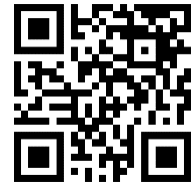# A New Benchmarks in Higher Education: Teacher's Engagement in Online Learning

Helen T. Asio[1], Ma. Cristina Lalaine M. Nerona[2]

[1,2] Isabela State University

ABSTRACT: This study aims to find out the preparedness of Higher Institution's teachers and administrations in the conduct of online teaching. It was conducted at the Isabela State University during the Second Semester S. Y 2020-2021. There were 117 faculty members who served as respondents. Using a self-made questionnaire, the data was gathered along: Respondent's Profile, Level of Frequency in the Utilization of Online Teaching Platforms, and Level of Frequency in the Encountered Problems as to Teaching –Related, and the Level of Utilization of Teaching Practices / Aids. A Descriptive Research using Quantitative and Qualitative approach was used in this study.

As to the findings, majority of the respondents received training on online teaching "once". Most of them utilized Messenger and Google Meet as online teaching platforms; the respondents' profile, Academic Rank" and the level of frequency as to the encountered difficulty in teaching-related activities using online teaching Platforms have a significant relationship. It was also found out that there is a significant relationship between the respondents' level of utilization of teaching aids/practices and their profile, particularly the received trainings. As to the respondents' level of utilization of teaching aids/practices and the utilization of electronic platforms, there is a significant relationship. This shows the importance of exposure of the respondents to online teaching platforms for the execution of teaching practices to deliver quality education to students.

KEYWORDS: online platforms, teaching practices/aids, online teaching.

INTRODUCTION

Education has a significant impact in molding the lives of students. Teachers are the greatest assets of any education system. They stand in the interface of the transmission of knowledge, skills and values. Teacher education plays a vital role in reforming and strengthening the education system of any country. Training of teachers has emerging global trends in education and the overall needs and aspirations of the people. The Quality of education depends on the quality teachers and teaching. The way teachers are trained is an important aspect to improve quality. In fact, teachers are one of the critical components of this process, as they are one of the primary instruments in delivering quality learning to students. They are critical in ensuring the continued delivery of high-quality education in the face of the pandemic (Castroverde & Acala, 2021).

Education has always been a powerful agency in any society and it is considered as an indispensable instrument for bringing positive change in the social, political, economic and cultural life of people. The whole process is shaped by many important agents, and the teacher is one of them. The teacher is claimed to play a central role in education. Preparing teachers for the teaching profession is conceived as being a higher priority in any country since this profession is considered as being challenging and critical, and may lead to nations' rising and progress in the different domains. As a huge agency, education has great importance in building strong and developed societies, and the teacher is one of the primary agents for achieving that. For such reasons, it is always an urgent educational need that teachers should receive adequate educational and professional training to possess adequate knowledge and teaching skills and to be able to dedicate themselves to the teaching profession. (Nasirra, 2016),

The whole educational system from elementary to tertiary level has been collapsed during the lockdown period of the novel coronavirus disease 2019 (COVID-19) not only in India but across the globe. The onset of the novel coronavirus made everything from world economies to social rituals devastated.(Schulten,2020)

The Philippines is one of the countries most afflicted by the virus on a global scale. According to the most recent data, the Philippines is currently ranked 19th among countries with the highest viral infection rates. Despite the government's

A New Benchmarks in Higher Education: Teacher's Engagement in Online Learning

lockdowns and tight health standards, the virus's infection rate continues to increase. As a result, Filipinos are projected to continue living under the "new normal" for an extended term. Businesses, transportation, public services, health, and education are the sectors most impacted by this new situation (Jamon et al., 2021).

To preserve educational continuity, institutions transitioned to emergency remote instruction where logistically feasible, typically with little time for preparation. Transitioning to and implementing the new teaching and learning format has created numerous problems, risks, and challenges for both teachers and students (Cachón-Zagalaz et al.; Bao, 2020; 2020; Hiraoka and Tomoda, 2020). To get control over COVID-19 pandemic is possible to a greater extent with people's unbridled determination of the stringent precautionary measures such as maintaining social distancing, following medically instructed quarantine process and embracing hygiene and sanitation (Khachfe et al., 2020).

