

From Classroom to Screen: Resilience and Experiences Encountered by Nursing Educators in Transitioning to Online Learning amid the Pandemic

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ABSTRACT

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The COVID-19 pandemic has had a profound impact on education worldwide, particularly in regions that rely heavily on traditional face-to-face teaching. The abrupt transition from face-to-face teaching to online teaching presented both challenges and opportunities for nursing educators. This qualitative descriptive study examined the experiences of nine nursing educators from selected nursing schools in the Visayas region, with a focus on the challenges they encountered during this transition. Data were collected through in-depth interviews and analyzed using Graneheim and Lundman (2004). Ensuring rigor through verification, validation, and validity checks. Analysis of 21 significant statements revealed three overarching themes: Experiences, Feelings, and Effects. Participants reported external challenges such as limited access to computers, mobile devices, and reliable internet connectivity, alongside predominantly negative emotions including stress, anxiety, and self-doubt. Despite these obstacles,



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educators demonstrated adaptability, resilience, and professional growth, which was facilitated by both institutional support and personal perseverance. The study highlights the complex interplay of challenges and coping strategies during educational transitions, underscoring the importance of structured support and capacity-building initiatives for educators.

INTRODUCTION

The COVID-19 pandemic has had a significant impact on education worldwide, particularly in countries that still employ traditional teaching methods. The traditional modality of teaching (face-to-face) has been used for ages. In the ever-changing world, online learning has been adopted by some countries as a new method of teaching. With the pandemic, learners are restricted from having face-to-face learning, and online classes are left as the only option (Hoofman & Secord, 2021).

The sudden transition from traditional classrooms to fully online formats required educators to quickly adapt to unfamiliar technologies while also redefining their professional roles. The contrast between in-person and virtual settings often pushed teachers to adjust their instructional approaches and reconsider their sense of identity as online educators. For many seasoned instructors, this shift felt like starting over as novices in a new teaching environment. Literature highlights that identity formation in such contexts involves the ongoing redefinition of both teacher and student roles (Comas-Quinn, 2011).

In developed countries such as the United States, the concept of online education can be traced back to the 19th century. Although it has experienced various challenges throughout its evolution, many of these issues have been addressed through careful evaluation and strategic planning. Simon (2012) noted that online education creates conflicting circumstances that influence instructors' professional identities, particularly in relation to their teaching responsibilities in virtual settings. Challenges such as time management, limited pedagogical and technical skills, and the absence of nonverbal communication, as well as concerns about plagiarism and delays in providing feedback, were identified as common barriers. Similarly, Hanson (2009) observed that educators in the United Kingdom favored face-to-face teaching because it allowed them to confidently display their subject expertise, deliver immediate feedback, and address problems as they emerged.

The growth of online education in the United States has been remarkable, with nearly all higher education institutions now offering virtual classes across diverse fields including healthcare, business, and the social sciences. This widespread adoption aligns with the findings of a meta-analysis conducted by Means et al. (2010), which reported that, on average, students engaged in online learning performed slightly better than their peers in traditional face-to-face settings.

In the ASEAN context, similar challenges and adaptations were documented. Kunaviktikul et al. (2022) reported that both nursing students and faculty across Southeast Asia faced barriers such as unstable internet, limited resources, and a lack of readiness for online learning. Despite these challenges, educators demonstrated resilience and creativity by adopting blended strategies, peer mentoring, and localized solutions to sustain teaching continuity. Likewise, Dhawan (2020) emphasized that while online education in developing ASEAN countries posed difficulties in equity and access, it also prompted adaptive responses such as institutional capacity building, flexible learning options, and the integration of community-based practices to bridge technological gaps. This duality of challenges and resilience underscores the regional struggle and resourcefulness in navigating the sudden shift to online teaching.

