

Lived Experiences of Retirable Teachers in Crafting Recorded Video Lessons for Reading Classes

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Abstract: This study explored the lived experiences of retirable teachers in the Division of Carcar City, highlighting the challenges, strengths, and aspirations they encountered while adapting to the evolving demands of education in the new normal. Guided by Husserlian phenomenology, the study employed a qualitative research design and utilized Colaizzi's (1978) method of phenomenological analysis. Teacher-informants were purposively selected and engaged in semi-structured interviews with open-ended questions, allowing for the collection of in-depth narratives. The transcripts were translated, analyzed, and subjected to thematic analysis to extract meaningful insights from their experiences. Five major themes emerged from the participants' accounts: (1) *Memorandized Directives Obligated Retirees*, reflecting the limitations imposed by institutional mandates; (2) *Reading Topics Bases for a Strategy like Audio-Lingual*, pointing to reliance on traditional pedagogical strategies that may not always suit learners' needs; (3) *"Know-how" Feeling Turned into a Challenge*, emphasizing the difficulties in mastering technology and transitioning to digital teaching formats; (4) *Sacrifice to Serve for Better Outputs and Outcomes*, underscoring the personal and professional efforts exerted by teachers to ensure learning continuity; and (5) *Inconsistent Feeling of Satisfaction Leads to Minimal Learning Experience*, revealing the mixed responses of learners and parents to Recorded Video Lessons (RVLs). The findings reveal that despite the constraints, retirable teachers demonstrated resilience, adaptability, and dedication to their learners and communities. It is recommended that the Department of Education–Carcar City Division utilize these insights in planning in-service training and workshops to better support teachers nearing retirement, particularly in integrating technology with pedagogy.

Keyword: Lived Experience, Retirees, Recorded Video Lessons, Department of Education, Carcar City Division.

I. INTRODUCTION

The global education system continues to evolve to meet the demands of 21st-century learners, requiring skills beyond content knowledge such as critical thinking, collaboration, and digital literacy (UNESCO, 2021). In the Philippines, these demands are more pressing due to persistent gaps in reading comprehension, as evidenced by the 2018 Programme for International Student Assessment (PISA), where Filipino learners ranked among the lowest in reading performance (OECD, 2020). This situation underscores the urgency of developing effective, technology-enhanced strategies to improve literacy outcomes, particularly in resource-constrained and pandemic-affected learning environments (Castek & Beach, 2021).

Existing literature highlights the transformative role of educational technology in improving student learning. Multimedia approaches, such as video-based instruction, have been shown to enhance comprehension and retention by integrating visual and auditory modalities (Mayer, 2021). In the Philippine context, the Department of Education's Basic Education Learning Continuity Plan (BE-LCP) institutionalized modular and blended learning strategies, while Recorded Video Lessons (RVLs) emerged as a practical tool to ensure learning continuity (DepEd, 2020). Recent studies affirm that video-mediated

instruction can increase engagement and achievement in literacy-related competencies, providing teachers with innovative means to address comprehension gaps (Dela Cruz & Dizon, 2021).

While much research has emphasized the effectiveness of educational technology, little attention has been given to the experiences of older or retiring teachers in adapting to these innovations. Most studies foreground younger, tech-savvy educators, leaving a knowledge gap on how seasoned teachers integrate digital tools like RVLs in their instructional practices. Understanding their experiences is vital because this cohort carries with them decades of pedagogical wisdom, yet faces unique challenges in navigating the digital shift (Sangrà & González-Sanmamed, 2020).

Exploring the perspectives of retiring teachers is particularly important in the Philippine context, where teacher shortages and generational turnover create pressing demands for knowledge transfer and innovation sustainability. If seasoned educators successfully adopt video-based strategies, they not only enrich literacy instruction but also model adaptability for younger colleagues. Moreover, their ability to integrate 21st-century pedagogies into traditional teaching methods can provide a blueprint for inclusive, multigenerational professional development and ensure continuity of best practices (Tondeur et al., 2021).

