

DO THE MATH: HARDSHIPS ENCOUNTERED BY MATHEMATICS TEACHERS DURING ONLINE CLASSES



Benjamin A. Budino Jr.

Christine Joyce Buhay

Shane C. Mapanoo

Abstract

The research aimed to determine the hardships encountered by Mathematics teachers during online class. This phenomenological research design of the study involved online mathematics teachers who are teaching in the University of Perpetual Help System -Laguna, academic year 2020 – 2021. Specifically, this qualitative inquiry answered two central questions: (1) What have the participants experienced being an online mathematics teacher? (2) And how have the participants experienced coping with the changes in terms of the education system due to the pandemic? The researchers treated and analyzed the data gathered from the interviews using Moustakas's (1994), as re-detailed by Creswell (2007), approach. Bracketing used to set all preconceived experiences and focus on the lived experiences of the participants. Horizontalization process used to highlighted the significant statement of the respondents. Out of the significant statements, the researchers wrote a composite description that presents the participants' lived experiences in being an online mathematics teacher. Based on the findings of the study, it was concluded that after analyzing the textural (what) and structural (how) descriptions of the participants, the following conclusions were drawn. First, the participants experienced challenges during online classes due to numerous obstacles such as technical difficulties and learners' unresponsiveness. Also, the participants used strategies and techniques to cope with the struggles that reduced online teaching difficulties.

Keywords:

Hardships, Mathematics Teachers, Online Classes