According to Noorashid et al. (2020), higher education institutions in several ASEAN countries, specifically, Brunei and Malaysia, faced considerable challenges during the initial phase of blended teaching, particularly with regard to technical accessibility, infrastructure, and educators' competency in utilizing digital learning platforms. Despite these difficulties, educators demonstrated adaptability by becoming more proactive in exploring and integrating various teaching tools to enrich their lessons and compensate for the absence of face-to-face interaction. Institutional assistance and support also played a crucial role, as universities significantly contributed to the upgrading of educators' skills and competencies (Sia et al., 2023).

Ignacio (2021) noted that the abrupt transition to online classes during the pandemic created numerous challenges for both students and teachers, including limited access to technology and concerns related to mental health. These obstacles negatively impacted the effectiveness of learning, particularly since the shift occurred suddenly and without sufficient preparation. In the Philippines, traditional face-to-face teaching has long been the dominant mode of instruction and remains widely practiced.

The world was not prepared for the widespread impact of the pandemic on various aspects of society. A worse downturn in the economy has been noted, and education has been affected as students cannot attend classes and learn in person, especially in countries that use conventional teaching methods. Higher educational institutions need to undergo a rapid shift to online learning in order to cope with the effects brought about by the pandemic (Clum et al., 2022). Things such as access to technology, course design, proper training for educators on online teaching, and addressing other issues they encounter during the sudden shift to online teaching methods. If all these issues are addressed through diligent and proper planning, then we can effectively pivot to online teaching and further improve the instructional design and delivery of the online course in all circumstances, leading to a meaningful and sustainable online teaching experience (Clum et al., 2022).

A meta-analysis study has demonstrated that students engaged in online

learning academically, and they even outperform their face-to-face counterparts (Shachar & Neumann, 2003). Furthermore, several studies conducted showed that online learning is an effective tool in teaching, especially when combined with conventional teaching methods (Howlett et al., 2009).

The researchers aim to explore the challenges that nursing educators have experienced in transitioning from traditional onsite classes to online classes, and their thoughts on how to improve the method of online teaching in the future.

FRAMEWORK

This study is anchored on Transformative Learning Theory and the Theory of Assimilation in Online Course Design. The two theories help understand the experiences of nursing educators as they dealt with the sudden shift from traditional face-to-face teaching to online teaching during the pandemic.

Primarily, the Transformative Learning Theory suggests that learning involves a detailed process of changing one's frame of reference. This includes how an educator sees problems and how their expectations influence their thoughts, feelings, and actions (Christie et al., 2015; Kitchenham, 2008; Nohl, 2015). Mezirow (1991) and Taylor (1998) suggest that adults who encounter a "disorienting dilemma" frequently engage in critical reflection, which can lead to a profound shift in perspective. In this research, the sudden shift from face-to-face teaching to online teaching served as a dilemma for nursing educators. The challenges they encountered during this sudden transition affected both their personal and professional lives, and they were forced to adapt. Through reflective practice and strategic adjustments, these educators showed transformative learning by changing their teaching methods to meet the demands of online education.

Furthermore, Baldwin's (2019) Theory of Assimilation in Online Course Design provides insight into how educators transition from traditional to online teaching environments. This theory suggests that instructors modify and combine their past experiences from face-to-face teaching when designing online courses. Instead of creating new teaching methods, educators often replicate familiar strategies (assimilation) to maintain continuity and effectiveness in instruction. In this study, the sudden shift from face-to-face teaching to online teaching prompted educators to adapt established teaching practices for the virtual setting. This process reflects Baldwin's findings, which show how assimilation helps maintain teaching quality during fast changes in instructional delivery.

OBJECTIVE OF THE STUDY

The purpose of this qualitative descriptive study is to explore and describe the experiences of the selected nursing educators in the Visayas region during the sudden transition from face-to-face teaching to online teaching.

METHODOLOGY

Research Design

This study employs a qualitative descriptive design with purposive sampling to investigate the experiences of nursing educators in selected nursing schools in the Visayas region regarding the challenges of transitioning from traditional onsite classes to online classes.

