



TEACHERS' CHALLENGES REGARDING ONLINE MODALITY OF TEACHING

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Abstract

Online teaching, as the trend of the New Normal, is highly dependent on the power of digital platforms. Technology and related interrelated factors affect teachers' abilities and performances. This study aims to describe the challenges and difficulties experienced by teachers, especially the Physical education ones, in teaching their courses online. The quantitative method was the approach taken for this particular study. In particular, the Descriptive survey was applied in this study. For this study, the researchers chose the quantitative research approach because it is the one that places the most emphasis on quantitative data. Probability Simple Random sampling was used in selecting the participants of this study. Specifically, this research encompasses the online teaching challenges of PE teachers of all branches of New Era University in Quezon City, Batangas, Rizal, and Pampanga. The conclusion claims that teachers highly experienced insufficient time in online teaching and discharging their responsibilities to their students, who are also paralyzed by the absence of technology in performing their academics. Thus, technology hinders them from performing better. This result was revealed. It is proposed that retooling, such as training and seminars, should be granted to teachers and students to enable them to combat the challenges of online modular learning—Internet provisions from the institution or government should empower this.

Keywords: Online Modular Teaching, Technology, New Normal, Learning Modality

INTRODUCTION

The covid-19 Pandemic has affected everything, including the educational landscape. COVID-19 is an infectious disease caused by severe acute respiratory syndrome coronavirus. "The COVID-19 pandemic has restricted human-to-human contact according to" Viana (2020). Thus, "social distancing is the most effective preventive strategy because neither a specific treatment nor an accurate vaccine could cure COVID-19", Bonoan et.al (2021).

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It was the third week of April 2020, five weeks since Metro Manila and other provinces were put under "enhanced community quarantine" (ECQ). Karl Hapal (2021) clearly states that under ECQ, school and university classes are suspended, mass gatherings are prohibited, and government offices should operate with a skeletal workforce. Also, businesses are closed except for those providing essential goods and services, mass transportation is restricted, and people are ordered to observe social distancing measures and stay at home. Despite this unprecedented situation, the Philippines actively responds to social changes by offering a diverse school curriculum through online classes and developing new educational approaches. The changes required by the crisis may present an opportunity to adapt to the education needs of the budding Fourth Industrial Revolution. Many studies preceding COVID-19 examine the possibility of online classes as a part of future education. In that, "online classes can provide highly efficient and diverse elective courses to self-directed students" Bangayan- Manera (2020).

The demand to convert existing face-to-face classes into online classes is not a temporary phenomenon in the educational field. Due to the increased interest in and acceptance of online classes, Chiasson (2012) claims that professors are being asked to design online courses. "Online learning is a popular alternative teaching method in many institutional organizations worldwide" Sawang (2013). However, online practical classes (OPC), like physical education (PE), are not easy to teach or learn for educators and students. Many studies have reported that the interaction between the students and the educator in online courses is inferior to that in the traditional classroom setting, making student engagement difficult, according to Bangayan- Manera (2019).

Furthermore, the online teaching-learning process feels compelled to embrace the digital academic experience as the highest aim of morals for both professors and students. Professors have adopted various techniques to provide course information to adapt to the new norm in education. They use social media, video conferencing technology, and online educational platforms to deliver their lectures, Agustin et al (2021). Using online educational platforms, they can each exchange notes and interactive resources connected to their courses with students. Using online educational tools, students can submit assignments, and teachers can monitor their students' progress.

In particular, Physical education centers on physical activity and is distinct from general knowledge-based subjects. Therefore, online physical education classes require special preparation and operation to communicate and practice the values of physical education well. Currently, as in-person school attendance and online classes are occurring in tandem around the world, there is a need to examine whether online physical education classes are being held and conveying the values of physical education appropriately. Nonetheless, online PE classes may not provide these educational benefits to the students because the educator and the students are physically and spatially separated. Hence, this study is being formulated to describe the challenges of teachers' in online physical education classes and to provide insights into the daily instructional practices of online PE teachers.