The educational scenario of the post-COVID-19 outbreak would not be easy to manage teaching-learning situations without using online teaching platforms rigorously. Central and State governments were unanimously agreed upon implementing online education across the country, keeping in mind the need of the hour.
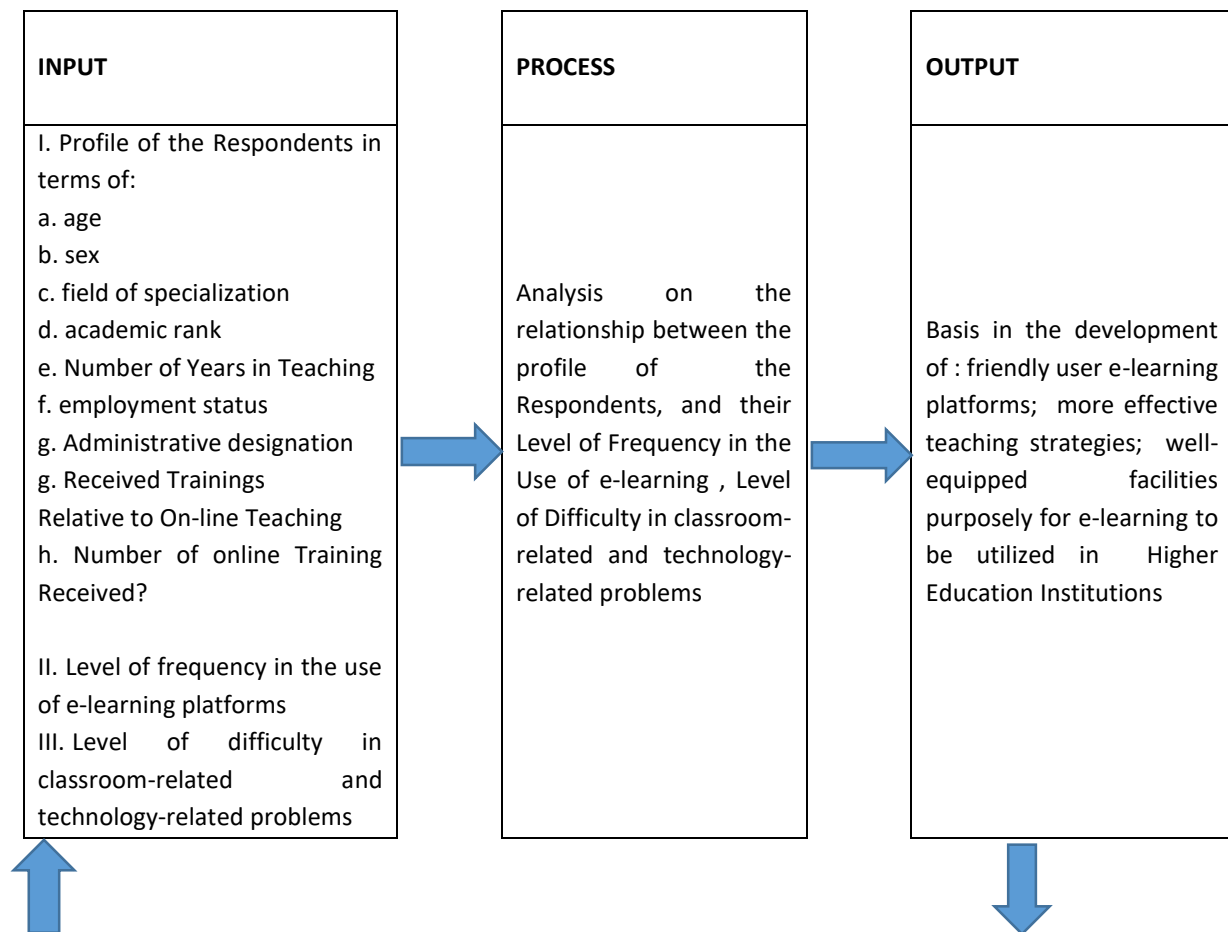
In a study conducted by Lapada et al. (2020), found that teachers were very aware of the COVID-19 pandemic's existence and its consequences. On the other hand, teachers also discuss their concerns via modular distance education. Indeed, the majority of teachers do not appear to have the necessary skills to teach online, either they have not been trained or have not previously taught online (Saraswati et al. 2020). Additionally, frontline teachers' health is jeopardized (Asbury & Kim, 2020), as they are responsible for physically distributing and retrieving modules from parents or guardians (Jamon et al. 2021). Additionally, instructors face dread, anxiety, and under appreciation in their profession. Similarly, teaching in the new normal has an effect on the mental health and well-being of instructors (Kima et al. 2020; Watermeyer et al. 2020; Schaffhauser, 2020; and Ramberg, 2019).

One of the significant roles of the teacher is as the first decision maker in his/her classroom. Absence of training, or poor training, will make him/her face the challenge of having poor subject-knowledge and poor professional and pedagogical skills to teach a given subject, deliver the lesson, assess learning, and provide the learner with the appropriate knowledge and learning experience. In addition, with the presence of the COVID 19 pandemic that disrupts the face-to-face mode of teaching, another challenge that the teachers are facing now is how to deliver the subject matter through online platforms, particularly those teachers teaching in the rural areas. On last year's first time engagements in online class, many negative feedback has come up in social media as to the problems encountered by both, the teachers and the learners. Indeed, with the change of mode of teaching from face-to-face to online, will bring various difficulties and effects to the teachers and learners, especially those who are not well-exposed to electronic learning platforms.

Thus the researchers has come up to this research work to identify the present status of the higher education teachers relative to their online teaching engagement and to solicit from them possible ways to improve their present status. Since the major areas to be assessed in this study are the types of online platforms they use, teaching aids, types of assessments, and problems encountered, the result could be used by the administration in the development of programs, and activities that could aid the faculty for the effective delivery of education to the learners.

Research Paradigm:

A New Benchmarks in Higher Education: Teacher's Engagement in Online Learning

INPUT	PROCESS	OUTPUT
I. Profile of the Respondents in terms of: a. age b. sex c. field of specialization d. academic rank e. Number of Years in Teaching f. employment status g. Administrative designation g. Received Trainings Relative to On-line Teaching h. Number of online Training Received? II. Level of frequency in the use of e-learning platforms III. Level of difficulty in classroom-related and technology-related problems	Analysis on the relationship between the profile of the Respondents, and their Level of Frequency in the Use of e-learning , Level of Difficulty in classroom-related and technology-related problems	Basis in the development of : friendly user e-learning platforms; more effective teaching strategies; well-equipped facilities purposely for e-learning to be utilized in Higher Education Institutions

Significance of the Study:

The result of this research work would benefit the following:

Faculty of Higher Education Institutions: Since the coverage of this study includes the profile, online teaching platforms, difficulties in handling online classes, and teaching practices/aids utilized by the respondents who are teachers from HEIs, surely the HEI Teachers will be given hints as to what among the variables under profile could affect their online teaching. Moreover, they will be guided as to what online platform that is more friendly to the user in handling online classes.

