (2023) [2], through in-depth interviews with 20 teachers from various regions in Indonesia, the study highlights the difficulties faced by teachers in adapting student learning gaps, and supporting students' mental health. Findings reveal the importance of professional development, institutional support, and community engagement in facilitating a smoother transition for teachers and students alike.

Students, teachers, and parents have encountered several challenges as a result of the abrupt transition in education. According to the study of Ondras & Alvero (2023) [3], conducted in Abuyog, Leyte, Philippines, the teachers in Public Elementary experienced post-pandemic challenges in addressing learning gaps. The findings revealed that elementary teachers faced challenges such as learners' lack of interest and attention, teachers overlapping tasks, the complexity of students' learning needs, and inadequate support from parents or guardians. These challenges were found to have potential risks to students' learning, impeding their learning progress and potentially leading to permanent disconnection from school. The results indicated that teachers had implemented classroom-based remediation focusing on gaps in learning and the potential risks of such problems to the students' learning since the return to in-person classrooms (Ondras, 2023) [3]. This study concluded that teachers were struggling in addressing learning gaps among students after the pandemic. Furthermore, the need of allowing teachers to concentrate in teaching struggling learners must be given importance by school administrators. Strong collaboration between teachers, parents or guardians and other stakeholders in fostering student motivation to continue their education must also be prioritized.

At Tagum City, Davao del Norte, particularly Barangay Mankilam, communities experienced the effects of the pandemic uniquely, shaped by factors such as urban-rural divide, access to healthcare, and community resilience. Furthermore, teachers of Barangay Mankilam particularly Mankilam Elementary School were no exemption to these drastic changes and challenges during pandemic. Teachers served as frontline responders, adapting curriculum delivery to meet the diverse needs of students while supporting families facing economic hardship and social isolation. In many cases, teachers formed partnerships with local organizations and community leaders to address the holistic needs of students, providing food assistance, mental health resources, and academic support.

As the world navigates the transition from pandemic to post-pandemic, the role of teachers emerges as pivotal in shaping the future of education. This qualitative inquiry seeks to amplify the voices of educators, shedding light on their experiences, challenges, and contributions during this unprecedented period. By understanding the multifaceted role of teachers during the transition period, policymakers and stakeholders can better support and empower educators as they navigate the complexities of the post-pandemic landscape.

1.1 Review of Related Literature

According to Tus (2021) [4] study's conclusion regarding on the lived experiences of public-school teachers during the COVID-19 pandemic that were somehow carried along the process of the pandemic transitioning phase to post-pandemic were as follows: (1) Most educators are considerably challenged by a lack of resources, student management, submission, and workloads that contribute to stress and burnout. (2) The advent of the digital era hampered the majority of public-school teachers. Given the limited resources, they can rarely conduct specific activities for students electronically, create an effective learning environment, and connect with students. (3) Public school teachers deal by using appropriate communication and understanding of their situation. (4) Despite stress and exhaustion, educators obtain good experiences such as their enthusiasm, the development of relationships, and the fulfillment of their duties. Basically, the pandemic and post-pandemic eras were extremely challenging for kids and instructors alike, but they prevailed and teachers even stated that it had a substantial and beneficial impact on their professional growth and adaptability.

Results of the pilot face-to-face classes have pointed out that among the challenges in the reopening of classes that need further preparation from schools scoped by DO 34, series of 2022 include learners' illiteracy, difficulties in faithfully implementing the health and safety protocols, outdated teaching strategies, time constraints in doing tasks, and the social and mental unpreparedness of students (Jackaria, 2022) [5].

In a study assessing the prevalence of child behavior, academic and sleep concerns, and parent stress and depression symptoms during COVID-19, the results found that 27.7% attended school in-person, 12.8% hybrid, and 59.5% remote. Thus, associations of remote learning with behavior difficulties were stronger for children without material hardships. Then, it was concluded that children receiving remote and hybrid instruction were reported to have more difficulties compared with children receiving in-person instruction. Moreover, children with material hardships showed more behavior challenges overall but less associated with school format (Levitt et al., 2022) [6].

Furthermore, according to an article of Jackaria (2022) [5] on the elementary teachers' experiences and instructional challenges during the return to school after the COVID-19 closure in the Philippines, the result shows pertaining to teachers' preparation for the reopening of classes that include establishing health protocols, school physical improvements, instructional materials development, psychosocial preparation, and acquiring new teaching strategies. As for the instructional challenges encountered, the teachers expressed concern about the alarming number of non-readers and students who are mentally and socially unprepared. Other challenges include the difficulty of maintaining health protocols, the need for new teaching strategies, and challenges with time

management. Therefore, it was suggested that a comprehensive reading intervention and psychosocial first aid programs should be part of the school reopening strategy.

Moreover, Bautista Jr. (2021) [7], argued that Philippines educators commonly face challenges related to the effective use of information communications technology (ICT) and the availability of free tools and resources. To address these issues and ensure the uninterrupted delivery of high-quality education amid the COVID-19 pandemic, the Department of Education (DepEd) established the Basic Education Learning Continuity Plan (BE-LCP). This initiative aims not only to facilitate learning through online platforms but also to prioritize the well-being of teachers, students, and other members of the school community.

In addition, it was found during the implementation of the pilot face-to-face classes, students showed signs of lack in motivation and misbehavior which is attributed to the lack of imposed and monitored discipline over the last two years of distance learning (Tagare 2023) [8].

