An Analysis on the Challenges Faced by Faculty Members on Online Teaching: Its Implications to their Teaching Performance

Mariden Ventura-Cauilan
Cagayan State University, Tuguegarao City
mrdn_ventura@yahoo.com.

Abstract

This paper identified thechallenges faced by the professorson online teaching. It specifically determined the profile of the teacher-respondents in terms of age, sex, position, educational attainment, campus they belong and theirteaching performance. Furthermore, it determined the problems faced by the professorson online teachingalong geographical location, adaptability struggle, technical issues, computer literacy, time management and self-motivation. The profile of the teacher-respondents was correlated to their teaching performance and the problems on onlineteaching as faced by the professorswere also compared when grouped according to campus.Descriptive correlation design was utilized. Pearson-R correlation was used to determine the relationship of theprofessors' profile and their teaching performance and ANOVA was used to compare the problems faced by the professors during online when grouped according to campus.It was found out that the respondents are adults, female dominated, majority are Master's degree holders and their teaching performance is good. The teacher-respondents' profile particularly age and position are contributory factors for their teaching performance in online teaching. The teacher-respondents experienced problems along geographical location, adaptability struggle, technical issues, computer literacy, time management and self-motivation. And there is a significant difference on the problems faced by the respondents when grouped according to campus.

Keywords: online teaching, challenges of online teaching and teaching performance.

.

INTRODUCTION

Almost everything changed this time of Pandemic. The Higher Education Institutions (HEI's) all over the world had great adjustments in terms of their delivery of instruction and students' mode of learning. Most HEIs used various learning and teaching platforms and one of which is online class. Online class is a form of learning that uses an internet connection and it is now a very in-demand kind of learning for students who cannot go to school premises. This kind of online learning is existed all over the world and in all kinds of levels of education. It is a popular way on how students learn without going to school but they can still learn and study through their home or any place they want as long as they have their internet connection.

Significantly, Online teaching enables the professors to set their own learning pace, and there's the added flexibility of setting a schedule that fits everyone's time and comfort. As a result, using an online educational platform allows for a better balance of work. Teaching online requires the professor to have time management skills.

Faculty members at institutions of higher education who started their careers in the traditional face-to-face classroom tend to change their pedagogical approaches for use in online teaching (Baran, Correia, & Thompson, 2011; Duffy & Kirkley, 2004; McDonald, 2002). As they gain experience in the online environment, they often turn the approach around, changing methods that benefit the online environment to improve and enhance their face-to-face teaching (Scagnoli, Buki, & Johnson, 2009; Stone &Perumean-Chaney, 2011). Conceição (2006) stated that "experience is a valid source of knowledge and that one way to understand how faculty members experience online teaching is by studying situations using faculty members' reconstructed experiences and elaborating on the meanings they assign to those experience" (p. 27).

However, a study of Shin (2004) showed that negative impacts of online teaching and learning are seen in the technicality of the actual use of it. These impacts include how technology is not always efficient, it is harder for students to grasp concepts being taught, online learning can cause social isolation, and can cause students to not develop needed communication skills.

Similarly, Dumford (2018) stated that there are certain challenges involved in distance learning, too: These include various distractions (due to lack of teacher control over the situation); lack of technical skills by teachers, lack of social interaction between students and lack of quality teaching.

This paper is related to Simon'sstudy (2012),"The Impact of Online Teaching on Higher Education Faculty's Professional Identity and the Role of Technology: The Coming of Age of the Virtual Teacher. He employed a mixed method approach to investigate the impact of online teaching on higher education faculty's professional identity, and the role played by technology in this process. He compared different groups of teachers. The first group comprised of teachers who teach both online and face-to-face, but who expressed a clear preference for the face-to-face classroom, and who reportedly experienced difficulty enacting their professional identity in the online classroom. The second group comprised of online teachers with a record of online teaching excellence, and who reportedly enjoyed both modalities equally. His research helped identify how online learning is changing both teachers and the teaching profession within higher education, why many faculty remain ambivalent about online teaching, and suggests ways to address these challenges. He found out that while for some faculty, teaching online has become an integrant part of their profession, others experience difficulty reconciling 232 their beliefs and teaching practices with the online modality. The disruption caused by online teaching led them to marginalize their online teaching identities, define themselves primarily as classroom teachers, and therefore not be as devoted to online teaching as they are to face-to-face teaching. In contrast, Case Study Two participants had made significant changes to their professional identities, by adjusting their beliefs and practices and by becoming more technologically engaged. Findings from the survey confirmed the critical importance of positive perceptions of online teaching, technological engagement and access to a community supportive of online teaching.