School Administrators. With the very limited time given to the teachers to prepare themselves to engage in online teaching, it is expected that many issues and problem that would encounter by teachers. Hence, this study would give a clear picture on the teacher's engagement on online teaching, particularly those who are teaching at Higher Education Institutions. This would be a strong basis of the school administrators in finding ways to support their teachers so that the learnings/ skills expected by the students from Tertiary Education will be given to them completely.

Future Researchers. The result of the present study could be used as a basis by future researchers who are interested to study on online Teaching and Learning. There are still possible important topics relative to online teaching and learning which have not discussed in the present study such as: the effects of online learning to the performance or learning motivations of students and Strengths and Weaknesses of online platforms in teaching.

Scope and Delimitation:

This research work titled, "A New Benchmarks in Higher Education: Teacher's Engagement in Online Learning" was conducted during the Second Semester, S.Y 2020-2021 with the Isabela State University Faculty members, particularly from Ilagan, San Mariano and Roxas campuses. The Study included the respondent's profile, Online Teaching Platforms and online Teaching Aids/ Practices utilized by the respondents, and the respondent's difficulty in terms of Teaching- Related Activities.

METHODOLOGY

In this research, the Descriptive Research Design using Quantitative- Qualitative Approach was employed. There were 117 faculty members who served as respondents. They were selected through simple random sampling. A self-made Likert form of

A New Benchmarks in Higher Education: Teacher's Engagement in Online Learning

questionnaire was purposely designed to achieve the objectives of the study. To analyze the gathered data, frequency and percentage distribution was used. To get the significant relationships of the following: 1) respondent's profile and their level of frequency in the utilization of online teaching platforms; level of frequency in the utilization of teaching practices/ aids and their profile Pearson's Chi-square was used; and as to the Respondents' Profile and Level of Frequency in the Utilization of Teaching Aids/ Practices, Pearson's r was employed.

RESULTS AND DISCUSSION

Table 1.1. Frequency and Percentage Distribution of the Respondents according to Age, Sex and Field of Specialization

Age	Frequency	Percent
21-25	19	16.2
26-30	**34**	**29.1**
31-35	17	14.5
36-40	13	11.1
41-45	16	13.7
46-50	8	6.8
51 Above	10	8.5
Total	**117**	**100.0**

Field of Specialization	Frequency	Percent
College of Allied and Science	17	14.5
College of Engineering, Architecture and Technology	25	21.4
College of Education	19	16.2
College of Arts and Sciences	35	29.9
College of Agriculture	12	10.3
Total	108	92.3
System Missing	**9**	**7.7**
Total	**117**	**100.0**

A Table 1.1 shows that among the 117 respondents, majority are under the age bracket of 26-30 with 34 or 29.1%; most of them are female with 61 or 52.1%; and majority are specializing subjects under the College of Arts and Sciences with 35 or 29.9%. The data confirms the general observation that "female" outnumbered "male" employees in most companies.

Table 1.2. **Frequency and Percentage Distribution of the Respondents according to Academic Rank, Employment Status, Number of years in Teaching**

Academic Rank	Frequency	Percent
Instructor	**86**	**73.5**
Assistant Professor	15	12.8
Associate Professor	15	12.8
Professor	1	.9
Total	**117**	**100.0**

A New Benchmarks in Higher Education: Teacher's Engagement in Online Learning

Employment Status	Frequency	Percent
COS	55	47.0
Permanent	62	53.0
Total	**117**	**100.0**

Number of years in Teaching	Frequency	Percent
1-5	**65**	**55.6**
6-10	18	15.4
11-15	9	7.7
16-20	9	7.7
21 Above	16	13.7
Total	**117**	**100.0**

Designation	Frequency	Percent
(None)	**43**	**36.8**
Coordinator	30	25.6
Chair	18	15.4
Dean	7	6.0
Director	19	16.2
Total	117	100.0

As shown from Table 1. 2, most of the respondents are under the academic rank of Instructor with 86 or 73.5%; majority are under "permanent" status with 62 or 53%; majority are within 1-5 years, with 65 or 55.6%; and majority do not have designations, with 43 or 36.8%.

This means that majority of the workforce of Isabela State University are new, or fresh in teaching profession. However, they are secured since they are holding permanent position. Since majority are instructor, generally, they are just given teaching load and they are not yet designated to any position.

Table 1.3. Respondents' Profile according to Received Trainings Relative to on-line Teaching

Received Trainings	Frequency	Percent
Yes	104	88.9
No	**13**	**11.1**
Total	117	100.0

Number of On line Training Received	Frequency	Percent
None	13	11.1
Once	**41**	**35.0**
Twice	29	24.8
Thrice	15	12.8
Many times	19	16.2
Total	117	100.0

A New Benchmarks in Higher Education: Teacher's Engagement in Online Learning

As to the table

      R Rrelative to online teaching trainings received by the respondents, majority of the respondents, 104 or 88.9% have trainings but majority of them have received only one time training on online with 41 or 35%.