METHODOLOGY

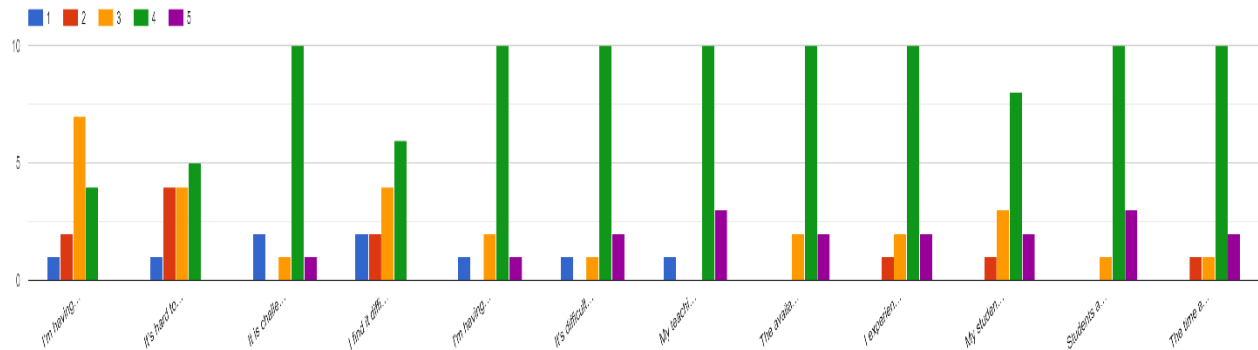
This study utilized the Quantitative research design. Notably, it employed the Descriptive Survey method. Voxco (2021) states that the Descriptive Survey method provides relevant and accurate information about the problem and engages the people or the respondents who are the center of the research objectives. Also, the study used it because it focuses on quantitative data, which is teachers' challenges regarding the Online Modality of Teaching of 50 PE teachers among all branches of New Era University in Quezon City, Batangas, Rizal, and Pampanga.

Concerning the data gathering tool, the researchers developed closed-ended questions and availed the content and experts' validity to make it official. After which, they administered the survey questionnaire online through a google form. The survey comprises 12 questions about teachers' challenges in implementing Online teaching. Further, the study took the researchers three weeks to administer and retrieve the survey questionnaire. This study employed Probability Simple Random sampling to choose the respondents. Finally, this study used Quantitative Descriptive statistics to analyze the gathered data.

RESULTS, DISCUSSION, AND ANALYSIS

After the conducted investigation, the researchers yielded the following results.

DIRECTION: Rate each statement by putting check on the table as it appeared to you in relation to the 5-point scale shown below. (1) Strongly disagree; (2) Disagree; (3) Neither agree nor disagree; (4) Agree; (5) Strongly agree.



| Challenges faced by the PE teachers in Online Modality | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|--|----------------|-------|---------|----------|-------------------|
| 1. I'm having difficulty using technology in distance learning. | | 12 | 28 | 6 | 4 |
| 2. It's hard to keep track of students' exercise in the online class. | | 18 | 14 | 14 | 4 |
| 3. It is challenging to deliver the lesson through a computer screen. | 4 | 36 | 4 | | 8 |
| 4. I find it difficult to use Google Meet, Canva, and other online tools in my teaching. | 8 | 36 | 3 | | 3 |
| 5. I'm having trouble finding ways to make the class more engaging. | 4 | 35 | 7 | | 4 |
| 6. It's difficult to provide critical feedback on students' performances. | 3 | 33 | 11 | | 3 |
| 7. My teaching quality suffers due to a poor internet connection. | | 37 | 10 | | 3 |
| 8. The availability of technology affects the performance of my students. | 5 | 40 | 5 | | |
| 9. I experienced a lack of participation from my students during practical class. | 6 | 30 | 11 | 3 | |
| 10. My students lack materials and equipment for performing activities. | 8 | 39 | 3 | | |
| 11. Students are unable to complete and submit the performance task. | 6 | 36 | 4 | 4 | |

| | | | | | |
|---|---|----|---|---|--|
| 12. The time allocated to discuss and demonstrate PE is insufficient. | 7 | 39 | 3 | 3 | |
|---|---|----|---|---|--|