He found out in his study that faculty were not fully satisfied with their online teaching. They expressed the view that the online classroom lacked the flexibility required for them to enact their teaching practices and their personal identities. As a result, they considered their online presence to be less palpable than their face-to-face presence, and that

they could not exhibit their teacher practices and persona, thus placing online students at a disadvantage. In addition, the respondents revealed that they had difficulty applying the face-to-face teaching approaches with which they were familiar, which prevented them from being fully satisfied with their online teaching.

On the other hand, Maatuk, et.al's study (2021), "The COVID-19 Pandemic and E-learning: Challenges and Opportunities from the Perspective of Students and Instructors", identified the major issues and challenges by extrapolating the opinions of students and faculty instructors on the use of e-learning systems in a public university during the Covid-19 pandemic. The respondents consisted of students and faculty members at the Faculty of IT, University of Benghazi. The descriptive-analytical approach was employed with statistical analysis of the results. Two types of questionnaires have been distributed for students and instructors. Four dimensions have been determined to reach the expected results, i.e., the extent to which e-learning is used and the advantages, disadvantages and obstacles to the implementation of E-learning in the Faculty of IT. Their study found out some issues, challenges and benefits of using the e-learning system in the higher education sector.Issues such as technical and financial support, training, improved working conditions, technological background, skills, copyright protections and professional development are always important in the implementation of e-learning in public universities. They found out that faculty members agreed that e-learning is useful in increasing students' computer skills, although it requires significant financial resources.

Few studies have examined the problems faced by the students and professors during online particularly on adaptability struggle, time-management, technical issues, geographical location and motivation. Same is through with the effects of online teaching to higher education faculty. The gap in the literature includes lack of information about higher education faculty members' experiences, time management and motivation, and how teaching online has affected the teachers' performance. Therefore, it is important to consider and understand how college faculty perform during online class and how they adjust these challenging times.

The study is related to Abaro's paper, (2018) Factors Affecting the Performance of Public School Teachers in the Division of Antipolo City, Philippines, He determined the different factors affecting the performance of public schoolteachers working in the Division of Antipolo City. His study made use of the quantitative method of research utilizing survey research design. The respondents of the study were the seventy six (76) teachers who graduated from University of Rizal System Antipolo City from School Year 2009-2010 to 2014-2015, who are teaching in twelve (12) public elementary and fourteen (14) secondary schools in the Division of Antipolo City. The sources of data were the documents such as Individual Commitment Review Forms (IPCRF) of teachers, Records of Grades and Report on the Licensure Examination for Teachers (LET). Aside from the documents, a questionnaire checklist was also used to find out the personal and other variables of the respondents. The study found out that variables such as civil status, highest educational attainment, and local seminars attended and scholastic performance are factors affecting the performance of teachers, while, sex, age, types of family, religion, type of high school attended, LET performance, length of service, annual salary, number of preparations in

teaching, international/national/regional seminars attended do not affect the performance of teachers

This Pandemic, many universities like Cagayan State University (CSU) are offering online versions of their programs for various levels and disciplines. With all efforts, CSU has set standards and policies in accordance with CHED Memo relative to online class. It made see to it that CSUans can cope with the academic requirements and tasks without sacrificing the quality education the university has.

The Inter-Agency Task Force (IATF) on Emerging Infectious Diseases said on its amended guidelines on quarantine measures said limited face-to-face classes are allowed for students in college in areas under Modified General Community Quarantine (MGCQ). However, CSU is not holding face-to-face classes yet; so, it pushed through with its online teaching.