      This only shows that prior to the implementation of online teaching, faculty are submitted to training on online teaching, but they are only sent "once" which means they are not really exposed to online teaching.

Table 2. Respondent's Level of Frequency in the Use of Online Learning Platforms

ON-LINE TEACHING PLATFORMS	5	4	3	2	1	Total	Mean	Description
Messenger	**97**	**8**	**6**	**6**	**0**	**117**	**4.68**	**Always**
Google Meet	54	33	17	12	1	117	4.09	Often
Google Classroom	32	9	28	21	27	117	2.98	Sometimes
Tele-Education	12	8	25	23	49	117	2.24	Rarely
Ed modo	39	9	22	20	27	117	3.11	Sometimes
Zoom	24	22	30	19	22	117	3.06	Sometimes
Mean							**3.36**	**Sometimes**

Table 2 shows that among the online teaching platforms, majority use Messenger with 4.68 mean with a description "always". The lowest, Tele-education with a mean of 2.24 and with a description "rarely". The over-all mean 3.36 has a descriptive rating of "sometimes".

Table 3. Significant Relationship between the Respondents' Level of Utilization of Electronic Platforms and Their Profile

Profile	Significance Pearson's Chi-square C	Analysis	Decision	Remarks
Campus	.185	C > .05	Accept H_o	Not Significant
Field of Specialization	.309	C > .05	Accept H_o	Not Significant
Academic Rank	.259	C > .05	Accept H_o	Not Significant
Age	.515	C > .05	Accept H_o	Not Significant
Employment Status	.657	C > .05	Accept H_o	Not Significant
Sex	.718	C > .05	Accept H_o	Not Significant
Number of Years in Teaching	.678	C > .05	Accept H_o	Not Significant
Designation	.407	C > .05	Accept H_o	Not Significant
Received Trainings	.419	C > .05	Accept H_o	Not Significant
Number of times of trainings	.350	C > .05	Accept H_o	Not Significant

Table 3 shows the significant relationship between respondents' profile and the level of utilization of electronic platforms using Pearson's Chi-square C – test at 0.05 level of significance.

A New Benchmarks in Higher Education: Teacher's Engagement in Online Learning

As revealed in the table, the significance C values for all the profile were greater than 0.05. The null hypothesis was accepted. There is **no significant relationship** between respondents' level of utilization of electronic platforms and their profile campus, field of specialization, academic rank, age, employment status, sex, number of years in teaching, attendance to trainings and number of times of attendance to trainings.

This indicates that the level of utilization of electronic platforms of the respondents are independent with their profile campus, field of specialization, academic rank, age, employment status, sex, number of years in teaching, attendance to trainings and number of times of attendance to trainings.

All the profile variables of the respondents did not influence their utilization of electronic platforms.

Table 4. Respondent's Level of Frequency as to the encountered difficulty/problem in the use of online platforms in terms of classroom-related activities

A. MESSENGER

Teaching-Related Activities	5	4	3	2	1	Total	Mean	Description
1.Handling/managing/ collecting the students' output	32	31	28	23	3	117	3.56	often
2.Uploading of lecture materials	36	22	31	17	11	117	3.47	often
3.Giving quizzes/exams	24	24	44	18	7	117	3.34	sometimes
4.Conducting lecture with the students	25	21	39	22	10	117	3.25	sometimes
5. Preparation of Instructional Material/ module for the assigned subject/s due to time limitation	24	24	35	22	12	117	3.22	sometimes
6.Checking of students' attendance	34	33	25	19	6	117	3.60	often
7.Checking the reliability of student's output	25	30	38	12	12	117	3.38	sometimes
8.Conducting graded recitation	28	31	32	12	14	117	3.40	often
9.Setting asynchronous exam to the whole class	19	26	41	16	15	117	3.15	sometimes
10.Monitoring of set time during exam	23	23	43	14	14	117	3.23	sometimes
11.Soliciting student's response during lecture session	32	18	43	10	14	117	3.38	sometimes
12.Completing the coverage of course syllabus	30	23	33	18	13	117	3.33	sometimes
13.Conduct of demonstration lesson	32	20	34	20	11	117	3.36	sometimes
14. Checking students' output	26	20	40	16	15	117	3.22	sometimes
15.conducting group work activity during class	22	25	24	25	21	117	3.02	sometimes
Mean							3.33	sometimes

Table 4 indicates the data on the respondents' level of frequency on the encountered difficulty relative to teaching-related activities. Out of 15 items, there are four items identified by the respondents which are "**often**" difficult which are Handling/managing/ collecting the students' output, Uploading of lecture materials, Checking of students' attendance and Conducting graded recitation, and the rest, they are difficult "**sometimes**" which include Giving quizzes/exams, Conducting lecture with the students, Conducting lecture with the students, Preparation of Instructional Material/ module for the assigned subject/s due to time limitation, Checking the reliability of student's output, Setting asynchronous exam to the whole class, Monitoring of set time during exam, Soliciting student's response during lecture session, Soliciting student's response during lecture session, Completing the coverage of course syllabus, Conduct of demonstration lesson, Conduct of demonstration lesson Checking students' output, and conducting group work activity during class.