The researcher's goal is to understand the experiences of nursing educators in transitioning from face-to-face teaching to online teaching; in this case, a qualitative descriptive research design was employed. Qualitative descriptive research explains the significance of the educators' firsthand experiences. The study focused on capturing the unique perspectives and experiences of individuals, acknowledging that each person's interpretation can vary significantly. By encouraging participants to express their personal views, the research aimed to gain a comprehensive understanding of the challenges associated with transitioning from face-to-face teaching to online teaching. Thorough interviews and focus groups, including those conducted with individuals who have direct knowledge of the subject matter, are key components of the qualitative descriptive research design. To gain insight into the participants' experiences, the researcher employed a research method that allowed for open-ended questions to elicit detailed accounts of participants' experiences.

Participants and Sampling

There are 9 respondents in this research. A purposive sampling was utilized to identify the respondents for this research. The inclusion criteria are that the individuals must be faculty instructors in a nursing school program and have firsthand experience with the sudden transition from on-site to online teaching during the pandemic. Conversely, faculty members who were not teaching in nursing programs, those who had not personally undergone the transition, and part-time instructors with less than one year of teaching experience during the pandemic were excluded from participation.

Data Collection

The researchers developed a questionnaire comprising both demographic and open-ended questions to elicit detailed and meaningful responses regarding the study's subject. Prior to the interviews, participants provided informed consent. The focus group discussion was conducted in person with all nine respondents. The sessions were audio-recorded and subsequently transcribed verbatim to ensure the accuracy and completeness of the information collected. Each response was carefully reviewed to confirm that all questions had been addressed. Sampling must continue until saturation is reached, which occurs when no new conceptual information can be gleaned from the data gathered. Following data collection,

the qualitative data were analyzed using the method described by Graneheim and Lundman (2004). Responses were reduced into units of meaning, labeled with codes, and subsequently organized into categories based on their thematic relevance. Throughout the data collection process, the researchers acknowledged and appreciated the participants' cooperation, time, and active engagement. Participants were also assured that all information would be treated with strict confidentiality. It is important to note that the participants in this study do not represent all nursing educators in the Visayas region, and the findings reflect the experiences of this specific group.

The following key questions were asked:

1. How would you describe your experiences in online classes during the pandemic?
2. How did you feel when you were told that you had to teach online?
3. What are the challenges of using online distance education?
4. What did you do to overcome those challenges?
5. What do you think the school administrators must do to address those challenges and issues?
6. How has teaching online affected you as a person and as a faculty member?
7. Did you receive any support for teaching online? What type of support?
8. During your work, were you prepared to teach using the internet and online learning? If yes, how was that done? Was that enough? Did this training help you to perform your role during the pandemic?
9. What are the opportunities of using online distance education?
10. Were there significant steps made by the school in redesigning the curriculum for online teaching? How was it made?
11. What are the plans of the school in transitioning to normalizing online learning after the pandemic?
12. How do you evaluate your experience in e-learning in terms of preparation for education and your skills to implement the educational process and its results in terms of achieving the required goals?
13. Among those challenges you encountered, what was the most significant or had the greatest impact on you as a faculty member? What do you think is the best solution to that issue?
14. What are your recommendations to the nursing school in situations like this?
15. Do you have any additional thoughts you would like us to share? Do you have any additional information about your experiences and insights in online teaching?

Research Ethics Protocol

In this research study, consent was obtained and signed by all the respondents. The purpose of the study was clearly disclosed, and the confidentiality of the participants was maintained at the highest level throughout the research study. It was further emphasized that respondents could withdraw their given responses at any time during the research study.