One global survey discovered that 83% of adolescent respondents agreed that the pandemic worsened pre-existing mental health conditions, mainly due to school closing, loss of routines, and limited social connections (YoungMinds, 2020) [9]. Moreover, the mental health of the students deteriorated due to loss of contact with friends, concerns about the assessment of their grades, and its impact on their university or career prospects. Also, concerns about home learning for practical reasons, stress related to the pandemic, and losing their “safe” place, or non-conducive home environment, contributed to the deterioration (YoungMinds, 2020) [9].

Furthermore, Hill et al., (2020) [10] argued that the pandemic has highlighted the importance of addressing racism and systemic inequities in our educational systems such as prioritizing mental health and wellness in schools, broadening and decolonizing mainstream conceptions of teaching and learning, as well as access to education, developing caring reciprocal relationships with the natural world, and recognizing teachers as researchers and community leaders.

Caratiquit and Caratiquit (2022) [11], argued that teachers can meet the needs of their students by implementing successful initiatives and instructional practices. Also, by following rules and ideas should guide and support school adaptation such as consistent monitoring and feedback.

Moreover, Castroverde and Acala (2021) [12] conducted a study to identify teacher obstacles in using modular remote learning mode amid the pandemic and how teachers coped with these challenges. The study found that teachers' problems were recognized based on how they organized, prepared, and distributed modules, monitored student learning, examined and assessed outputs, and offered feedback on student performance.

Furthermore, Asio et al., (2022) [13] stated that teachers are the most valuable assets in every educational institution. They function to communicate knowledge, skills, and values to learners. They are critical in altering and developing any country's education system. However, because instructors were unprepared when the pandemic occurred, teaching in the new normal necessitates several changes. Although, teaching in the aftermath of the COVID-19 pandemic exposed educators' shortcomings in certain course delivery; yet, they fought tirelessly to alter and display resilience in teaching in the new normal of pandemics, transforming them into strengths and possibilities. On the other hand, teachers' and professors' abilities should be recognized, and chances for professional development should be made available to assist them in becoming more competent educators (Asio et al., 2022) [13].

Estrellado's, (2021) [14] anticipated that hybrid learning will become commonplace in the educational system, with teachers expected to manage the situations of learners from various living conditions and economic backgrounds. Meanwhile, the validity of assessments and evaluations is being called into question to realign and adapt to the requirements of students, with teachers required to be flexible when dealing with a changing form of education.

Jackaria (2022) [5] suggested that schools implement reading intervention and psycho-social support services in order to alleviate problems of unachieved competencies in literacy.

According to Chen and Wang (2023) [15], implementing flexible assessment strategies, such as project-based assessments and performance tasks can better accommodate diverse student needs and promote meaningful learning experiences.

In addition, the effective integration of ICT is essential in systematizing an efficient online educational program. The successful application of ICT not only contributes to learners' satisfaction but also helps individuals to acquire their desired outcomes (Cervero et al., 2020) [16]. It is, therefore, essential to develop competencies in teachers to use ICT effectively in their pedagogical practices by organizing professional development programs (Guillén-Gómez et al., 2020) [17].

Lastly, as pointed out by Can & Bardakci (2022) [18], throughout the pandemic time, there were interaction issues among students as well as between educators and learners. Teachers had difficulty engaging students in the class, and social bonds between students deteriorated. Thus, taking the time to get to know each student individually fosters a supportive learning environment where students feel valued and understood.

By understanding students' individual strengths, interests, and learning styles, teachers can tailor their instruction to better meet the diverse needs of their students, ultimately fostering a more supportive and inclusive learning environment.

1.2 Research Questions

This study aims to seek answers to the following questions:

1. What are the experiences of teachers in doing their roles during the transition phase from pandemic to post-pandemic?
2. What are the challenges of the teachers in doing their roles during the transition phase from pandemic to post-pandemic?
3. What are the coping mechanisms of teachers in facing their challenges during the transition phase from pandemic to post-pandemic?
4. What are the insights of teachers regarding their roles during the transition phase from pandemic to post-pandemic?
5. What are the suggestions of the teachers that might help in performing their roles during the transition period from pandemic to post pandemic?

2. METHODS

This study utilized phenomenology as the research design. Data collection for this study was done through face-to-face in-depth interview (IDI) using interview guide questions in gathering information that focused on five elements: experiences, challenges, coping mechanisms, insights and suggestions using the questionnaire designed by the researcher. After gathering the data information from the six research participants, it was then transcribed and analyzed with the help of the data analyst.

3. RESULT AND DISCUSSION

The results obtained from the collected data and the subsequent meticulous analysis ensuring the validity and reliability of the findings are stated below.

Experiences Encountered in Doing Roles during the Transition Phase from Pandemic to Post-pandemic. Six essential themes emerged from the participant's responses to this structured theme: struggled and found difficulty in teaching, challenging but interesting experience, balance use of technology and traditional teaching, being collaborative to co-teachers and parents, crucial experiences, and encountered different learner's bad attitude. These were the experiences encountered by teachers in doing roles during the transition phase from pandemic to post-pandemic. The findings revealed that challenging but interesting experience is one of the common experiences encountered by teachers in doing roles during the transition phase. This reveals that majority of the participants were challenged to face the abrupt change of new normal form of education. On the other hand, the teaching learning strategy of the participants were also affected because they struggled and found difficulty in teaching.

Other experiences encountered by the participants were the balance use of technology and traditional teaching which provoked them to develop more their learning in using technology. This implies that mastering new tools and platforms became essential for effective teaching. During the pandemic, distance learning and modular learning were the two different methods of education that have become especially important and in situations where traditional face-to-face teaching was not possible or ideal.

Participants were also encountered a range of crucial experiences that reshaped their roles and practices in profound ways. Adapting teaching methods to accommodate varying learning environments—whether in-person, hybrid, or remote—proved challenging yet essential. This further explored the experiences of teachers in doing their roles during the transition to face in these uniquely difficult circumstances. It implies that the role of teachers during the transition period has changed.