Although a robust body of work documents teachers' digital competence and the conditions for effective technology integration—ranging from competency frameworks and typologies of classroom use to adoption factors and organizational supports (Tondeur et al., 2021; Ley et al., 2022; Lohr et al., 2024)—most studies foreground early- and mid-career teachers or undifferentiated samples (Martin et al., 2020; Skantz-Åberg et al., 2022). Recent evidence also shows that attitudes toward ICT and actual use vary with experience, yet it remains unclear how late-career or retiring teachers specifically navigate production-intensive tasks such as creating recorded video lessons (RVLs) for literacy teaching (Chaiban et al., 2024). Systematic reviews of pandemic-era digital adaptation synthesize enablers and barriers at macro and meso levels, but rarely surface the micro-level, phenomenological accounts of veteran educators grappling with RVL design for reading in basic education, particularly in Global South contexts like the Philippines (Martin et al., 2020; Zhou et al., 2023). This leaves a critical gap: we lack fine-grained, lived-experience narratives of retiring teachers who are simultaneously contending with late-career transitions and intensified digital production demands in literacy instruction—precisely the space this study occupies.

II. METHODOLOGY

This study employed a **qualitative research design grounded in Husserlian phenomenology** to explore the lived experiences of retireable teachers in the Department of Education (DepEd) Carcar City Division as they crafted Recorded Video Lessons (RVLs) for reading classes during the 2021–2022 school year. Rooted in the philosophical tradition of Edmund Husserl, phenomenology seeks to uncover the *essence of lived experience* through participants' direct accounts, while deliberately setting aside researchers' assumptions and biases (Husserl, 1970/2012; Neubauer, Witkop, & Varpio, 2019; Giorgi, 2020). Husserlian phenomenology was deemed appropriate because of its descriptive rigor—capturing phenomena exactly as they are lived and expressed by individuals. The aim was not interpretation but faithful description of the teachers' perspectives, emotions, and consciousness as they engaged in creating RVLs amid post-pandemic educational adjustments.

To elicit **rich, first-person narratives**, semi-structured interviews were conducted with purposively selected participants. This format encouraged open reflection on motivations, instructional strategies, challenges, and perceived impacts of RVLs (Kallio, Pietilä, Johnson, & Kangasniemi, 2016). Interviews were conducted in either English or Cebuano, depending on participants' preference, and were audio-recorded with informed consent to ensure accuracy in transcription. By integrating Husserlian principles with **Colaizzi's (1978) method of phenomenological analysis**, the study ensured fidelity to participants' voices and provided an authentic representation of how retireable teachers navigated the demands of crafting RVLs within the context of 21st-century learning in the new normal.

The research was conducted in DepEd Carcar City Division and involved **three retireable teachers** from two public high schools. Participants were selected using purposive sampling, with inclusion criteria specifying that they (1) were at or near retirement age during the 2020–2021 school year and (2) had crafted RVLs for reading classes. Of the three participants, one was male and two were female, all aged 57 years, and all were English teachers in their respective schools. Purposive sampling was deemed appropriate as it allows researchers to intentionally select participants who can provide in-depth, information-rich data relevant to the phenomenon under investigation (Palinkas et al., 2015).

Prior to data collection, potential participants were informed about the purpose, procedures, and ethical safeguards of the study, including voluntary participation, confidentiality, and the right to withdraw at any time. After securing written informed consent, **semi-structured, face-to-face interviews** were conducted at participants' workplaces to provide a familiar and comfortable setting. Open-ended questions guided the dialogue, covering motivations for using RVLs, strategies employed, challenges faced, and perceived impacts on teaching and learning. With permission, interviews were audio-recorded, transcribed verbatim, and where necessary, translated into English.

Data analysis followed **Colaizzi's (1978) seven-step method**, which is widely recognized in descriptive phenomenological studies (Morrow, Rodriguez, & King, 2015). The process included: (1) familiarization with transcripts; (2) extraction of significant statements; (3) formulation of meanings; (4) clustering of themes; (5) construction of an exhaustive description; (6) identification of the fundamental structure; and (7) validation of findings through participant feedback (member checking). This rigorous analytic approach ensured that the findings remained grounded in the participants' lived experiences and accurately conveyed the essential structure of their realities as educators adapting to the demands of the new normal through RVL creation.