RESULTS AND DISCUSSION

Table 1
Profile of the Participants

Participant	Age	Sex	Education	Work Experience
P1	35	F	Master’s degree holder	7 years and above
P2	28	F	Master’s degree holder	1-3 years
P3	30	F	Bachelor’s degree	1-3 years
P4	34	F	Master’s degree holder	7 years and above
P5	31	F	Bachelor’s degree	1-3 years
P6	40	F	Master’s degree holder	7 years and above
P7	36	F	Master’s degree holder	7 years and above
P8	28	F	Master’s degree holder	1-3 years
P9	51	F	Master’s degree holder	7 years and above

Table 2
Extracted Codes and Categories

Condensation	Codes	Categories
It became a hassle	The experience	Experience - challenge
It was challenging	The experience	Experience - challenge
It was difficult	The experience	Experience - challenge
It was struggling	The experience	Experience - challenge
It was hard	The experience	Experience - challenge
I was nervous	The feeling	Feeling - negative
I was anxious	The feeling	Feeling - negative
I was worried	The feeling	Feeling - negative
I was doubtful	The feeling	Feeling - negative
Poor internet	The challenges	Experience - problem

Students attention	The challenges	Experience - challenge
Assessing comprehension	The challenges	Experience - challenge
Mobile data	The solution	Effect - recommendations
Modules	The solution	Effect – recommendations
Online quiz applications	The solution	Effect - recommendations
Attending seminars	The solution	Effects - recommendations
I'm more patient	The positive	Effect - adaptation
I can adapt	The positive	Effect- adaptation
I'm more mature	The positive	Effect - adaptation
I'm more resilient	The positive	Effect - adaptation
I was stressed	The feeling	Feeling - negative
I'm not effective	The feeling	Feeling - negative
I was not prepared	The challenges	Experience - challenge
I learned the internet	The positive	Effect - adaptation
I learned time management	The positive	Effect - adaptation
Promoting student independence	The positive	Effect - adaptation
Added flexibility	The positive	Effect - adaptation
Trainings and seminars were done	The solution	Effect - recommendations

According to the general demographics of the nine participants who served as educators in the study, their ages fell within the normal working age range, spanning from 20 to 59 years old. Given the study's availability and time frame, only female educators were able to participate in the research. Seven of the participants were master's degree holders, while the remaining were bachelor's degree holders. Five participants had more than seven years of teaching experience in their chosen field, while the rest had between one and three years of experience.

According to the results of the collected data, the responses can be categorized into three areas: experiences, feelings, and effects. To further elucidate the meaning of each, these categories will be discussed and explained in detail, supported by the results of the conducted interviews.

Experiences

The first category is experience, which generally refers to firsthand accounts of participants during the transition from face-to-face teaching to online teaching. The participants' experiences can be categorized into problems and challenges.

Problems were identified as issues arising from external factors, such as the availability of resources like computers, mobile devices, or any equipment used for online classes, as well as internet connectivity, which is essential for conducting online learning. Challenges, on the other hand, were issues that were internally based or subjective, depending on a person's perspective.

One participant said: *"Online classes became a hassle as I was still learning how to use online platforms along with learning how to deal with the pandemic situation."* (P1)

Another participant stated: *"It was difficult at first, especially since not everyone was accepting of the concept of online learning."* (P4)

Based on the results, whenever a person undergoes change, problems and challenges inevitably arise. However, in this study, participants reported facing more challenges than problems during the transition. Many of them described their experiences as "difficulties," "hard times," "struggling," or "being challenged," highlighting the personal struggles they encountered in adapting to the new teaching mode.

Beyond technical issues, educators grappled with internal challenges, particularly in relation to pedagogy, adaptability, and emotional well-being. In the United States, Kaden (2020) noted that faculty faced steep learning curves in adopting new platforms, managing virtual classrooms, and rethinking assessment strategies. Similarly, inadequate ICT competence among professors in Nigerian higher education created barriers to instructional delivery, resulting in frustration and professional strain (Adewale et al., 2022). These findings echo the present study, where participants described online teaching as a "hassle" and highlighted the difficulty of mastering platforms while simultaneously managing pandemic-related pressures.

Educators also encountered challenges in sustaining engagement and evaluating student comprehension. Studies in China and Turkey revealed that faculty struggled with maintaining interaction, monitoring participation, and ensuring fair assessment in online classes (Bao, 2020). Furthermore, the inability to observe students' nonverbal cues, especially when cameras were turned off, hindered professors' ability to gauge understanding and adjust teaching strategies (Palvia et al., 2023). These difficulties reflect participants' accounts of struggling to provide effective feedback and assess learning outcomes in a fully virtual setting.