It has been a challenging and yet rewarding experiences for teachers for they experienced a multitude of demands and challenges. It was a great challenge for a teacher to teach the new normal mode of learning from the usual face-to-face classes. Although, it was quite challenging but interesting for they believed that learners should not be left behind in terms of education. Moreover, accommodating the different comfort levels and academic needs of students returning to the classroom required a flexible and innovative approach, leading to a richer understanding of how to engage and support their students effectively. Being collaborative to co-teachers and parents were also experienced by one of the participants, thus, this revealed that constant communication and collaboration to co-teachers and parents were effective, helpful and of great important during the time of pandemic.

Encountered different learner's bad attitude was also experienced that gave more additional stress to the part of the participant as teacher. Moreover, the participant found ways to lessen the burden and stress feeling by always being open heart to adopt the situation and give always ample time to adjust the different learners' behavior even though it's hard but trying their best was their final option.

Beleganio and Madrigal (2022) [19], argued that education not only allows for the examination of all aspects of life, but it also fosters a thirst for information and the drive to advance one's understanding. Their study investigated the lived experiences of Multi-Grade Teachers in public primary schools throughout the outbreak of the pandemic. The study's findings showed similarities in the participants' perspectives and practices in multi-grade teaching during the pandemic. The results revealed that the participants were highlighted three essential experiences they learned and realized as a multi-grade teacher at a public elementary school such as they emphasized facilitating learning as the core of instruction, they recognized that accountability and responsibility are a risk-taking journey, and lastly, they recognized that social aids and communication are important and that the Art of Camaraderie should be emphasized among their most important stakeholders, their parents.

Experiences Encountered with Regards the Academic Performance of Students during the Transition Period from Pandemic to Post-pandemic. Three emerging themes were generated from the responses given by the participants: students having hard time to focus, learning gaps and readiness of students affected, and no left behind student. The finding revealed that learning gaps and readiness of students affected is the most common experiences encountered by the participants. As teachers transitioned from pandemic to post-pandemic teaching, they noticed that many students had significant learning gaps due to inconsistent access to resources and varying engagement levels during remote learning. Some students struggled with fundamental skills and knowledge expected for their grade, making it difficult to move forward with the usual curriculum. Therefore, it became essential for educators to assess students' readiness and offer personalized support to help them catch up both academically and emotionally. On the other hand, students having hard time to focus was also observed by the participant. Students have developed habits or distractions that make it challenging to maintain attention and focus in a classroom setting. This implies that as schools shifted from pandemic to post-pandemic learning, teachers observed that many students struggled to focus, probably because of the disruptions and lack of structure they faced during remote learning. Returning to in-person classes was challenging as students had to readjust to the classroom environment and routines. Moreover, the emotional and social effects of the pandemic further reduced their concentration and attention spans.

Finally, the participants believed that there was no left behind student and therefore they should continue learning amidst pandemic. A good teacher is the one who always find ways in order to impart knowledge and learnings to the students. It was a great challenge for a teacher to teach the new normal mode of learning from the usual face-to-face classes. Although, it was quite challenging but interesting for they believed that learners should not be left behind in terms of education.

Ondras (2023) [3], emphasized that teachers had implemented classroom-based remediation focusing on gaps in learning and the potential risks of such problems to the students' learning since the return to in-person classrooms. Classroom-based remediation in the form of providing focused interventions such as one-on-one assistance, more practice materials, or modifying teaching techniques to meet the needs of particular students.

Experiences Encountered with Regards the Behavior of Students during the Transition Period from Pandemic to Post-pandemic. Five emerging themes were generated for this structured theme based on the participants' responses. These themes include difficulty in dealing with different students' behavior, negative impact on learning behavior, students getting lazy and dependent on module, students becoming shy, and students becoming impolite. The study revealed that difficulty in dealing with different students' behavior was most common responses experienced by the participants. A behavior like daydreaming, off-task behavior, playful and noisy, increased conflict and challenges forming new friends were most commonly observed.

Negative impact on learning behavior was also experienced by the participant as revealed in the situation where some students have showed difficulty completing schoolwork or activities and submitting late projects. Thus, it results to a negative impact on learning behavior of the students and further can affect the academic performance of the students.

Some research participants revealed that as schools shifted from pandemic to post-pandemic learning, they noticed that some pupils had grown lazy and too reliant on learning modules, often refusing to engage in interactive or hands-on activities. The extended period of remote learning has made some students more passive, making it difficult for them to transition to the active engagement required in the classroom. Furthermore, the accessibility of accessing materials online resulted in a decline in initiative and self-motivation.

An increase in impolite behavior among some students was observed by the participants, possibly due to the lack of social interaction and discipline during remote learning. This implies that even using the common polite words such as "po" and "opo" or even simply saying "thank you" was forgotten and seldomly observed. The extended period

away from the structured school environment seemed to have affected their social skills and respect for authority. Additionally, the stress and uncertainty of the pandemic may have contributed to more frequent outbursts and disrespectful behavior.

Tagare (2023) [8] mentioned that during the implementation of the pilot face-to-face classes, students showed signs of lack in motivation and misbehavior which is attributed to the lack of imposed and monitored discipline over the last two years of distance learning. This implies that learners' motivation and behavior can be negatively affected without proper discipline. A lack of discipline can lead to a chaotic learning environment, making it difficult for students to stay focused and motivated, ultimately hindering their academic progress and overall behavior.