With that, CSU had created an exclusive learning platform, the Learning Network System (LENS). This is very helpful to both professors and students most especially if both have strong internet connection because this is where the lectures are being posted; quizzes and major exams are being administered with flexible scheduling; activities, homework and outputs are saved, and grades are reliably computed and recorded.

However, not all teachers have a strong internet connection. As mentioned by some professors, there were some challenges faced by them. During the informal interview with them last semester, technology is not always efficient and can cause major disruptions to their online classes. According to them, Online teaching requires them to have high speed internet at their homes, which can cause delay if it is not available. Their wi-fi could shut down unexpectedly and not allow them to turn in an online class as scheduled. This causes major negative effects to the to the teaching effectiveness and efficiency of the professors as well.

Notably, online teaching challenged the professors. Consequently, there are issues and problems in the conduct of online teaching as internet connection, availability of gadgets, time management, independent learning, decreased literacy rate, distractions on social media, checking of online outputs of students, etc. The posed challenges faced by the professorsduring online teaching really affected their teaching performance.

In this study, the questions "What is the profile of the teacher-respondents in terms of age, sex, length of service at CSU, position, highest educational attainment and campus?"; "What is the Teaching Performance of the teacher-respondents during the Second Semester, School Year 2020-2021?"; "What are the problems faced by the professors during online teaching alonggeographical location, adaptability struggle, technical issues, computer literacy, time management and self-motivation?"; "Is there any significant relationship between the profile of the teacher-respondents and their teaching performance?", and "Is there a significant difference on the problems encountered by teacher-respondents when grouped according to their campus?" were answered.

Objectives of the Study

The study identified thechallengesfaced by the professors of Cagayan State University (CSU) duringonline teaching. It specifically identified the profile of the respondents in terms of age, sex, length of service at CSU, position, highest educational attainment and campus they belong. It also identified the teaching performance of the respondents. Furthermore, it

determined the problems faced by the professors during online class along geographical location, adaptability struggle, technical issues, computer literacy, time management and self-motivation. The profile of the teacher-respondents was correlated to their teaching performance and the problems they encountered during online were also compared when grouped according to campus.

METHODOLOGY

Research Design

The study used the descriptive correlation method since the profile of the respondents and their academic performance were described and those were correlated.

Participants

The respondents of the study were the faculty membersof CSU Andrews, Gonzaga and Aparri campuses. Stratified Sampling Procedure was used since this method considers stratum or strata for comparison of variables from different groups.

Data Collection tools

The data were gathered online through google form. Survey Questionnaire was used to elicit the needed data. Part I of the instrument is about the profile of the respondents and the second part of the said instrument is about the problems encountered by the professors during online teaching particularly along geographical location, adaptability struggle, technical issues, computer literacy, time management and self-motivation.

Data Analysis

Frequency, percentage and mean were used to treat the teacher-respondents' profile in terms of age, sex, length of service at CSU, position, highest educational attainment, campus and the problems encountered while conducting online class.

On the other hand, Pearson Correlation was used to treat the relationship between the respondents' characteristics such as age, sex,length of service at CSU, position, highest educational attainment and campus. All computed correlation coefficients were tested at .05 level of significance.

ANOVA and F-test were employed to test the significant differences on the problemsencountered by the professors during onlineteachingwhen grouped according to campus. The .05 level of significance was adopted to test the computed t-value as well as f-value.

RESULTS AND DISCUSSION

A. <u>Teacher-respondents' Profile</u>

In terms of **age,**33 respondents or 17.93 percent was distributed to the age bracket ranging from 46-48 years old; while, only 2 or 1.09 percent belonged to the last age bracket, 61-63. Most of the respondents are female which consisted of 123 or 66.85 percent. And majority of the respondents or 42.39 percent of the total population holdsInstructor I position.

As regards length of service at CSU, 56 or 30.43 percent have rendered 1-5 years; whereas, there are 2 respondents or 1.09 percent have rendered 36-40 years at CSU. And majority of the respondents or 70.11 percent are Master's Degree holders.

These data imply that most of the respondents are adults, female dominated, hold the lowest position and are still young in the service. However, they are eager to do their duties as online teachers.