B. GOOGLE MEET

Teaching-related activities	5	4	3	2	1	Total	Mean	Description
1.Handling/managing/ collecting the students' output	35	21	32	19	10	117	3.44	Often
2.Uploading of lecture materials	35	25	26	17	14	117	3.43	Often

	5	4	3	2	1	Total	Mean	Description
3.Giving quizzes/exams	20	25	43	15	14	117	3.19	Sometimes
4.Conducting lecture with the students	38	20	26	26	7	117	3.48	Often
5. Preparation of Instructional Material/ module for the assigned subject/s due to time limitation	27	16	39	18	17	117	3.15	Sometimes
6.Checking of students' attendance	49	17	24	21	6	117	3.70	Often
7.Checking the reliability of student's output	31	20	33	20	13	117	3.31	Sometimes
8.Conducting graded recitation	35	35	26	14	7	117	3.66	Often
9.Setting asynchronous exam to the whole class	24	27	36	16	14	117	3.26	Sometimes
10.Monitoring of set time during exam	24	25	36	17	15	117	3.22	Sometimes
11.Soliciting student's response during lecture session	27	30	29	21	10	117	3.37	Sometimes
12.Completing the coverage of course syllabus	29	26	33	15	14	117	3.35	Sometimes
13.Conduct of demonstration lesson	31	22	25	24	15	117	3.26	Sometimes
14. Checking students' output	26	19	28	21	23	117	3.03	Sometimes
15.conducting group work activity during class	25	18	28	25	21	117	3.01	Sometimes
Mean							3.32	Sometimes

Through Google Meet, almost all of the items under teaching-related activities are encountered difficult "**sometimes**" by the respondents. Including here are: Giving quizzes/exams, Preparation of Instructional Material/ module for the assigned subject/s due to time limitation, Checking the reliability of student's output, Setting asynchronous exam to the whole class, Monitoring of set time during exam, Soliciting student's response during lecture session, Completing the coverage of course syllabus, Conduct of demonstration lesson, and conducting group work activity during class.

On the other hand, out of 15 items, there are four items "**often**" encountered difficult by the respondents in using Google Meet. They are Handling/managing/ collecting the students' output, Uploading of lecture materials, Conducting lecture with the students, Checking of students' attendance, and Conducting graded recitation.

C. GOOGLE CLASSROOM

Teaching-Related Activities	5	4	3	2	1	Total	Mean	Description
1.Handling/managing/ collecting the students' output	18	10	39	28	22	117	2.78	Sometimes
2.Uploading of lecture materials	24	16	35	25	17	117	3.04	Sometimes
3.Giving quizzes/exams	21	12	45	29	10	117	3.04	Sometimes
4.Conducting lecture with the students	16	15	43	35	8	117	2.97	Sometimes
5. Preparation of Instructional Material/ module for the assigned subject/s due to time limitation	25	13	43	22	14	117	3.11	Sometimes
6.Checking of students' attendance	21	14	47	26	9	117	3.10	Sometimes
7.Checking the reliability of student's output	18	22	41	24	12	117	3.09	Sometimes
8.Conducting graded recitation	15	24	41	22	15	117	3.02	Sometimes
9.Setting asynchronous exam to the whole class	18	26	38	17	18	117	3.08	Sometimes
10.Monitoring of set time during exam	19	22	36	20	20	117	3.00	Sometimes
11.Soliciting student's response during lecture session	15	20	40	18	24	117	2.86	Sometimes
12.Completing the coverage of course syllabus	18	23	35	23	18	117	3.00	Sometimes
13.Conduct of demonstration lesson	18	19	35	28	17	117	2.94	Sometimes
14. Checking students' output	12	12	39	29	25	117	2.63	Sometimes
15.conducting group work activity during class	16	10	32	22	37	117	2.54	Rarely
Mean							2.95	Sometimes

A New Benchmarks in Higher Education: Teacher's Engagement in Online Learning

In using Google Classroom, the respondents rated almost all items **"sometimes"** difficult which include: Handling/managing/ collecting the students' output , Uploading of lecture materials , Giving quizzes/exams except 1 item, Conducting lecture with the students, Preparation of Instructional Material/ module for the assigned subject/s due to time limitation, Checking of students' attendance, Checking the reliability of student's output, Conducting graded recitation, Setting asynchronous exam to the whole class, Monitoring of set time during exam, Soliciting student's response during lecture session, Completing the coverage of course syllabus, Conduct of demonstration lesson, and Conduct of demonstration lesson Checking students' output except item 15, Conducting group work activity during class, which is rated **"rarely"** difficult by the respondents.

D.   TELE-EDUCATION

Teaching-Related Activities	5	4	3	2	1	Total	Mean	Description
1.Handling/managing/ collecting the students' output	14	18	29	40	16	117	2.78	Sometimes
2.Uploading of lecture materials	19	20	27	29	22	117	2.87	Sometimes
3.Giving quizzes/exams	17	16	33	30	21	117	2.81	Sometimes
4.Conducting lecture with the students	16	17	38	30	16	117	2.89	Sometimes
5. Preparation of Instructional Material/ module for the assigned subject/s due to time limitation	16	24	37	27	13	117	3.03	Sometimes
6.Checking of students' attendance	18	22	40	21	16	117	3.04	Sometimes
7.Checking the reliability of student's output	11	31	35	19	21	117	2.93	Sometimes
8.Conducting graded recitation	9	31	34	24	19	117	2.89	Sometimes
9.Setting asynchronous exam to the whole class	18	29	35	21	14	117	3.14	Sometimes
10.Monitoring of set time during exam	14	29	33	21	20	117	2.97	Sometimes
11.Soliciting student's response during lecture session	15	28	32	22	20	117	2.97	Sometimes
12.Completing the coverage of course syllabus	17	27	34	20	19	117	3.03	Sometimes
13.Conduct of demonstration lesson	15	29	28	27	18	117	2.97	Sometimes
14. Checking students' output	11	22	30	34	20	117	2.74	Sometimes
15.conducting group work activity during class	16	16	25	26	34	117	2.61	Sometimes
Mean							2.91	Sometimes