While several studies emphasize the pedagogical, adaptability, and emotional challenges professors faced in transitioning to online teaching (Kaden, 2020; Olumorin et al., 2022; Palvia et al., 2023), other research provides a more nuanced perspective. For instance, Cutri and Mena (2020) reported that many faculty viewed the shift as an opportunity for professional growth, enabling them

to explore innovative pedagogical strategies.

Similarly, Rapanta et al. (2021) found that when supported with training, professors not only adapted successfully but also enhanced their creativity in instructional design. In terms of student engagement, Dumford and Miller (2018) demonstrated that online environments can increase reflective and written participation, while Boling et al. (2012) highlighted that professors who effectively utilized multimedia and interactive tools were able to sustain high levels of student involvement. Emotional well-being, often framed as a negative consequence of the transition, has also been described in more positive terms; Niess and Gillow-Wiles (2021) found that some faculty perceived online teaching as less stressful due to increased flexibility, while Cavanaugh et al. (2021) observed higher satisfaction levels among instructors with prior online teaching experience. Moreover, concerns about assessment validity are countered by Means et al. (2013), whose meta-analysis revealed that students in online or blended courses often performed as well as, or better than, those in traditional classrooms.

Another challenge raised was that the transition became a hassle because not everyone was accustomed to using the internet, and not all participants had reliable internet access. The only problem consistently identified across responses was poor internet connectivity, which is crucial for the success of online classes.

One educator emphasized: *“Feedback was difficult and online learning was something I had to learn along the way.”*(P1)

Another participant expressed: *“There are a few that I can think of, but the main struggle for us, teachers, was finding a way to assess the comprehension of the students.”* (P5)

A major problem consistently reported was poor internet connectivity, which disrupted synchronous teaching, reduced instructional quality, and limited both faculty and students’ engagement in virtual classrooms. This issue was particularly evident in developing countries, such as the Philippines, where educators struggled with unstable connections and limited access to appropriate devices (Potoy et al., 2023). Similarly, Hernández-de-Menéndez et al. (2022) emphasized that in Latin American higher education institutions, insufficient digital infrastructure and unequal access to resources hindered faculty effectiveness in online teaching.

Despite widespread concerns about poor internet connectivity, several studies indicate that effective online teaching can still occur when faculty and students employ adaptive strategies. For example, Aguilera-Hermida (2020) found that students and professors developed resilience by utilizing asynchronous platforms and offline resources, which minimized disruptions caused by unstable connections. Likewise, Moorhouse and Wong (2022) observed that the strategic use of blended approaches—combining synchronous and asynchronous tools—

helped sustain instructional quality even in contexts with limited bandwidth. Moreover, Martin, Polly, and Ritzhaupt (2020) emphasized that faculty who adopted flexible course designs, such as pre-recorded lectures and alternative assessment formats, were able to maintain engagement and ensure equitable learning opportunities regardless of connectivity constraints. These findings suggest that while technological infrastructure remains a significant challenge, pedagogical adaptability and institutional support can mitigate the negative impact of unstable internet access.

In the Philippine context, poor internet connectivity, limited device access, and high data costs consistently disrupted online teaching, particularly in rural areas (Gocotano et al., 2021; Potoy et al., 2023). Despite these constraints, educators demonstrated resilience by adopting flexible strategies such as using asynchronous platforms, pre-recorded lectures, and alternative assessments (Tarrayo et al., 2021). Students also employed coping mechanisms, including time management, help-seeking, and self-regulation, to navigate connectivity and motivational challenges (Barrot et al., 2021; Dela Cruz et al., 2024). Institutional responses, such as the use of platforms like Genyo E-learning and the initiatives of the University of the Philippines Open University, further illustrate attempts to mitigate inequalities in access and sustain instructional delivery (Santos & Reyes, 2024).