Table 1. Frequency and percentage distribution of the profile of teacher- respondents

Variables	Age Range	Frequency (n= 184)	Percentage
Age	22-24	6	3.26
	25-27	26	14.13
	28-30	13	7.07
	31-33	28	15.22
	34-36	13	7.07
	37-39	10	5.43
	40-42	13	7.07
	43-45	11	5.98
	46-48	33	17.93
	49-51	10	5.43
	52-54	8	4.35
	55-57	5	2.72
	58-60	6	3.26
	61-63	2	1.09
Sex	Male	61	33.15
	Female	123	66.85
Campus	Gonzaga	15	8.15
	Aparri	79	42.93
	Andrews	90	48.91
Position/Academic Rank	Instructor I	78	42.39
	Instructor II	12	6.52
	Instructor III	12	6.52
	Assistant Prof I	9	4.89
	Assistant Prof II	5	2.72
	Assistant Prof III	3	1.63
	Assistant Prof IV	7	3.80
	Associate Prof I	5	2.72
	Associate Prof II	6	3.26
	Associate Prof III	4	2.17
	Associate Prof IV	3	1.63
	Associate Prof V	2	1.09
	Professor I	10	5.43
	Professor II	3	1.63

	Professor III	2	1.09
	Professor IV	12	6.52
	Professor V	7	3.80
Length of Service at CSU	1-5	56	30.43
	6-10	44	23.91
	11-15	19	10.33
	16-20	10	5.43
	21-25	20	10.87
	26-30	3	10.87
	31-35	23	12.50
	36-40	2	1.09
Highest Educational Attainment	Doctorate degree	55	29.89
	Master's Degree	129	70.11

B. Respondents Online Delivery Mode of Teaching

As reflected in table 2, 154respondents or 83.69 percent used pure online as the mode of teaching. While, 23 or 12.5 percent used blended learning and7 or 3.80 percent used modular in teaching this Pandemic. This infers that the professors preferred to use online in teaching and abide the memorandum of the university on the maximum use of the Learning Environment Management System (LENS) as the official teaching platform of the university.

This study conforms to the findings of Maatuk, et.al (2021). He stated that teachers believed that online learning or e-learning is beneficial to them and through online teaching it helps students develop technological skills and enhances computer literacy. The teaching staff agreed that the use of e-learning is common and that the possession of faculty members via e-mail and other e-services is the most significant use.

Table 2. Distribution of respondents' Delivery mode of teaching

Teaching Mode of Instruction	Frequency	Percentage
Blended teaching	23	12.5
Modular	7	3.80
Pure online	154	83.69
Total	184	100

C. Teaching Performance of the teacher-respondentsduring the Second Semester, School Year 2020-2021

It can be gleaned from table 3 the teaching performance of the teacher-respondents during the second semester, School Year 2020-2021. The data show that 19 or 10.33 percent of the 184 respondents have a teaching performance of 94 with a descriptive value of "**Good**". The total mean is 91.77 with a descriptive value "**Good**". This implies that the faculty of instruction perform fairlydespite numerous challenges they faced this Pandemic.

This finding contradicts Simon's findings (2012) that faculty were not fully satisfied with their online teaching. They expressed the view that the online classroom lacked the flexibility required for them to enact their teaching practices and their personal identities. As a result, they considered their online presence to be less palpable than their face-to-face presence, and that they could not exhibit their teacher practices and persona, thus placing online students at a disadvantage. In addition, the respondents revealed that they had difficulty applying the face-to-face teaching approaches with which they were familiar, which prevented them from being fully satisfied with their online teaching.

Table 3. Teaching Performance of the Respondents

Performance Rating	Frequency (n= 184)	Percentage
100	9	4.89
99	12	6.52
98	8	4.35
97	14	7.61
96	11	5.98
95	11	5.98
94	19	10.33
93	17	9.24
92	6	3.26
91	11	5.98
90	8	4.35
89	6	3.26
88	8	4.35
87	14	7.61
86	5	2.72
85	2	1.09
84	2	1.09
83	2	1.09
82	6	3.26
81	6	3.26
80	2	1.09
79	5	2.72
Mean= 91.77	s. d. = 5.71	

D. Problems faced by the teacher-respondents during Online teaching

The teacher-respondents encountered problems during online learning such as geographical location, adaptability struggle, technical issues, computer literacy, time management and motivation.