III. RESULTS AND DISCUSSION

The results of the study encompass the presentation, analysis, and interpretation of the data collected from the verbatim responses of the teacher-informants. Using philosophical keynotes of Husserlain phenomenology, the lived experiences of the teacher-informants in crafting the Recorded Video Lessons were transcribed and translated. The analysis and interpretation of the responses were introduced in a novel way of examining and studying of the phenomenon. From the significant statements, meanings were formulated and presented through themes. There were five (5) identified themes such as *Memorandized Directives Obligated Retirees*, *Reading Topics Bases for a Strategy like Audio-Lingual*, *"Know-how" Feeling Turned into a Challenge*, *Sacrifice to Serve for Better Outputs and Outcomes*, and *Inconsistent Feeling of Satisfaction Leads to Minimal Learning Experience*

Memorandized Directives Obligated Retirees

In the Department of Education (DepEd), mandates and directives are formally communicated through division memoranda, which function as authoritative instruments compelling government employees to comply with assigned undertakings. Within this study, the emergent theme "**memorandized directives obligated retirees**" was derived from responses to the focal question: "*What encourages you to craft Recorded Video Lessons (RVLs) in reading classes?*" Teacher-informants consistently emphasized that their participation in crafting RVLs was largely driven by the binding power of such directives. One participant noted:

"I can't do anything about it because it is memorandized. The Division will call my attention if I will not be doing the Recorded Video Lesson."

This finding reflects the institutional enforcement of DepEd issuances such as **DepEd Order No. 18, s. 2020** (*Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Learning Continuity Plan*), which required schools to develop and use alternative learning delivery modalities, including video lessons, to sustain learning during the pandemic. Similarly, **DepEd Memorandum No. 50, s. 2020** encouraged the use of locally produced learning resources such as video-based lessons to complement printed self-learning modules. These directives reinforced teachers' obligation to comply, regardless of their tenure or impending retirement.

Nevertheless, not all responses were framed solely in terms of compliance. One teacher expressed a more learner-centered motivation:

"It is very important that the learners are also having Recorded Video Lessons (RVLs). The children will not be paying attention if they are only given modules. Having modules is not that effective in transferring knowledge especially since most of the parents were only elementary graduates. If RVLs are paired with modules, the learners may have a chance to grasp the lessons as explained by the subject teacher in the RVL."

This highlights that while memoranda provided external compulsion, some teachers were intrinsically motivated by their pedagogical commitment to students. In this view, RVLs served as an essential supplement to modular instruction, particularly in households where parents could not provide sufficient academic support.

Overall, the findings reveal two interrelated dimensions: (1) **mandatory compliance** with division memoranda, which institutionalized the crafting of RVLs, and (2) **professional dedication** of teachers who, beyond compliance, sought to enhance student learning. As Kraft (2017) emphasized, “teachers do not work in a vacuum”; their professional ethics and actions reflect both institutional directives and their enduring commitment to students’ learning and well-being.

Reading Topics as Bases for a Strategy like Audio-Lingual

Designing lessons in reading classes has become an interactive way for teachers to adapt to the new normal of education. The integration of technological advancements into instructional design created new opportunities for meaningful learning, yet the relevance of crafting Recorded Video Lessons (RVLs) as a long-term modality remains underexplored.

From phenomenologically oriented interviews, the significant statements identified revealed teachers’ varied strategies in lesson design. One teacher admitted difficulty in innovating:

“I don’t know if I employed a new strategy in teaching reading. I found it difficult because I am not an expert; thus, this remains a challenge to me especially in integrating a new strategy. I only used the traditional strategy in teaching reading.”