Using Tele-education, all of the items are rated **"sometimes"** difficult by the respondents: Handling/managing/ collecting the students' output , Uploading of lecture materials , Giving quizzes/exams except 1 item, Conducting lecture with the students, Preparation of Instructional Material/ module for the assigned subject/s due to time limitation, Checking of students' attendance, Checking the reliability of student's output, Conducting graded recitation, Setting asynchronous exam to the whole class, Monitoring of set time during exam, Soliciting student's response during lecture session, Completing the coverage of course syllabus, Conduct of demonstration lesson, and Conduct of demonstration lesson Checking students' output and Conducting group work activity during class.

E.   EDMODO

Teaching-Related Activities	5	4	3	2	1	Total	Mean	Description
1.Handling/managing/ collecting the students' output	15	14	33	34	21	117	2.73	Sometimes
2.Uploading of lecture materials	23	16	22	38	18	117	2.90	Sometimes
3.Giving quizzes/exams	21	19	30	29	18	117	2.97	Sometimes
4.Conducting lecture with the students	12	20	32	32	21	117	2.74	Sometimes
5. Preparation of Instructional Material/ module for the assigned subject/s due to time limitation	12	22	37	31	15	117	2.87	Sometimes
6.Checking of students' attendance	14	13	33	36	21	117	2.68	Sometimes
7.Checking the reliability of student's output	18	19	28	28	24	117	2.82	Sometimes
8.Conducting graded recitation	11	17	37	38	14	117	2.77	Sometimes

	5	4	3	2	1	Total	Mean	Description
9.Setting asynchronous exam to the whole class	23	19	36	22	17	117	3.08	Sometimes
10.Monitoring of set time during exam	24	23	36	22	12	117	3.21	Sometimes
11.Soliciting student's response during lecture session	19	17	38	19	24	117	2.90	Sometimes
12.Completing the coverage of course syllabus	16	20	36	23	22	117	2.87	Sometimes
13.Conduct of demonstration lesson	14	18	41	26	18	117	2.86	Sometimes
14. Checking students' output	15	27	37	22	16	117	3.03	Sometimes
15.conducting group work activity during class	14	22	37	25	19	117	2.89	Sometimes
Mean							2.89	Sometimes

As to the utilization of Edmodo as online learning platform, all items under teaching-related activities are rated by the respondents "sometimes" difficult: Handling/managing/ collecting the students' output , Uploading of lecture materials , Giving quizzes/exams except 1 item, Conducting lecture with the students, Preparation of Instructional Material/ module for the assigned subject/s due to time limitation, Checking of students' attendance, Checking the reliability of student's output, Conducting graded recitation, Setting asynchronous exam to the whole class, Monitoring of set time during exam, Soliciting student's response during lecture session, Completing the coverage of course syllabus, Conduct of demonstration lesson, and Conduct of demonstration lesson Checking students' output and Conducting group work activity during class.

F. ZOOM

Teaching-Related Activities	5	4	3	2	1	Total	Mean	Description
1.Handling/managing/ collecting the students' output	21	15	28	38	15	117	2.91	Sometimes
2.Uploading of lecture materials	20	18	27	33	19	117	2.89	Sometimes
3.Giving quizzes/exams	21	17	36	27	16	117	3.00	Sometimes
4.Conducting lecture with the students	27	21	30	24	15	117	3.18	Sometimes
5.Preparation of Instructional Material/ module for the assigned subject/s due to time limitation	21	26	33	23	14	117	3.15	Sometimes
6.Checking of students' attendance	24	27	34	21	11	117	3.27	Sometimes
7.Checking the reliability of student's output	21	27	35	22	12	117	3.20	Sometimes
8.Conducting graded recitation	23	20	38	26	10	117	3.17	Sometimes
9.Setting asynchronous exam to the whole class	20	21	43	23	10	117	3.15	Sometimes
10.Monitoring of set time during exam	25	17	51	17	7	117	3.31	Sometimes
11.Soliciting student's response during lecture session	26	16	42	16	17	117	3.15	Sometimes
12.Completing the coverage of course syllabus	22	19	43	17	16	117	3.12	Sometimes
13.Conduct of demonstration lesson	26	16	38	18	19	117	3.10	Sometimes
14. Checking students' output	25	19	32	27	14	117	3.12	Sometimes
15.conducting group work activity during class	24	15	35	32	11	117	3.08	Sometimes
	15	18	35	31	18	117	2.84	Sometimes
Mean							3.12	Sometimes

Just like Google Classroom and Edmodo, Zoom is also rated **"sometimes"** difficult in all items under teaching-related activities: Handling/managing/ collecting the students' output , Uploading of lecture materials , Giving quizzes/exams except 1 item, Conducting lecture with the students, Preparation of Instructional Material/ module for the assigned subject/s due to time limitation, Checking of students' attendance, Checking the reliability of student's output, Conducting graded recitation, Setting asynchronous exam to the whole class, Monitoring of set time during exam, Soliciting student's response during lecture session, Completing the coverage of course syllabus, Conduct of demonstration lesson, and Conduct of demonstration lesson Checking students' output and Conducting group work activity during class.