Challenges Encountered in Doing Role during the Transition Phase from Pandemic to Post-pandemic. Five emerging themes were generated from the participants' responses: challenged to find the best strategy in teaching, challenged on the learning gap of students, challenged on the reading difficulty of students, challenged in handling and disciplining various behavior and challenged on the learning process of students. A challenge to find the best strategy in teaching and a challenged in handling and disciplining various behavior were the most common challenges encountered by the participants.

As education shifts from pandemic to post-pandemic, teachers grapple with finding effective strategies for both in-person and remote students, demanding adaptability and creativity. Managing and disciplining diverse behaviors has grown more challenging, with students displaying various emotional and social issues from extended isolation and disrupted routines. Moreover, teachers must balance the integration of technology with traditional methods to maintain engagement and ensure equitable learning opportunities for all students.

On the other hand, challenged on the learning gap of students as well as a challenged on the reading difficulty of students were also observed by the participants. Teachers are grappling with the challenge of bridging the learning gaps that have grown due to uneven access to quality education during remote learning. A lot of students have fallen behind in their reading skills, making it tough for teachers to get everyone back to the expected literacy levels. Teachers now need to use targeted interventions and differentiated instruction to help students with different levels of academic and reading challenges.

Finally, a challenged on the learning process of students was also encountered by the participants. As we swift from the pandemic to post-pandemic times, teachers are facing tough challenges in getting students re-engaged after being used to remote learning. Many students find it hard to focus and stay motivated, making the shift back to structured, in-person classes difficult. Furthermore, the unequal access to technology and learning resources during the pandemic has created uneven academic progress, forcing teachers to offer more personalized support to help close these gaps.

During the transition from pandemic to post-pandemic, teachers play a pivotal role in navigating the complexities of educational recovery and adaptation. As highlighted by Smith and Johnson (2023) [20], teachers are not only tasked with addressing learning gaps exacerbated by the pandemic but also with fostering a supportive and inclusive learning environment that prioritizes the socio-emotional well-being of students. This transition period necessitates a shift in pedagogical approaches, with teachers embracing hybrid learning models, integrating technology effectively, and implementing differentiated instruction to meet the diverse needs of students.

Challenges Encountered with Regards to Academic Performance of Students during the Transition Period from Pandemic to Post-pandemic. The themes generated from the participants' responses include students learning difficulties, challenged in motivating students, learning online platforms in teaching and strongly adapt the situation. The participants mostly encountered challenges such as students' learning difficulties and the need to adapt quickly during the transition from pandemic to post-pandemic because of the drastic changes in teaching environments and methods. The abrupt shift from remote learning back to in-person classes disrupted established routines and highlighted disparities in students' access to resources and support, making it difficult for both teachers and students to adjust smoothly. Some students may require individualized support and interventions to address specific learning difficulties that have emerged during the transition period. Students may find it difficult to re-engage with classroom routines due to attention and focus difficulties worsened by transition periods. Increased distractions, heightened emotions, and changes in environment can make it challenging for students to concentrate on classroom tasks, leading to disruptive behaviors.

Some participants faced significant challenges with online teaching platforms for several reasons. Firstly, they must swiftly adjust to various technologies based on school policies, mastering new tools efficiently. Secondly, fostering student engagement is harder online than in-person, demanding creative methods to keep students involved. Lastly, technical glitches and connectivity issues can disrupt lessons, forcing teachers to troubleshoot swiftly, which adds to their workload and stress during this transitional phase. Adapting new methods and techniques using technology is a great challenge for most teachers. It is the use of technology such as social media and gadgets such as cellular phone in the success of distant learning delivery mode as well as in modular learning as the easiest way to reach the

students through group chat (GC) who have access to the internet. Therefore, it has been a demanding time for teachers, requiring them to adapt to new realities, address diverse student needs, and navigate a constantly changing educational landscape. However, the teachers have shown great flexibility and adaptability in responding to the changing needs of their students.

According to the research study by Ondras and Alvero (2023) [3], the findings found that primary educators encountered obstacles such as student's lack of interest and attention, teacher's overlapping work, the complexity of youngsters learning demands, and insufficient assistance from parents or guardians. These difficulties were discovered to pose serious dangers to kid's learning, delaying their development and even leading to permanent disengagement from school. The study showed that teachers were having difficulty addressing student learning gaps following the pandemic.

Lundgren et al., (2022) [21] emphasized the resilience and adaptability of Swedish teachers in embracing digital tools and alternative teaching methods during the pandemic. As Sweden transitions to post-pandemic education, teachers are at the forefront of efforts to integrate technology into classroom instruction, foster collaboration among students, and promote lifelong learning skills.

Challenges Encountered with Regards to the Behavior of Students during the Transition Period from Pandemic to Post-pandemic. The research participants' responses generated six emerging themes. These include students being bullied, difficulty of students in adapting the new normal, negative attitude, tardiness and absenteeism of students, changes on the values and attitudes of students, looking for strategies for students' behaviors and students being unmotivated to learn. Most of the participants commonly encountered challenges like students being unmotivated to learn. Since the student engagement remains important to learning and achievement, and it's likely that teachers will need to find new ways to motivate and engage their students. Student performance and conduct are driven by motivation. Students who are motivated will approach their studies and the classroom with greater positivity and energy.

One of the most common difficulties that students engaged in the new normal confront is confusing module content. The students struggled to understand the lessons in their modules. Thus, learning independently is challenging since no one explains the module's content or provides explanation when doubts and misunderstanding emerge. With continued support and resources, the participants revealed that students can successfully adjust the difficulty in adapting the new normal and thrive in the classroom once again.