This response highlights that some teachers relied on traditional reading instruction, citing limited expertise and the adjustments required in crafting RVLs. However, other teachers demonstrated more adaptive practices, particularly in early grade levels. A Grade One teacher shared:

“For Grade One, we crafted videos that were given to the parents. With the help of the teachers, we were able to produce videos aside from the Recorded Video Lessons (RVLs). The Grade One teachers sent these videos to the parents through Facebook Messenger group chat. Through these recorded videos, the learners were able to learn the letter sounds, for example, letter ‘A.’ Aside from that, we also visited learners in the Community Learning Centers (CLCs), if not through home visits, to assess which particular reading competencies needed improvement. Supplemental reading materials were also given to parents, and we conducted follow-up reading sessions with the children at the CLCs.”

This practice implies that some teachers went beyond modular learning and employed an audio-lingual strategy, especially for beginning readers. By focusing on phonemic awareness (e.g., vowel sounds), teachers combined RVLs with interactive follow-ups in CLCs, making reading more engaging for learners.

As Mohammadian (2018) emphasized, technology can effectively support the teaching of listening, speaking, reading, and writing skills. Among these, reading comprehension is often the most challenging to master, and the use of video-based and audio-supported materials significantly enhances learners’ ability to grasp reading concepts. In this context, RVLs combined with audio-lingual strategies provided a multimodal approach that enriched the learning experience, bridging the gap between home-based modular instruction and interactive teacher guidance.

“Know-how” Feeling Turned into a Challenge

Mastering a skill requires dedication, practice, and continuous professional development. Teachers often undergo trainings, workshops, and other capacity-building activities to strengthen their competencies. As the Wallace Foundation (2017) pointed out, teacher expertise and effectiveness are often linked with years of service and professional growth. In this study, however, the teacher-informants expressed that their sense of “know-how” in teaching became a challenge when shifted to video-based instruction in the new normal.

During one-on-one interviews, teachers revealed several struggles:

“There are lots of challenges. I am not an artistic person who is comfortable with the camera. I do not know how to project myself before the camera.”

“The challenges that I usually encountered include the know-how on the use of a camera for video recording. I paid Php 800.00 pesos per video. I allocate a certain amount from my salary to pay for the editor and at the same time cameraman. Another challenge is the shooting per se for a particular lesson. I did it for several takes considering that I am not used to face a camera. Lastly, my health condition especially I have Diabetes. That’s why it is very difficult.”

These responses reflect how teachers recognized their own limitations in adopting technological innovations for lesson delivery. Challenges included lack of technical expertise, financial burdens in outsourcing video editing, repeated takes due to lack of confidence in front of the camera, and even personal health issues. Despite these, teachers demonstrated resilience by embracing support from others, investing in technical assistance, and striving to meet the demands of Recorded Video Lesson (RVL) production.

Boholano (2017) emphasized that advancements in education require teachers to continuously develop their knowledge, skills, and attitudes to align with the demands of the 21st century classroom. Similarly, scholars argue that the integration of ICT in education has exposed gaps in teachers' preparedness, particularly in terms of digital competence, self-efficacy, and adaptability (Gudmundsdottir & Hatlevik, 2018; Ghavifekr & Rosdy, 2015). The new normal in education underscores the necessity of cultivating 21st-century teacher roles such as adopter, visionary, communicator, collaborator, model, leader, and learner, to ensure quality education delivery (Boholano, 2017; Redecker, 2017).

The findings suggest that while teachers are committed to fulfilling their professional duties, the transition to video-based teaching magnified existing skill gaps and resource limitations. Addressing these challenges through targeted training, institutional support, and sustainable capacity-building programs will be crucial for empowering educators in the evolving digital learning landscape.

Sacrifice to Serve for Better Outputs and Outcomes

In the teaching and learning process, multiple factors influence the quality of outputs and outcomes, often leading to uncertainties and challenges in reading instruction. Despite these barriers, teachers continue to demonstrate sacrifice and commitment in their service. One teacher-informant emphasized the importance of going beyond traditional duties to ensure learner development:

"As teacher, I see to it that I give my all for the learners and for the community. I believe that I need to be a well-rounded teacher. There is a need for me to reach out the children to teach them reading. In this time of pandemic, teaching and learning reading is, indeed, a challenge. Thus, home visitation for one-on-one mentoring is a must although children situated in different areas."