Most of the statements in the first category, geographical location, have means that fall between 3.61to 4.11 with a descriptive value of "Agree"; while the statement "The place where I am taking my online class is not conducive for teaching" has a mean of 3.29 with a descriptive value of "Uncertain". The overall mean is 3.77 with a descriptive value of

"Agree".This can be inferred that teaching students who are in a far-flung barrio is hard for the teachers. Similarly, when the teachers log in to online learning system,they found it difficult. In addition, they are uncertain of their response when they said that the place where they are taking their online class is not conducive for teaching. This can be attributed to their motherhood or fatherhood roles at home. And they agreed too with the statements that the community where they hold their online class is not free from interruption like noise, sounds of animals, etc. and the internet connectivity in their places are not stable.

In terms of adaptability struggle, all statements have mean values that have descriptive value of "agree". This means that the professors agreed that switching from traditional classroom and face to face training to computer-based training in a virtual classroom makes the learning and teaching experience entirely different. They added that it takes time for them to get accustomed to Learning Management Systems (LENS) and the methods of computer-based education and they could hardly cope with online learning/teaching because they find it difficult to adapt with the new learning/teaching circumstances. Consequently, they felt sometimes stressed because of the numerous academic tasks and online submissions of their students.

These finding is related to Simon's study (2012).He found out that while for some faculty, teaching online has become an integrant part of their profession, others experience teaching difficulty with the online modality.

On the other hand, three of the statements under the technical issues have means in between 3.53-3.64 with a descriptive value of "**Agree**"; while the respondents are not sure of their responses when needing help from others for technical assistance and for technological support. The total mean is 3.52 with a descriptive value of "**Agree**". This means that the professors are really amenable of the statements along technical issues.

On computer literacy, the total mean is 3.53 with a descriptive value of "**Agree**". This means that the professors experienced problems in operating basic programs which caused them not to manage their files. They also found fixing basic computer problems troublesome. However, they were uncertain on their responses that they have limited fundamental knowledge of computer hardware that hinders them to fully actualize their online classes.

The findings conform to that of Maatuk, et.al's study (2021). They found out some issues, challenges and benefits when using the e-learning system in the higher education sector. Professors faced some issues such as technical and financial support, technological background and technical skills while conducting online class.

While, the category on motivation, the first three statements have means that fall between 3.60-3.64 with a descriptive value of "**Agree**". This means that the professors agreed that they fall behind and nurture the idea of giving up, as difficulties in handling a technological medium during online class. There were times that they were less motivated to follow the new educational trends and they felt burn out due to their online classes. On the other hand, the last two statements have mean values that have descriptive value of "**Uncertain**". This means that the respondents were sure if they could hardly deliver online lectures because they were not that positive driven in teaching online or not and they are uncertain too if they were a little bit depressed when attending their online classes or not.

Similarly, the teacher-respondents' responses along time management problems have means that fall between 3.12-3.40 with a descriptive value of **"Uncertain".** This infers

thatthey are not sure if they rarely have the time to take the online class due to their various everyday commitments; if they have no regular schedule planner that would remind them for their academic assignments and if they attend their online class late due to household chores and family concerns or not.

The data mentioned conforms to Simon's findings in his study (2012) where he found out that while for some faculty, teaching online has become an integrant part of their profession, others experience teaching difficulty with the online modality. The disruption caused by online teaching led them to marginalize their online teaching identities, define themselves primarily as classroom teachers, and therefore not be as devoted to online teaching as they are to face-to-face teaching. He also found out in his study that faculty were not fully satisfied with their online teaching. They expressed the view that the online classroom lacked the flexibility required for them to enact their teaching practices and their personal identities. As a result, they considered their online presence to be less substantial than their face-to-face presence, and that they could not exhibit their teacher practices and persona; thus, placing online students at a disadvantage. In addition, the respondents revealed that they had difficulty applying the face-to-face teaching approaches with which they were familiar, which prevented them from being fully satisfied with their online teaching.

