



Challenges of Teachers and Students in the Use of Online Learning: Implication for Administrative Decision

¹Loren L. Constantino, ²Rovy M. Banguis

¹ Graduate Studies, Mindanao State University Buug, Datu Panas, Buug, Zamboanga Sibugay, Philippines
Email address: rovy.banguis@msubuug.edu.ph

ABSTRACT

This study aimed to determine the challenges of online learning at the Mindanao State University-Buug, municipality of Buug, province of Zamboanga Sibugay. It further aimed to disclose the strategies employed by students and teachers to deal with the challenges. Conducted this school year 2020-2021, eight students and eight teachers were purposively selected for this study. Using qualitative study with major use of case study, the present inquiry yielded the following findings: As to students' encountered challenges the following themes are indicative of major problems of online learning: "Internet Connectivity is a Major Challenge"; "Online Learning Creates a Learning Gap"; and, "Copying Answers from Classmates or Copying-pasting Answers from the Internet". As to strategies to beat the challenges of online learning the following themes based on the responses of the teachers were the possible resolves: On Internet Connectivity as a Problem two thematic strategies were employed by teachers: "Use Personal Money to Buy Load for Mobile Data, Buy Modem"; and, "Look for other Learning Options". On the problem of Online Learning Creating a Learning Gap a thematic strategy was developed: "Two-Way Communication May Break the Gap." On the problem of Copying Answers from Classmates, Copying-Pasting Answers from the Internet, two thematic strategies were emerging to address the problem: "Google Form Solves the Problem"; and, "Letting Students Summarize and Paraphrase Copied-Pasted Answers." Online learning though has helped in delivering education right at the doors of the students the challenges encountered by students and teachers based on their recent teaching and learning experience is concluded to be not so effective. Face-to-face teacher-student engagement proves to be better.

Keywords : challenges, online learning, internet connectivity, learning gap

I. INTRODUCTION

The present experience of the pandemic worldwide has caused various alterations in the delivery of instructional services to continuously address the learning needs of students. All over the globe teaching-learning modalities have been introduced so as to never hamper the educational needs of concerned clientele. Countries have braced for various avenues of learning such as the use of modules, online learning, TV-based programs and many other modes to sustain education.

The use of online learning is an offer of the nowadays technology that could spell out benefits as learning can happen even without classroom meetings. Yet, the questions so essential

need to be raised: Does online learning so easy for implementation? Are there no anticipated problems to crop up with such a learning mode?

With the researcher's personal encounter of some challenges in the conduct of online learning – one of which is connectivity problem which disrupts instructional delivery, this paper is highly thought of and is believed to be a fertile ground to see possibilities of problems that online learning has, as encountered by teachers. Hoping this endeavor becomes a good lead to bring out problems of teachers as to online learning could be a grand



Asian Journal of Advanced Multidisciplinary Researches

ISSN: 2782 - 9057

contribution to existing literature on problems and challenges of online education/learning.

Cognitive approaches to learning cover a very wide range. At one end, the objectivist end, cognitivists consider basic mental processes to be genetic or hard-wired, but can be programmed or modified by external factors, such as new experiences. Early cognitivists in particular were interested in the concept of mind as computer, and more recently brain research has led to a search for linking learning to the development and reinforcement of neural networks in the brain. In terms of practice this concept of mind as computer has led to several technology-based developments in teaching, including: intelligent tutoring systems, a more refined version of teaching machines, based on analysing student responses to questions and redirecting them to the appropriate next steps in learning. Adaptive learning is the latest extension of such developments; artificial intelligence, which seeks to represent in computer software the mental processes used in human learning (which of course if successful would result in computers replacing many human activities – such as teaching in the physical classroom).

This study had to observe what to cover in this endeavor. Thus, the following parameters detail its scope and limitations. This study focused on the challenges encountered by both teachers and students as to the conduct of online learning. This study was conducted at Mindanao State University Buug College and was undertaken this school year 2020-2021. This study covered the instructors who are using online learning and students who are experiencing online learning of the mentioned school. Chan (2020) defines online learning as any form of learning conducted partly or wholly over the Internet. It is a form of distance education in which a course or program is intentionally designed in advance to be delivered fully online. He further describes that in an online learning faculty use pedagogical strategies for instruction, student engagement, and assessment that are specific to learning in a virtual environment. However, with the emergency measures taken during the Covid-19 pandemic, commentators have made the distinction between deliberately designed online learning and the emergency measures used to move all instruction online in the spring of 2020: Emergency Remote Teaching: “is a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances. It involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses and that will return to that format once the crisis or emergency has abated.”

Taylor (2002) describes e-learning or online learning as exceptional for courses that require cognitive learning. However, for teachers dealing with cultural barriers, differences in student attitude do not work well in the e-learning environment. Academic staffs that are better trained will bear the fruits of higher student learning. However, if the teaching staff are not trained in using the e-learning technology and do not have a strong grasp of the operation of the technology then student learning is likely to suffer.

Online learning is education that takes place over the Internet. It is often referred to as “e-learning” among other terms. However, online learning is just one type of “distance learning” - the umbrella term for any learning that takes place across distance and not in a traditional classroom. Distance learning has a long history and there are several types available today, including: correspondence courses: conducted through regular mail with little interaction. Telecourses: where content is delivered via radio or television broadcast. CD-ROM Courses: where the student interacts with static computer content. Online Learning: Internet-based courses offered synchronously and/or asynchronously. Mobile Learning: by means of devices such as cellular phones, PDAs and digital audio players (iPods, MP3 players).