Some students may require individualized support and interventions to address specific behavioral challenges that have emerged during the transition period. Individualized interventions, including counseling and support services, can help them cope with the behavioral challenges. Furthermore, some students may exhibit behavioral challenges during transitions due to a resistance to change. They may feel comfortable with the previous routines and resist efforts to establish new ones, leading to disobedience or non-compliance in the classroom. In addition, transition periods can disrupt students' ability to regulate their emotions effectively, leading to outbursts, tantrums, or other disruptive behaviors.

Changes on the values and attitudes of students during the shift from pandemic to post-pandemic can pose challenges for the participants. Students may have developed different perspectives on learning, health, and social interactions due to their experiences during the pandemic. Additionally, shifts in values and attitudes could influence classroom dynamics and interactions, necessitating educators to foster a supportive and inclusive learning environment that accommodates these changes.

While students being bullied was sometimes observed by the participants. During the transition from pandemic to post-pandemic, students might face bullying for various reasons. The pandemic's disruption could have shifted how peers interact socially, altering group dynamics and who holds influence. The stress of returning to in-person classes could heighten tensions or spark new conflicts among students. Moreover, changes in classroom setups, like seating arrangements or groupings, might lead to feelings of insecurity or exclusion, potentially making bullying more likely.

Furthermore, the behavior of students during transitions poses significant challenges for teachers in re-engaging classroom routines. Understanding the underlying reasons for these behavioral challenges, such as anxiety, stress, attention difficulties and social dynamic can help teachers develop effective strategies to support students and create a smooth transition back to classroom routines. This further emphasized that students may seek validation from peers or engage in disruptive behavior to assert their social identity during transition periods.

A study conducted by Soriano et al., (2023) [22] revealed that the student's difficulties encountered under the new normal of education can be summed in 10 significant themes, namely: 1. Vague module content 2. Poor internet connectivity 3. Lack of teacher's guidance and motivation 4. Financial problems 5. Stress/psychological pressure 6. Insufficient learning materials 7. Overloaded academic activities 8. Conflict with household chores 9. Personal factors and 10. Poor and inadequate learning environment. On the other hand, students' coping strategies had four

major themes, namely: 1) Managing time wisely; 2) Having self-discipline; 3) Taking time for a break; and 4) Seeking help from others.

Coping Mechanism with the Challenges Encountered in Doing your Role during the Transition Phase from Pandemic to Post-pandemic. Six emerging themes were generated from the participants' responses: pray and doing physical activities, caring for mental health, conducting series of trainings and seminars, embracing new normal form of learning, blending with students and have more patience.

The findings revealed that pray and doing physical activities was considered as coping mechanism for the participants. Prayer and physical activities have been pivotal coping mechanisms for teachers transitioning from the pandemic to post-pandemic period. Engaging in prayer has provided teachers with emotional support and a sense of stability amidst uncertainty. Simultaneously, physical activities have offered a productive outlet for stress relief, promoting both mental and physical well-being.

The participants revealed that taking care of mental health has been vital. Mindfulness practices and therapy have been instrumental in helping them cope with anxiety and stress. Moreover, keeping a healthy work-life balance has enabled the participants to recharge and remain resilient through these challenging times. Teachers can prioritize self-care activities such as exercise, meditation, or hobbies to manage stress and maintain mental health well-being. On the other hand, conducting series of trainings and seminars has been a key coping mechanism for participants during the transition period from pandemic to post-pandemic. These professional development opportunities have helped teachers adapt to new teaching methods and technologies. Additionally, these sessions have provided a platform for teachers to share experiences, gain new skills, and feel more confident in their roles.

Embracing the new normal in learning has been a crucial coping strategy for participants during this transition period. By adapting to hybrid and online teaching methods, teachers have been able to continue providing quality education despite the changing circumstances. This change has also encouraged the participants to innovate and incorporate technology into their classrooms, improving their teaching methods and boosting student engagement.

Another crucial coping strategy encountered by the participant was the connecting or blending with students during this transition period. By building strong relationships and understanding their students' needs, teachers have created a supportive and nurturing learning environment. This approach has helped the participants to manage the challenges of the transition while keeping students engaged and motivated.

Finally, the participants revealed that having more patience has been crucial for them during this transition period. It has enabled them to handle uncertainties and disruptions with resilience and empathy, while also effectively meeting the diverse needs of the students. This approach fosters a compassionate and supportive learning environment.

According to the study's findings of Hidalgo-Andrade et al. (2021) [23], age was substantially connected with all psychological factors, females had greater levels of felt stress, and instructors with home care obligations had higher levels of both psychological distress and perceived stress. It further implies that teachers with prior training and experience with online teaching reported reduced levels of discomfort, perceived stress, and better levels of life satisfaction.

Moreover, Taylor (2015) [24] argued that seeking social support, exercising, and engaging in leisure activities were the most often employed coping mechanisms. It is the job of instructors to help learners, especially during this transition period, and without coping methods to help them, teachers may lose their motivation to help their students. This study provides valuable information to aid in the development of initiatives that increase teacher well-being.

Coping with the Challenges Encountered in Dealing the Behavior of Students during the Transition Period. Seven emerging themes were generated from the responses given by the participants: teaching students to be polite, having positive thought in dealing with students, integrate good manners, knowing the priorities and take time, having behavioral plan, doing the best and give students positive response. The finding revealed that teaching students to be polite is one of the common coping mechanisms encountered in dealing the behavior of the students during the transition period. Teaching students' good manners and politeness serves as a valuable coping mechanism for the participants to manage classroom dynamics during the transition period. By promoting respectful behavior, teachers can create a positive atmosphere that fosters mutual respect between students and themselves. This approach also encourages a supportive community where cooperation thrives, contributing to a smoother learning experience despite uncertainties.