A New Benchmarks in Higher Education: Teacher's Engagement in Online Learning

Table 5. Significant Relationship between the Respondents' Level of Frequency as to the Encountered Problem/Difficulty in the Use of Online platforms in Teaching Related Activities and Their Profile

Profile	Significance Pearson's Chi-square C	Analysis	Decision	Remarks
Campus	.364	C > .05	Accept H_o	Not Significant
Field of Specialization	.551	C > .05	Accept H_o	Not Significant
Academic Rank	**.019**	**C < .05**	**Reject H_o**	**Significant**
Age	.500	C > .05	Accept H_o	Not Significant
Employment Status	.113	C > .05	Accept H_o	Not Significant
Sex	.706	C > .05	Accept H_o	Not Significant
Number of Years in Teaching	.742	C > .05	Accept H_o	Not Significant
Designation	.683	C > .05	Accept H_o	Not Significant
Received Trainings	.345	C > .05	Accept H_o	Not Significant
Number of times of trainings	2.33	C > .05	Accept H_o	Not Significant

Table 5 shows the significant relationship between respondents' profile and the level of frequency as to the encountered difficulty/problem in the use of online platforms on Teaching Related Activities and their profile using Pearson's Chi-square C – test at 0.05 level of significance.

As revealed in the table, the significance C values for all the profile except for academic rank were greater than 0.05. The null hypothesis was accepted. There is **no significant relationship** between respondents' level of difficulty on Teaching Related Activities and electronic platforms and their profile campus, field of specialization, age, employment status, sex, number of years in teaching, attendance to trainings and number of times of attendance to trainings.

This indicates that the level of difficulty on Teaching Related Activities and electronic platforms of the respondents are independent with their profile campus, field of specialization, age, employment status, sex, number of years in teaching, attendance to trainings and number of times of attendance to trainings however it is dependent with their academic rank.

Thus, **academic ranks is significantly** among the profile variables that was affected by the difficulty on Teaching-Related Activities and electronic platforms specifically those who are Instructor in rank. The findings rationalize the status of instructors that they are just new in teaching world. Hence, they still lacks ample knowledge as to the use of electronic devices in teaching. Instructors are seldom sent in trainings or professional development programs since they are still new. This confirms the study of Garet et al (2001). In their study, it involved a representative sample of teachers who took part in the Eisenhower Professional Development Program in 1990. The results showed that teachers who participated in this professional development training program had a strong tendency towards changing their classroom instructional practices. They also gained greater subject knowledge and teaching skills when there was a direct connection and alignment between their daily experiences in teaching the curriculum and teaching standards and assessments. (From Importance of teacher's training)

A New Benchmarks in Higher Education: Teacher's Engagement in Online Learning

Table 6. Respondent's Level of Frequency as to the Utilization of Teaching-Learning Aids/ Practices

Teaching –learning Aids/Practices	5	4	3	2	1	Total	Mean	Description
a. Provide online video tutoring	37	43	24	11	2	117	3.87	Often
b. Provide students with timely feedback including email guidance after class	31	52	24	6	4	117	3.85	Often
c. adopt some measures to improve the degree of and depth of student's class participation	33	59	20	5	0	117	4.03	Often
d. adjust teaching speed/time to ensure the effective delivery	45	57	11	4	0	117	4.22	Always
e. match teaching content with the academic readiness	41	63	9	3	1	117	4.20	Always
f. provide reading/other learning materials	39	66	6	3	3	117	4.15	Sometimes
g. provide real life situation to further explain the content of the course	49	54	9	3	2	117	4.24	Always
Mean							4.08	Sometimes

Table 6 shows the respondent's level of frequency as to the utilization of teaching learning aid/practices. Out of seven identified teaching aids/practices used during online teaching, three of them are "**always**" used by the respondents: adjust teaching speed/time to ensure the effective delivery, match teaching content with the academic readiness, and provide real life situation to further explain the content of the course. There is one item, "**sometimes**" utilized implement by the respondent, provide reading/other learning materials.

Table 7. Significant Relationship between the Respondents' Level of Utilization of Teaching Aids/Practices and Their Profile

Profile	Significance Pearson's Chi-square C	Analysis	Decision	Remarks
Campus	.202	C > .05	Accept H_o	Not Significant
Field of Specialization	.511	C > .05	Accept H_o	Not Significant
Academic Rank	.906	C > .05	Accept H_o	Not Significant
Age	.215	C > .05	Accept H_o	Not Significant
Employment Status	.230	C > .05	Accept H_o	Not Significant
Sex	.075	C > .05	Accept H_o	Not Significant
Number of Years in Teaching	.670	C > .05	Accept H_o	Not Significant
Designation	.868	C > .05	Accept H_o	Not Significant
Received Trainings	**.034**	**C < .05**	**Reject H_o**	**Significant**
Number of times of trainings	.181	C > .05	Accept H_o	Not Significant

Table 7 shows the significant relationship between respondents' profile and the level of utilization of teaching aids/practices using Pearson's Chi-square C – test at 0.05 level of significance.