Table 4.Problems Faced by the teacher-respondents during online teaching

Problems Faced by the teacher-respondents during online teaching		
Category		
A. Geographical Location	**Mean**	**Interpretation**
1. Teaching students who are in a far-flung barrio is hard.	4.11	Agree
2. Logging in to online learning system is difficult	3.61	Agree
3. The place where I am taking my online class is not conducive for teaching.	3.29	Uncertain
4. The community where I hold my online class is not free from interruption like noise, sounds of animals, etc.	3.58	agree
5. The internet connectivity in our place is not stable.	3.57	Agree
Overall Mean	**3.77**	**Agree**
B. Adaptability struggle	**Mean**	**Interpretation**
1. Switching from traditional classroom and face to face training to computer-based training in a virtual classroom makes the learning and teaching experience entirely different.	4.41	Agree
2. It takes time for me to get accustomed to Learning Management Systems (LENS) and the methods of computer-based education.	3.72	Agree
3. I could hardly cope with online learning/teaching.	3.63	Agree
4. I am a faculty with a "traditional" mindset and find it difficult to adapt with the new learning/teaching circumstances.	3.65	Agree
5. I felt stressed because of the numerous academic tasks and	4.04	Agree

online submissions of my students		
Overall Mean	**3.89**	**Agree**
C. Technical issues	**Mean**	**Interpretation**
1. I am not provided with the high bandwidth or the strong internet connection that online courses require; thus, I fail to catch up with virtual classes.	3.61	Agree
2. My weak monitors make it hard for me to follow the schedule of my online classes and my learning/teaching experience becomes problematic.	3.64	Agree
3. I find it difficult to keep in tune with the technical requirements of my teaching career.	3.53	Agree
4. I don't even own a computer and I need to seek help from others for technical assistance.	3.41	Uncertain
5. I need technological support as well as properly equipping myself for the course's successful completion.	3.35	Uncertain
Overall Mean	**3.52**	**Agree**
D. Computer Literacy	**Mean**	**Interpretation**
1. I cannot operate basic programs such as Microsoft Word and PowerPoint and therefore I am not able to manage my files.	3.63	Agree
2. I find fixing basic computer problems troublesome, as I have no knowledge in this area.	3.62	Agree
3. I cannot manage my assignments and courseware in an organized manner.	3.54	Agree
4. I have limited fundamental knowledge of computer hardware that hinders me to fully actualize my online classes.	3.40	Uncertain
5. I have no basic course in computer literacy.	3.36	Uncertain
Overall Mean	**3.54**	**Agree**
Self-Motivation	**Mean**	**Interpretation**
1.I fall behind and nurture the idea of giving up, as difficulties in handling a technological medium during online class seem insurmountable.	3.61	Agree
2. I am less motivated to follow the new educational trends and also I am not properly equipped for future challenges.	3.64	Agree
3. I felt burn out due to my online classes.	3.60	Agree
4. I could hardly deliver online lectures because I am not that positive driven in teaching online.	3.38	Uncertain
5. I am a little bit depressed when attending my online classes.	3.38	Uncertain

		3.52	Agree
	Overall Mean		
E. Time Management		**Mean**	**Interpretation**
1.I have time management problem.		3.65	Agree
2. I find hard to manage my time because online courses require a lot of time and intensive work.		3.73	Agree
3. I rarely have the time to take the online class due to my various everyday commitments.		3.37	Uncertain
4. I have no regular schedule planner that would remind me for my academic assignments.		3.12	Uncertain
5. I attend my online class late due to household chores and family concerns.		3.15	Uncertain
	Overall Mean	**3.40**	**Uncertain**

E.