Feelings

The next category is feelings, which pertains to what the participants experienced emotionally during the transition from face-to-face teaching to online teaching. This category can be subcategorized into positive feelings and negative feelings. While feelings may not appear to have a major impact, participants' verbalizations of their emotions serve as internal feedback about how they perceived and coped with the transition. Such feelings, if left unaddressed, could significantly impact their motivation and the quality of their teaching performance in the online setting.

Based on the results, participants predominantly expressed negative feelings towards the transition. These included emotions such as nervousness, anxiety, worry, and doubt, responses that are common in times of change. Additionally, participants reported feelings of stress and a sense of being ineffective in delivering their lessons, which are also typical reactions when adapting to something new. Interestingly, no consistently positive feelings were reported in the findings, suggesting that any positive emotions related to the transition may have been rare or minimal.

Despite this, one participant shared a mixed reaction: *"It was challenging and exciting at the same time."* (P4)

Another participant stated: *“I felt doubtful because I wasn’t sure if I could deliver the same quality of education as if it were face-to-face.”* (P8)

The interaction between negative feelings and resilience was clear in this study. Initial emotions of anxiety, doubt, and stress were not isolated experiences but direct reactions to these perceived challenges: inadequate resources, unstable internet, and lack of preparation. However, as educators engaged in problem-solving and reflective practice, these negative emotions became catalysts for growth. For instance, anxiety about ineffective teaching motivated participants to attend seminars and explore digital tools, while self-doubt drove them to seek peer support and institutional training. Over time, these feelings transformed into adaptive behaviors such as increased patience, technological proficiency, and professional maturity, aligning with transformative learning theory’s idea of growth through disorienting dilemmas (Mezirow, 1991).

These findings are consistent with previous studies that have indicated emotional challenges brought about by the sudden switch to online classes during the pandemic (Albloushi et al., 2024; Haanes et al., 2024; Oberoi et al., 2025). These emotional outbursts may be related to a state of unpreparedness and a lack of fundamental skills required to teach students online. Moreover, the unknown condition of the pandemic brought them a feeling of uncertainty, worry, and anxiety, while at the same time, they were concerned about the students’ learning journey and success in completing the nursing program (Nabolsi et al., 2021). On the other hand, the sudden shift to distance learning may have generated positive feelings among nurse educators due to the increased accessibility, comfort, ease of management, and flexibility it provided in the midst of the pandemic (Dhawan, 2020; Kunaviktikul et al., 2022).

Interestingly, literature shows both contradictions and nuances regarding these emotional experiences. While Albloushi et al. (2024) and Nabolsi et al. (2021) observed increased stress, anxiety, and doubt among nursing educators, Kunaviktikul et al. (2022) pointed out that some faculty members in ASEAN countries reported positive feelings such as pride, empowerment, and fulfillment after successfully adapting to online modalities. Similarly, Dhawan (2020) noted that online education, although initially stressful, was later viewed by some as offering flexibility and innovation in teaching. These contrasting accounts illustrate how individual, institutional, and cultural contexts influence the emotional range of adaptation.

Effect

The last category is the effect, which refers to the outcomes of the participants’ experiences and feelings during the transition. This category can be subcategorized into adaptations, which reflect the attitudes and behaviors that emerged as a result of shifting from onsite to online classes, and recommendations, which

include suggested improvements to address the encountered challenges.

Based on the results, participants reported numerous adaptations that demonstrated their ability to adjust to the transition. These included personal qualities such as becoming more patient, adaptive, mature, and resilient, reflecting both personality growth and professional development. Professional improvements were also evident, including the acquisition of skills in navigating the internet, enhancing time management, and fostering student independence.

The transition from face-to-face teaching to online teaching environments can be effectively facilitated when educators conceptualize the notion of a learning space (Samuel, 2022). Redmond (2011) found that educators initially demonstrated resistance during this shift; however, as the process unfolded, they experienced a transformation in their pedagogical beliefs and teaching presence, which fostered a more dialogical and interactive approach to online education. Furthermore, Bonk and Dennen (2003) argue that successful adaptation to online teaching requires a deliberate redefinition of professional identity and instructional practices, a process that is inherently gradual and necessitates sustained effort and reflection.