Another teacher highlighted how technical and quality issues with Recorded Video Lessons (RVLs) negatively affected learner engagement:

"The output did not meet the required quality of the video. The learners who preferred to use RVL as learning modality stopped and shifted to Self-Learning Modules. The pupils were bored to watch their teacher who is so awkward in front of the camera."

These insights reflect the reality that teacher dedication often compensates for systemic limitations in resources and technology. While home visitations and one-on-one mentoring require personal sacrifice, they ensure meaningful learner support. At the same time, poor-quality RVLs underscore the importance of training teachers in digital pedagogy and effective video design. Boholano (2017) stressed that instructional videos should remain simple and focus only on relevant elements to maintain learner interest and enhance comprehension. Similarly, Scopus-indexed studies confirm that teacher resilience, creativity, and adaptability are critical in overcoming educational disruptions (Schleicher, 2020; König et al., 2020). Moreover, effective technology integration requires not only access but also pedagogical competence, as poorly designed digital lessons may hinder rather than promote learning (Rapanta et al., 2020).

The findings suggest that teacher sacrifices, whether through personal outreach or financial and emotional investment, directly contribute to sustaining learning during crises. However, to translate these sacrifices into consistent outputs and outcomes, institutional support through training in video-based pedagogy, workload management, and provision of digital resources remains essential.

Inconsistent Feeling of Satisfaction Leads to Minimal Learning Experience

Satisfaction in the teaching and learning process is closely tied to learners' emotional engagement and motivation, which directly affect performance and outcomes. Spector, as cited in Brikend (2015), explained that satisfaction relates to the extent to which individuals like or dislike what they have learned, while Henufeld (2017) emphasized that satisfaction embodies a mixture of positive and negative feelings shaped by expectations and motivation. In reading instruction through Recorded Video Lessons (RVLs), teacher-informants revealed that learner satisfaction was inconsistent, leading to varied experiences. One teacher stated:

"The children felt bored some. Most of the parents are not choosing RVL as distance learning modality. Probably, the outputs are not so good. Most of the teachers were in a hurry in producing the RVLs."

Another teacher observed positive effects of RVLs:

“Indeed, there is an impact to the learners. Our learners were very happy seeing us in the videos discussing the lessons. They have learned the letter sound, not the letter names. I am very happy that the parents and learners were utilizing the RVLs to support the self-learning modules.”

However, a third teacher compared locally-produced RVLs with DepEd TV:

“Yes, a little. There are RVLs that were being compared to the videos in the DepEd TV however, we cannot produce the same output because we did not have the same experience. It would have been better if we were able to experience what they have experienced, as well. Unlike us, the learners were only seeing our face in the introduction and there’s no other activities that could really catch their attention while watching the entire video. There is a need for enhancement of the video.”

These reflections suggest that while RVLs served as supplementary resources to Self-Learning Modules, inconsistent video quality and lack of engaging features contributed to minimal learning gains. Studies confirm that student satisfaction with digital learning is strongly influenced by interactivity, design quality, and alignment with learner needs (Martin et al., 2020; Paechter et al., 2010). Similarly, research during the pandemic highlighted that rushed production of online learning resources often compromised their effectiveness, thereby limiting learning outcomes (Rapanta et al., 2020). In this context, satisfaction is not only an affective construct but also a determinant of sustained learner engagement, attention, and mastery.

IV. CONCLUSION

In conclusion, the retirable teachers of Carcar City Division exemplify a steadfast commitment to delivering quality education, even in the face of challenges brought about by technological integration in the teaching and learning process. Their willingness to adapt—particularly through the use of Recorded Video Lessons (RVLs)—underscores not only their dedication to their learners but also their deep sense of service to the wider community. Although navigating technological transitions posed significant difficulties, these educators demonstrated resilience and openness to innovation, proving that professional devotion transcends generational barriers. Their efforts highlight the crucial role of continuous support, training, and resource provision in enabling teachers, regardless of career stage, to sustain effective and meaningful instruction in the new normal of education.

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