The table presents the challenges the teachers face, particularly the ones teaching the Physical education courses. Twenty-eight (28) felt Neutral in using technology while conducting online classes. They are ambivalent about finding it difficult to use remote learning technologies. With the highest response of 18, everyone agrees that monitoring students' homework assignments in an online course is challenging. Some PE teachers concur that presenting the lesson on a computer screen with 36 answers is difficult. With 36 responses, most PE teachers agree that using Google Meet, Canva, and other online resources in my classroom is challenging.

On the other hand, PE teachers concur that they are having difficulty thinking of ways to make the lesson more engaging with the 35 answers. Some of them agree that they found it challenging to offer constructive criticism on students' performances with 33 responses. Regarding the poor internet connection affecting their instructions, 37 decided to have hampered online instructions. However, 40 respondents agreed that having access to technology influences their students' academic achievement.

In addition, most PE teachers concur that their students did not participate throughout the practical class with 30 answers. Their lack of supplies and tools necessary to complete exercises yielded 36 responses. Lastly, 39 PE teachers agreed that the time allotted for explaining and demonstrating Physical Education topics is insufficient. This challenge on online modular teaching posted the highest no of responses.

The findings regarding the challenges of insufficient materials to be used in online modular classes and problematic connections or technology provide credence to the argument of Bonoan et.al (2021) that since teachers lack the necessary equipment, they find it challenging to communicate electronically with their students. This claim correlates with the idea of Agustin et. al (2021) that internet connection continues to be an issue even for college students. He claimed that the country had struggled with insufficient internet access even before the pandemic broke out. Since most instructors' internet connections are so bad, they frequently have trouble with online classes.

As a result of these challenges set by Online learning, Buncag (2022) states that teachers, particularly the PE ones, may have difficulties helping students or teacher candidates pedagogically conceptualize, create, and practice movement concepts, skills, and strategies utilized across a variety of physical activities.



Conclusion

The study's findings show that the main difficulties preventing teachers, particularly the PE ones, from doing their online jobs are an inconsistent Internet connection and a lack of equipment and room. Thus, learners become passive in online classes when these challenges compromise their concentration.

Pupils also struggle with execution since physical education teachers find it challenging to correct students' performance digitally. It is still preferable to directly interact with the pupils, which traditional classrooms provide in comparison. A selected few students can meet the professors' requirements in a typical class since teachers can swiftly support the students' movements. Due to the delay in implementing instructors' input, knowledge transfer is reduced. The study shows that the New Normal teaching platform poses difficulties for teachers in adapting and using online applications.

Recommendations

1. To ensure the students' online learning success, the government should be strongly motivated to enhance mobile network providers' performance and boost connectivity throughout the nation because a dependable internet connection is the foundation of online learning,
2. Retool the teachers. They should receive thorough training in creating online courses and modules and leading lessons tailored to their area of expertise or disciplines. To promote interactivity and motivation in online classrooms, teachers at this time should also be skilled at developing a virtual environment to deliver lessons utilizing a variety of instructional design techniques. Said, online education is more analogous to recreating a real classroom in a virtual environment and making it function the same way as it is merely downloading instructional resources.
3. Finally, since the undergraduate program already has two to three courses concentrating on using technology in teaching PE and sports, administrators should offer additional and thorough training courses for teachers specializing in online physical education. They should also provide comprehensive and practical information about effective online PE teaching practices for educators who will engage in distance learning.
4. Since the results of this study are only limited to the small sample of respondents, the researchers suggest a more extensive selection of participants for more conclusive findings.



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