Maintaining positive thoughts while interacting with students is a crucial way for participants to cope during this transition period. This helped them approached challenges with optimism and patience, fostering a supportive environment conducive to learning. By highlighting the strengths and achievements of students, teachers can build stronger connections and effectively manage behavioral changes during this transitional phase.

Another coping mechanisms encountered by the participants were knowing the priorities and take time and doing the best. Knowing what's most important and making the effort to manage student behavior effectively are essential

coping strategies for teachers during this transition period. It helps teachers concentrate on creating a positive classroom atmosphere and meeting the unique needs of each student. Taking the time to build trust and encourage accountability fosters a supportive environment where teachers can successfully handle behavioral changes, even as circumstances evolve.

Another emerging theme was having behavioral plan. The participant revealed that having a behavioral plan was a practical coping mechanism for them for it provides a structured approach to address student behaviors, ensuring consistency and fairness in classroom management. With a well-defined plan in place, teachers can effectively manage disruptions and help students adapt to new routines, creating a positive learning environment during times of change.

Lastly, giving students positive response was revealed by the participant as good coping mechanism in dealing the students' behavior. This implied that giving students positive feedback is an important way for teachers to cope during times of transition. It helps reinforce good behavior and inspires students to keep making positive decisions. By highlighting their strengths and recognizing their efforts, teachers can boost students' confidence and motivation, which fosters a supportive classroom atmosphere during times of change.

Singh et.al, (2020) [25] argued that the quality and magnitude of impact on minors is determined by many vulnerability factors like developmental age, educational status, pre-existing mental health condition, being economically underprivileged or being quarantined due to infection or fear of infection. Therefore, the study concluded that there is a pressing need for planning longitudinal and developmental studies, and implementing evidence based elaborative plan of action to cater to the psycho social and mental health needs of the vulnerable children and adolescents during pandemic as well as post pandemic.

Coping with the Learning Loss and Academic Performance of Students during the Transition Phase from Pandemic to Post-pandemic as a teacher. Four emerging themes were generated from the participants' responses: social support, encouragement and positive response to students, conduct diagnostic assessment, conduct individualized learning plan, and motivate students. The study revealed that social support, encouragement and positive response to students were served as coping mechanisms to cope with the learning loss and academic performance of students. In addition, the participant believed that providing consistent encouragement and motivation to students can help alleviate anxiety and boost confidence, especially during a period of transition. Teachers can use various techniques such as praise, rewards, and personalized feedback to keep students engaged and motivated. Encouraging teachers to seek support from colleagues, mentors, and professional networks can help them navigate challenges and share effective coping strategies. Additionally, fostering a sense of community and belonging within the classroom can provide students with the support they need to thrive academically and emotionally.

This study revealed that using diagnostic assessments and personalized learning plans were essential strategies for teachers dealing with learning setbacks and academic performance during the transition period. These assessments pinpoint where students require extra help, allowing teachers to tailor their teaching plans accordingly. By customizing learning approaches to suit each student's needs, educators can effectively bridge learning gaps and provide the support necessary for academic improvement. This individualized approach ensured that students received targeted resources and attention, fostering success as they adapt to new learning environments.

Taylor (2015) [24] argued that social support was associated with reduced cortisol response to stress and better immunity, as well as the most vital psychosocial protective resource. Seeking social support, exercising, and engaging in leisure activities were the most often employed coping mechanisms.

In addition, the quality and effectiveness of instruction, as emphasized by Picciano et al., (2021) [26], require focusing on student interaction and diverse instructional methodologies. Ensuring accessibility and inclusivity in online content is paramount, along with effective evaluation and feedback mechanisms. Overall, this transition offers a chance to embrace innovative and inclusive educational practices, addressing technological and pedagogical challenges through professional development, communication, and strong evaluation systems.

Insights Regarding the Roles of Teachers during the Transition Stage from Pandemic to Post-pandemic. The research participants' responses generated three emerging themes: teacher playing the pivotal role, teachers playing the vital role and teachers must be patient and understanding.

The participant revealed that during the transition from the pandemic to the post-pandemic period, teachers played a vital role in addressing students' academic and emotional needs, ensuring that learning gaps are bridged effectively. They also take on a pivotal role in integrating technology into the classroom, enhancing the learning experience, and preparing students for a digital future. Furthermore, teachers are crucial in fostering resilience and adaptability among students, helping them navigate the uncertainties of the post-pandemic world.

As we move from the pandemic to the post-pandemic period, the participants revealed that teachers need to be patient and understanding while students adapt to new routines and expectations. They should show empathy

towards the various challenges students encounter, offering support and encouragement. The participants emphasized the need for patience and understanding as students may experience varying levels of anxiety and academic setbacks. Additionally, teachers acknowledge the importance of fostering a supportive and inclusive classroom environment to promote student well-being and academic success. Moreover, teachers' patience is key to fostering a safe and inclusive classroom where all students feel valued and heard.

According to Smith and Johnson (2023) [20], teachers exhibited heightened levels of patience and understanding as they navigated their roles during the transition period from pandemic to post-pandemic, reflecting a deep commitment to student well-being and academic success. Amidst the challenges posed by the pandemic, teachers have demonstrated resilience and adaptability, thereby cultivating virtues essential for navigating uncertain times. The emergence of patience and understanding as predominant virtues among teachers underscores their capacity to empathize with students facing various challenges, including academic disruptions, emotional distress, and technological barriers. This newfound virtue not only enhances teacher-student relationships but also fosters a supportive learning environment conducive to student well-being and academic success.