Relationship between the Profile of the Teacher-respondents and their Teaching performance

Table 5 shows the relationship between the profile of the teacher-respondents and their teaching performance. It can be shown that the P-values of the variables age and position are lesser than 0.05 level of significance. Thus, the null hypothesis is rejected. This means that there is significant relationship between the profile of the teacher-respondents and their teaching performance. This infers that the age and position are factors affecting the performance of the students. It implies that the younger and the lower the position of the professor the better is his or her teaching performance because of his/her adaptability to online teaching which further means that younger faculty of instruction are more exposed to technology-aided delivery of instruction.

On the contrary, the P-values of the variables sex, length of service at CSU, campus and highest educational attainmentare higher than 0.05 level of significance. Thus, the null hypothesis is accepted. This means that there is no significant relationship between the said profile variablesof the teacher-respondents and their teaching performance. This infers that regardless of sex, length of service at CSU, campus and highest educational attainment of the respondents, their teaching performance is not affected.It can be gleaned from the data that length of service and educational attainment does not necessarily warrant good online teaching performance because it requires a special skill to be able to teach effectively with the use of technology.

The findings is related to Abaro'sstudy, (2018) Factors Affecting the Performance of Public School Teachers in the Division of Antipolo City, Philippines, where he found out that variables such as civil status, highest educational attainment, and local seminars attended and scholastic performance are factors affecting the performance of teachers, while, sex, age, types of family, religion, type of high school attended, LET performance, length of service,

annual salary, number of preparations in teaching, international/national/regional seminars attended do not affect the performance of teachers

Table 5.Relationship between the profile of the teacher-respondents and their teaching performance.

Variable	Chi-squared value	P-Value	Interpretation
Age	29.672	0.0198*	significant
Sex	14.547	0.1323	Not significant
Length of service at CSU	17.077	0.3806	Not significant
Position	31.636	0.02430*	significant
Highest Educational Attainment	10.859	0.2098	not significant
Campus	2.004	0.4183	Not significant

$\alpha = 0.05$

** highly significant

*significant

F. Difference on the Problems encountered by Teacher-respondents when grouped according to their Campus

Table 6 shows the difference on the problems encountered by teacher-respondents when grouped according to their campus. It can be shown that the P-values of the variables adaptability struggle, computer literacy issues and time managementare lesser than 0.05 level of significance. Thus, the null hypothesis is rejected. This means that there is significant difference on the problems encountered by the teacher-respondents when grouped according to their campus. This infers that therespondents of different campuses vary on their problems encountered.Faculty members in campuses with low internet connectivity find more difficulty in coping with online teaching.

On the other hand, the P-values of the variables geographical location problems and self-motivation issuesare higher than 0.05 level of significance. Thus, the null hypothesis is accepted. This means that there is no significant difference onthe problems encountered by the teacher-respondents when grouped according to their campus. This infers that regardless of the campus where the respondents belong, they experienced the same problems, issues or challenges while conducting online classes.

Table 6. Difference on the Problems encountered by Teacher-respondents when grouped according to their Campus

Variable	F-Value	P-Value	Interpretation
Geographical Location problems	0.70	0.4969	Not significant

Adaptability struggle	5.29	0.0059*	Significant
Technical issues	6.55	0.0018**	Highly significant
Computer Literacy issues	3.78	0.0246*	Significant
Time Management	3.12	0.046*	Significant
Self-Motivation Issues	1.47	0.2322	Not significant

Note: $\alpha = 0.05$

** highly significant

*significant

Conclusion and Recommendation

In the light of aforementioned findings, the study concluded that the teacher respondents' profile particularly age and position are contributory factors for theirteaching performance in online teaching. The teacher-respondents experienced problems along geographical location, adaptability struggle, technical issues, computer literacy, time management and self-motivation. And there is a significant difference on the problems faced by the respondents when grouped according to campus. The findings of the study have great implications in setting policies and in conducting programs along professional development of professors related to online teachingto improve their teaching performance.

It is recommended that the university provides hands-on training to faculty members especially the older ones in order for them to be capacitated and become more effective in online teaching. Conducting online trainings and seminars regularly is important for professors to update their technical skills and to support the application of the Learning Network System (LENS) which is the platform being used in the university.

In order to sustain online classes, the university should provide the faculty of instruction with a regular internet service subsidy.

