

WEST VISAYAS STATE UNIVERSITY  
COLLEGE OF EDUCATION  
**GRADUATE SCHOOL**  
Iloilo City

ZHONG WEN LAOSHI'S EXPERIENCES AND PRACTICES IN TEACHING MATHEMATICS  
DURING THE PANDEMIC

A Thesis Presented to the  
Faculty of the Graduate School  
College of Education  
West Visayas State University  
La Paz, Iloilo City

In Partial Fulfilment  
of the Requirements for the Degree  
Master of Arts in Education  
(Mathematics)

by

Roger B. de Guzman Jr.

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**Abstract**

This qualitative study investigated the pedagogy of Chinese mathematics teachers during the COVID-19 pandemic, focusing on their experiences and teaching practices in one of the Chinese schools in Roxas City. The transition to virtual learning necessitated significant adjustments in teaching strategies, related to student engagement and connectivity issues. Data collection involved conducting in-depth, semi-structured interviews with four (4) purposively selected informants who met specific criteria set, including being of Chinese descent, teaching mathematics, and having experience in teaching during the pandemic using the Online Distance Learning mode. Through these interviews and subsequent thematic analysis, the study explored the unique experiences of these teachers, highlighting the challenges and innovative strategies they employed to adapt to the new circumstances. The findings of the study was organized into two (20) main themes: "Adapting and Innovating: Teachers' Experiences during the Pandemic" and "Adapting Pedagogy: Teachers' Practices During the Pandemic." These themes emphasized on how teachers navigated challenges and maintained quality teaching practices during unprecedented times. They also provided insights into the difficulties faced by teachers in adapting to online learning, particularly

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regarding student engagement and connectivity issues. This research study offered implications for improving teaching practices during times of crisis, emphasizing the importance of prioritizing digital literacy for teachers, proactive engagement from learners, open communication for parents, adaptation of curriculum for DepEd developers, and further research into the long-term effects and best practices of online learning for future researchers.

Keywords: *Chinese mathematics teachers, COVID-19 pandemic, teaching experiences, teaching practices*

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