Good Insights as a Teacher Regarding the Roles of Teachers during Transition Period that Must be Shared and Learned to Fellow Teachers. Five emerging themes were generated from the participants' responses: giving students proper education, teaching students good manners, teacher must be flexible and adaptable, be a good teacher, and lastly provide simplified rules in the classroom. The finding of this study shed light on the evolving role of teachers during the transition from the pandemic to the post-pandemic era. The participant revealed that teachers' insights are crucial as they navigate new challenges and opportunities. Being a good teacher should recognize the importance of adapting their roles to support students' emotional and academic needs as they readapt to in-person learning.

In addition, during transition period, the participant believed that teaching good manners becomes even more important. It sets the foundation for a positive and respectful classroom environment. Absolutely, simple acts like saying 'please' and 'thank you' can go a long way in fostering a sense of community and respect among students, especially during times of change.

Being flexible and adaptable teacher is a must according to the participants revelation. They believed that transition period often comes with new challenges. Sharing resources and best practices can lighten the load and ensure everyone is equipped to handle the changes effectively. Yes, collaborating with colleagues allows us to learn from each other's experiences and find innovative solutions to common problems. When things are changing, a teacher's role is vital because they need to handle these changes while keeping the learning environment consistent. Being flexible and adaptable helps teachers tackle new challenges, whether it's updating the curriculum, trying out new teaching methods, or changing how the classroom operates. By staying adaptable, teachers can adjust their approaches to fit the unique needs of their students, making sure everyone stays involved and supported.

Besides being flexible, the participants also revealed that teachers need to set clear and simple rules in the classroom. This creates a stable and predictable environment, which is crucial during times of change. When rules are straightforward and expectations are clear, it reduces confusion and lets students concentrate on learning instead of figuring out new procedures. Simple rules help students know what is expected of them, providing a sense of security and order that can boost their academic performance and well-being. Moreover, having clear and simplified classroom rules is essential during transition periods. It helps maintain order and consistency, which is especially important when routines might be disrupted. A simple rule like 'raise your hand to speak' or 'treat others with respect' create a structured environment where students can focus on learning, even during times of change. These rules should be easy for students to follow.

Moreover, according to the study of Hill et al., (2020) [10], social-emotional well-being, connection, 'being apart together,' engagement, and assistance for vulnerable learners and those with exceptionalities are now the most critical factors as we respond to emergent needs within university and school communities.

Suggestion as a Teacher to Help Develop Roles during the Transition Period. Five essential themes emerged from the participant's responses to this structured theme: think positive and accept challenges, be patient and strategic teacher, develop psychosocial activities, embrace flexibility and adaptability, and use good manipulative materials. This study revealed that to think positive and accept challenges was suggested to help develop roles of teacher during the transition period. Having a positive mindset allows teachers to see challenges as chances to grow and improve, which builds resilience and creativity during times of change. When teachers approach challenges with an open mind, they show their students how to tackle obstacles with confidence and good problem-solving skills. Promoting a positive attitude and embracing challenges helps teachers adapt better to new situations, creating a supportive and encouraging atmosphere for their students.

The participants revealed that patience and strategic thinking are also crucial traits, allowing teachers to adapt their teaching methods and classroom management techniques to meet the diverse needs of students during the

transitional period. The participant believed that being patient and strategic teacher built the excitement and eagerness of learners to learn. When teachers are patient, they can manage the uncertainties of a transition period calmly, giving their students a sense of stability. Being strategic allows teachers to plan ahead, foresee potential challenges, and find solutions to keep the learning process smooth and efficient. By combining patience with strategic thinking, teachers can create a positive and organized classroom environment, helping students adjust and thrive during times of change.

This study revealed that developing psychosocial activities can help students build resilience, cope with stress, and foster a sense of community within the classroom. Moreover, developing psychosocial activities helps students build emotional strength and handle the stress of transition periods, creating a supportive classroom atmosphere. Encouraging social interaction and teamwork through activities can improve peer relationships, fostering a sense of community and belonging among students. Using mindfulness and stress-relief exercises can boost students' mental well-being, helping them to focus better and participate more actively in their learning.

Another suggestion that was revealed by the participant was the embrace flexibility and adaptability. The participant believed that as educational settings evolved, teachers were able to switch between different modalities. Therefore, teachers should strive to be flexible and adaptable, embracing changes in schedules, learning environments, and instructional approaches as needed. Being flexible enables teachers to adapt their teaching methods to suit students' evolving needs, ensuring that learning stays effective and interesting during transitions. Adaptability helps teachers navigate unexpected challenges and changes in the classroom, fostering a positive and productive learning environment. Teachers who are flexible and adaptable serve as role models, demonstrating resilience and problem-solving abilities that inspire students to approach changes with confidence and flexibility.

Lastly, the participant revealed that to become more effective in teaching, a teacher should have enough instruction and good manipulative materials especially for Mathematics subject. Using engaging manipulative materials in lessons helps teachers accommodate various learning styles and actively involve students during periods of change. These materials provide hands-on learning opportunities that enhance understanding and memory of new ideas, which can help students transition more smoothly. When teachers utilize high-quality manipulative materials, they can stimulate critical thinking and problem-solving abilities in students, encouraging them to explore and apply knowledge creatively.

In addition, teachers should focus on rebuilding social connections and emotional well-being among students, fostering a sense of belonging and safety in the classroom (Feng et al., 2021) [27]. Moreover, integrating socio-emotional learning (SEL) competencies into the curriculum can support students' emotional resilience and social skills development, contributing to their overall well-being during the transition period (Wu et al., 2022) [28].

Best Role of a Teacher during the Transition in Helping Student Achieve Good Academic Performance. Three emerging themes were generated from the participants' responses: being a coach and a mentor, playing a crucial role, and giving guidance and full support to students. The participants revealed that being a coach and a mentor was the best role of a teacher during the transition period in helping the student achieving good performance. Moreover, acting as both a coach and mentor, teachers can provide guidance and support to students as they navigate academic and personal challenges.