REFERENCES

1. Abante, Aubrey, et.al (2021). A Comparative analysis on the challenges of online learning modality and modular learning modality: A basis for training program . International journal of multidisciplinary research and analysis issn(print): 2643-9840, issn(online): 2643-9875 volume 04 issue 04 april 2021 doi: 10.47191/ijmra/v4-i4-17, impact factor: 6.072 page no.-463-476 ijmra, volume 4 issue 4 april 2021 www.ijmra.in page 463
2. Abaro, Juan (2018) Factors Affecting the Performance of Public School Teachers in the Division
3. of Antipolo City, Philippines. International Research Journal of Engineering and Technology (IRJET) e-ISSN: 2395-0056 Volume: 05 Issue: 11 | Nov 2018 www.irjet.net p-ISSN: 2395-0072 © 2018, IRJET | Impact Factor value: 7.211 | ISO 9001:2008 Certified Journal | Page 1284
4. Ali M, Khaled Hossain SM, Ahmed T. Effectiveness of E-learning for university students: Evidence from Bangladesh. Asian Journal of Empirical Research. 2018;8(10):352–360. doi: 10.18488/journal.1007/2018.8.10/1007.10.352.360. [CrossRef] [Google Scholar]
5. Ancheta, Ruel & Ancheta, Helen. (2020). The New Normal in education: A Challenge to the Private Basic Education. Institutions in the Philippines

6. Angara, S. M. (2020, June 18). The challenge of education in the new normal. Business Mirror. https://businessmirror.com.ph/2020/06/19/the-challenge-of-education-in-the-new-normal/
7. Brandpoint. (2020, October 1). Back at school in the new normal: What teachers need most. Reading Eagle.https://www.readingeagle.com/living/back-at-school-in-the-new-normal-what-teachers-need-most/article_a4be28eefcf1-11ea-8bea-9fe286960829.html
8. Charm, N. (n.d.). The new normal in basic education. BusinessWorld | The most trusted source of Philippine businessnews and analysis. https://www.bworldonline.com/the-new-normal-in-basic-education/
9. De Villa, Jennilou A. and Manalo, Franz Kevin B., Secondary Teachers' Preparation, Challenges, and Coping Mechanism. in the Pre-Implementation of Distance Learning in the New Normal. IOER International Multidisciplinary ResearchJournal, Volume 2, Issue 3, September 2020, pp. 144 - 154, Available at SSRN: https://ssrn.com/abstract=3717608
10. Foundations of mixed methods research. (n.d.). Google Books. https://books.google.com.ph/books
11. Guangul, F.M., et al. (2020) Challenges of remote assessment in higher education in the context
12. of COVID-19: a case study of Middle East College. Educ Asse Eval Acc 32, 519–535 (2020). Retrieved from https://doi.org/10.1007/s11092-020-09340-
13. Kerr, Ashford (2015). Online Education and Academic Performance: The Case of Online Tertiary Students in the Caribbean University of the West Indies, Open Campus, Jamaica. Caribbean Educational Research Journal. The University of the West Indies. Vol. 3, No. 2, September 2015, 90-108 Cave Hill Campus. http://www.cavehill.uwi.edu/fhe/hum/publications/EducationCERJ.htm
14. Martin (2021). Adaptability and High School Students' Online Learning During COVID-19: A Job Demands-Resources Perspective. Front. Psychol., 17 August 2021. Retrieved from | https://doi.org/10.3389/fpsyg.2021.702163
15. Maatuk, A. M., Elberkawi, E. K., Aljawarneh, S., Rashaideh, H., & Alharbi, H. (2021). The COVID-19 pandemic and E-learning: challenges and opportunities from the perspective of students and instructors. *Journal of computing in higher education*, 1–18. Advance online publication. https://doi.org/10.1007/s12528-021-09274-2
16. Smith, et. Al (2013) Adaptability to Online Learning: Differences Across Types of Students
17. and Academic Subject Areas.CCRC Working Paper No. 5. Retrieved from adaptability to online Learning: Differences Across Types of Students and Academic Subject Areas (columbia.edu)