The **recommendations** suggested by the participants focused on improving the online teaching and learning process. They emphasized the need for more training, seminars, and lectures related to online learning, as well as alternative learning modalities for students, such as printed modules and online quizzes.

One participant shared: *“I used several online means and learned different applications that would make my teaching mode more acceptable and interesting for my students.”* (P4)

Another instructor stated: *“We would usually use mobile data and look for signals around the area. Students were given modules as an alternative to online classes.”* (P8)

Cleveland-Innes and Garrison et al. (2010) assert that a successful transition to online education necessitates modifications in both pedagogical approaches and instructional practices to achieve effective learning outcomes. Similarly, Covington et al. (2005) highlight that guiding faculty through a shift in instructional paradigms requires coordinated support from academic departments, fellow educators, and institutional support services. When these elements are in place, challenges associated with online instruction can be collaboratively addressed, thereby facilitating a smoother transition for instructors new to the modality. In addition, Ray (2009) emphasizes the necessity of preparing educators prior to their engagement in online teaching. Institutions should critically evaluate their existing training programs for online instruction, and in the absence of such initiatives, develop comprehensive training that encompasses both technological proficiency and pedagogical effectiveness.

Critical Reflection to the Methodology

The qualitative descriptive design focused on capturing detailed personal experiences, which emphasizes participants' subjective perceptions but does not allow for broader generalizations. The purposive sampling of nine female educators means the findings reflect a specific demographic that might limit the diversity of perspectives. The researchers acknowledged that there were methodological influences but did not diminish the value of the findings but provided context for interpreting them. The results reflect the experiences of this particular group of nursing educators in the Visayas region and highlight themes relevant to similar contexts.

CONCLUSIONS

Based on the findings of this study, it can be concluded that the nursing educators encountered a range of unpleasant experiences during the transition from face-to-face teaching to online teaching, primarily due to the challenges and limitations such as the availability of resources like computers, mobile devices, or any equipment used for online classes, as well as internet connectivity, which is essential for conducting online learning. Despite these difficulties, the instructors demonstrated resilience and were eventually able to adapt, aided by institutional support and their own perseverance. These developments encompassed personal qualities such as increased patience, adaptability, maturity, and resilience, which reflected both individual growth and professional advancement. Professional improvements were likewise evident, particularly in the acquisition of digital skills for navigating online platforms, strengthening time management, and promoting greater student independence. Such progress generated positive feelings among nurse educators, as online teaching offered increased accessibility, comfort, ease of management, and flexibility during the pandemic (Dhawan, 2020; Kunaviktikul et al., 2022).

While this study offers valuable insights, it may not fully capture the broader context of the phenomenon under investigation. The limited timeframe and number of participants, as well as the homogeneity of the sample, constrained the scope of the findings. A larger sample size and a more diverse demographic representation, including variables such as gender, age, educational attainment, and professional experience, would provide a clearer and more comprehensive understanding of the situation. Such expansion may or may not alter the nature of the responses, but it would offer a broader perspective and greater depth, thereby strengthening the study's validity and applicability. To enhance online readiness, higher educational institutions should offer evidenced based training that strengthens both teachers' digital skills and their ability to deliver effective online instruction. By providing strong support systems, such as technical support, peer guidance, and emotional assistance would definitely help educators adjust more smoothly to new teaching methods. In addition, implementing regular feedback

and evaluation processes will allow institutions to monitor faculty preparedness, student engagement, and the overall success of online learning.

TRANSLATIONAL RESEARCH

The results of this research can be translated into practice by informing the development of strategies that address the barriers identified in the study. Future research should prioritize designing and testing targeted interventions aimed at reducing these challenges, particularly in areas such as faculty training, technological support, and student engagement. Moreover, the findings can serve as a valuable basis for educational institutions to enhance online teaching modalities, ultimately fostering more effective instruction and improved learning outcomes.

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