2. METHODOLOGY

This study made use of descriptive qualitative research design with particular use of a case study. The researcher opted to utilize this design as case study is a research strategy and an empirical inquiry that investigates a phenomenon within its real-life context. Case studies are based on an in-depth investigation of a single individual, group or event to explore the causes of underlying principles. Skate (1995) as cited by Yazan (2004) he discusses the use of exclusive qualitative data gathering tools such as, interviews, observation and document reviews. Using the approach of Stake on categorical aggregation, this will then lead the researcher to arriving at looking for patterns, giving meanings from the words of the participants and even come up with themes for this case study.

This study was conducted at the Mindanao State University Buug located at barangay Datu Panas, Buug, Zamboanga Sibugay. This study covered eight teachers in the mentioned research environment who are pursuing the present implementation of Online Learning being one of the modalities to reach out every learner client. Besides, another eight students were further covered so as to more or less help the researcher visualize challenges of online learning aside from the thoughts shared by the teachers.



Asian Journal of Advanced Multidisciplinary Researches

ISSN: 2782 - 9057

This study was conducted at the Mindanao State University Buug located at barangay Datu Panas, Buug, Zamboanga Sibugay. This study covered eight teachers in the mentioned research environment who are pursuing the present implementation of Online Learning being one of the modalities to reach out every learner client. Besides, another eight students were further covered so as to more or less help the researcher visualize challenges of online learning aside from the thoughts shared by the teachers.

3. RESULTS AND DISCUSSIONS

This study aimed to determine the challenges of online learning at the Mindanao State University-Buug, municipality of Buug, province of Zamboanga Sibugay. It further aimed to disclose the strategies employed by students and teachers to deal with the challenges. Conducted this school year 2020-2021, eight students and eight teachers were purposively selected for this study. Using qualitative study with major use of case study, the present inquiry yielded the following findings:

On the case of students, challenges they encountered are summarized based on the themes that emerged: "Internet Connectivity a Problem"; "No Money for Load/Mobile Data"; "Difficulty of Lessons in Online Learning"; "Procrastination in Classes"; "Gadget Problem, No Internet Installed at Home"; and, "Online Learning Causes Depression".

As to dealing with the challenges, students' responses led to the following themes serving as their resolves. Each theme serves as a possible remedy to every challenge presented in particular order: "No Way to Solve but Wait for the Connection to Return"; "Save Money and Limit Spending"; "Seek for Internet Help"; "Setting Limitations, Time Management are Essentials"; "Ask for Favor from Classmates and Others"; and, "Eating, Calling Friends/Classmates."

As to students' encountered challenges the following themes are indicative of major problems of online learning: "Internet Connectivity is a Major Challenge"; "Online Learning Creates a Learning Gap"; and, "Copying Answers from Classmates or Copying-pasting Answers from the Internet".

As to strategies to beat the challenges of online learning the following themes based on the responses of the teachers were the possible resolves: On Internet Connectivity as a Problem two thematic strategies were employed by teachers: "Use Personal Money to Buy Load for Mobile Data, Buy Modem"; and, "Look for other Learning Options". On the problem of Online Learning Creating a Learning Gap a thematic strategy was developed: "Two-Way Communication May Break the Gap." On the problem of Copying Answers from Classmates, Copying-Pasting Answers from the Internet, two thematic strategies were emerging to address the problem: "Google Form Solves the Problem"; and,

"Letting Students Summarize and Paraphrase Copied-Pasted Answers."

4. CONCLUSION AND RECOMMENDATIONS

Online learning though has helped in delivering education right at the doors of the students the challenges encountered by students and teachers based on their recent teaching and learning experience is concluded to be not so effective. Face-to-face teacher-student engagement proves to be better.

In view of the findings, implications (for administrative decision) and conclusion, the following recommendations forwarded are thought to be valuable:

1. Teachers may not only rely on online learning but continue to implement blended learning.
2. Teachers need to strengthen student relations via other means – mobile phones, Facebook messenger and other ways to constantly follow up learning problems and possible intervention can be done.
3. School administrators in collaboration with faculty members may look for practical avenues to best sustain student learning.
4. Should limited face-to-face classes be allowed, teachers need to double efforts, grab the opportunity to quench students' thirst for learning.
5. Future researchers may re-conduct this inquiry or find another research environment to compare findings. In particular, future researchers could do research in private colleges, for instance, Saint John College, to determine online learning challenges among teachers and students.

ACKNOWLEDGMENTS

The researcher would like to express her heartfelt and sincerest gratitude to the different individuals who had contributed to the success of this research:

To Dr. Rovy M. Banguis, the research adviser, for her expertise, guidance, pieces of advice and constant encouragement during the course of this work.

To Prof. Arsub M. Varquez, the editor and panel member, for editing and polishing the paper.

To Prof. Josephine S. Merquillo and Prof. Norhanie D. Macarao for sharing their comments and recommendations for the researcher to produce a better research study.

To the Chancellor of MSU-Buug, Sultan Pangandag M. Magolama, Ph.D., as well as to the deans of the different colleges for their permission to allow the researcher to administer the interview to the faculty members and students.

To the faculty members and students of MSU-Buug for their willingness to cooperate and participate in the data gathering.

Above all, to the Almighty God, for providing the strength, courage, wisdom, ability and opportunity to undertake this research. Without Him, this achievement would not be possible.

REFERENCES

- Chan, D. (2020). Online Learning. Retrieved From <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>).
- Taylor, M. (2002). Problems of E-learning: *Journal of Education and Training Studies*, 6 (2), 30-45.
- Yazan, B. (2015). Three Approaches to Case Study Methods in Education: Yin, Merriam, and Stake. *The Qualitative Report*, 20(2), 134-152. Retrieved from <https://nsuworks.nova.edu/tqr/vol20/iss2/12>