Teachers can act as coaches, offering individualized support and motivation to help students overcome challenges and reach their academic objectives particularly during transition period. As mentors, teachers share their knowledge and experience to provide students with valuable guidance, boosting their confidence and resilience in times of change. By integrating coaching and mentoring, teachers develop strong connections with students, cultivating a nurturing atmosphere that promotes learning and adaptation to new circumstances.

This study also revealed that one of the best roles of teachers during transition was playing a crucial role. The participants believed that during transition teachers play a crucial role in providing guidance, support and a positive learning environment. The participants mentioned that to set academic achievable goals by breaking down larger adjectives into smaller manageable task is one of the key aspects of the teachers' role during this phase to ensure the students' experience success and build confidence gradually.

Lastly, giving guidance and full support to students was the most common response by the participants as revealed in this study. The participants said that being a good teacher in these challenging times, giving proper guidance and full support to the students should be the best priority option and the best way that can be offered by teachers. A good teacher always finds the best teaching strategies in the delivery of education especially to those deprived students and be flexible to the challenges brought about by the pandemic.

Nguyen et al., (2024) [29] stated that prioritizing mental health support for both students and teachers, through access to counseling services and stress management resources, is crucial for maintaining a positive learning environment during the transition period.

Suggestions for Improvement of Students' Academic Performance and Manage their Behavior during the Transition Phase from Pandemic to Post-pandemic. Seven emerging themes were generated from the participants' responses: promote innovation and technology integration in teaching, have psychosocial activity, pray for knowledge and wisdom, develop study habit, encourage and foster growth mindset to students, enhance motivation and knowing students first. This study revealed that promoting innovation and technology integration in teaching was today's trend where children having more fun in the technology engagement. The participant revealed that today's children were more familiar with social media (socmed), therefore, the students' learning understanding is greatly improved and well-developed when teaching children using the integration of technology.

The participant revealed in this study that having psychosocial activity was the best way to help students improve their academic performance and manage their character behavior. Incorporating psychosocial activities during transitions can help students manage stress and anxiety, leading to better focus and improved academic performance by fostering a supportive classroom environment. Moreover, engaging students in social and emotional learning activities enhances their interpersonal skills and emotional intelligence, resulting in better classroom behavior and cooperation, which are crucial for academic success.

Another emerging theme was praying for knowledge and wisdom. The participant revealed that encouraging students to pray for enough knowledge and wisdom can help them cultivate a sense of inner peace and focus, allowing them to approach their studies with a clearer and more receptive mind. By integrating moments of prayer and reflection into their routine, students can develop resilience and a positive mindset, which are essential for maintaining academic performance and adapting to new educational environments.

This study revealed that developing study habit and encouraging students to set clear goals and find a quiet place to study can increase their focus and productivity, helping them make the most of their study time and adapt better to changes in their educational environment. Creating a consistent study habit helps students develop a structured routine, providing much-needed stability and improving time management, especially during transition periods.

The participants revealed that encouraging a growth mindset helps students view challenges and setbacks as opportunities for learning and development, which can boost their resilience and academic performance during transition periods. Moreover, by fostering a growth mindset, teachers can help students develop a positive attitude towards learning, encouraging them to embrace challenges, persist in the face of difficulties, and view effort as a path to mastery, which can significantly improve their academic outcomes.

Enhancing the students' engagement and motivation as well as knowing students first can help improve the academic performance of the students as revealed by the participants. Moreover, understanding students' individual interests and strengths can make learning more engaging and relevant, which boosts academic performance during transitions. When teachers align their methods with students' personal goals and aspirations, they create a more supportive and motivating environment. Lastly, building personal connections with students fosters trust and rapport, making them feel valued and understood, which increases their willingness to participate and learn effectively.

Encouraging innovation and integrating technology into the classroom enhances student engagement and facilitates personalized learning experiences. In the study conducted by Jean (2022) [30], the teacher participants not only revealed their grasp of technology tools and how they incorporate them into their classes, but they also proved that they are aware of the training necessary to make this adoption successful.

Moreover, empowering teachers with professional development opportunities focused on digital literacy and technology integration can enhance their effectiveness in navigating the complexities of post-pandemic education (Smith and Johnson, 2023) [20].

By understanding students' individual strengths, interests, and learning styles, teachers can tailor their instruction to better meet the diverse needs of their students, ultimately fostering a more supportive and inclusive learning environment.

By implementing these suggestions, teachers can effectively perform their roles during the transition period and promoting positive academic outcomes and emotional well-being of their students in the new normal of education.

4. CONCLUSIONS

In the midst of transition period from pandemic to post-pandemic, the public-school teachers have shown resilience despite their experiences and challenges encountered brought by the threats of the pandemic situation. They remained committed and engaged in their profession by making themselves available for service across physical and modular mode of delivery or even virtual settings.

It can also be remarked that during the transition period, the public-school teachers perceived themselves to be a good teacher by performing pivotal role or playing the vital role and continue on the objective of providing good

quality education to the children, sensitivity to the educational needs of the students, application of teaching strategy in the modular modality and passion and dedication to the teaching profession.

Lastly, the pivotal role of teachers during the transition from pandemic to post-pandemic cannot be overstated. As architects of learning and agents of support, their adaptability, resilience, and unwavering dedication have not sustained education during times of crisis but have also laid the groundwork for a more resilient and equitable educational landscape in the future. As we navigate the uncertainties ahead, let us continue to recognize, appreciate, and empower our teachers, ensuring that their expertise and experiences remain at the forefront of shaping a brighter tomorrow for generations to come.

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