A New Benchmarks in Higher Education: Teacher's Engagement in Online Learning

As revealed in the table, the significance C values for almost all the profile excludes training received were greater than 0.05. The null hypothesis was accepted. There is **no significant relationship** between respondents' level of utilization of teaching aids/practices and their profile campus, field of specialization, academic rank, age, employment status, sex, number of years in teaching, and number of times of attendance to trainings.

This indicates that the level of utilization of teaching aids/practices of the respondents are independent with their profile campus, field of specialization, academic rank, age, employment status, sex, and number of times of attendance to trainings.

However, for their training received; the significance C value was less than 0.05. The null hypothesis was rejected. **There is a significant relationship** between **respondents' level of utilization of teaching aids/practices and their trainings received.**

Among all the profile variables mentioned on the above table, only attendance to training influence their utilization of teaching aids/practices. Hence, the more training they attend they are more equipped in utilizing teaching aids/practices on their instruction.

CONCLUSIONS

Based on the results of the study, the following conclusions are drawn:

1. As to the respondents' profile, majority of the respondents are on the desired age to teach, permanent status, but they are not yet designated to any position since they are still under instructor rank.
2. Though most of the respondents have received online teaching training, they are really exposed to it since most of them attended it only "once".
3. The respondents are more exposed to online teaching Platforms such as Messenger and Google Meet, but as to Tele-education, "rarely".
4. Regardless of respondent's profile such as age, sex, rank, status and number of trainings received, there is no effect or significant relationship with their level of utilization of online platforms.
5. As to the level of frequency in the encountered difficulty with the teaching-related activities, majority are rated "often" using messenger and Google Meet. It means that though the Messenger and Google meet are the usual online platforms used by the respondents, they still encounter difficulty in using them particularly in giving some teaching-related activities.
6. As to the significant relationship between respondents' profile and their level of frequency in the difficulty in teaching-related Activities using online teaching Platforms, "Academic Rank" is found to have a significant relationship. It is an indication that The academic rank, particularly those under "instructor" rank are the ones commonly encounter difficulty in the use of online Teaching platforms.
7. Among the seven teaching-learning practices/aids indicated, two of them are "**often**" utilized: "provide with timely feedback including email guidance after class "and "adopt some measures to measures to improve the degree of and depth of students' class participation". Two teaching practices are "**always**" utilized: "adjust teaching speed/time to ensure the effect delivery" and "match teaching content with the academic readiness" while "Providing Teaching materials" is "**sometimes**" utilized by the respondents.
8. It is found out that there is a significant relationship between the respondents' level of utilization of teaching aids/practices and their profile, particularly the received trainings. It shows the importance of exposure of the respondents to online teaching platforms for the execution of teaching practices to deliver quality education to students.

RECOMMENDATIONS

Based on the conclusion, the following are recommended:

1. The administration is encouraged to organize series of trainings for its faculty members, especially those under Instructor rank, in the use of different online teaching platforms for the faculty to be familiarized with e-learning platforms features and uses.
2. Hands-on Trainings on the various e-learning platforms among faculty members, particularly in the preparation of Instructional materials and assessment/evaluation tools, should be conducted in order for them to provide quality education for their students despite the absence of face to face teaching.
3. Although there is tremendous variety in the educational technologies available to online instructors, the field of distance learning technology is changing quickly, and it is therefore necessary for instructors and administrators to keep a close eye on emerging trends and associated best practices.
4. Based on the recommendations of the respondents, the administration should strategize the conduct of meetings involving faculty members to avoid disturbances of classes, limit suspension of classes due to local holidays, provision of internet allowances to all faculty regardless of status, limit paper works to provide ample time for instruction, and

Creation of Learning Resource Center for Online Learning and consideration of a modified face to face teaching for laboratory courses.

REFERENCES

1) Asbury, K., & Kim, L. E., Dr. (2020, July 20). "Lazy, lazy teachers": Teachers' perceptions of how their profession is valued by society, policymakers, andthe media during COVID-19. https://doi.org/10.31234/osf.io/65k8q

2) Bao, W. (2020). COVID-19 and online teaching in higher education: A case study of Peking University, Human Behavior and Emerging Technologies, https://publons.com/publon/10.1002/hbe2.191.

3) Boudersa, Nasirra (2016). The Importance of Teachers' Training Programs and Professional Development in the Algeria Educational Context: Toward Improved and Effective Teaching Practices. Retrieved from https://www.researchgate.net/publication/309430087

4) Cachón-Zagalaz J, Sánchez-Zafra M, Sanabrias-Moreno D, González-Valero G, Lara-Sánchez AJ, Zagalaz-Sánchez ML. Systematic Review of the Literature About the Effects of the COVID-19 Pandemic on the Lives of School Children. Front Psychol. 2020 Oct 14;11:569348. doi: 10.3389/fpsyg.2020.569348. PMID: 33162910; PMCID: PMC7591583.

5) Castroverde, F. & Acala, M. (2021). Modular distance learning modality: Challenges of teachers in teaching amid the Covid-19 pandemic, International Journal of Research Studies in Education. 10. 10.5861/ijrse.2021.602

6) Hiraoka D, Tomoda A. (2020).Relationship between parenting stress and school closures due to the COVID-19 pandemic. Psychiatry Clin Neurosci. Vol. 74, No. 9, pp. 497-498, doi: 10.1111/pcn.13088.

7) Jamon, B., Boholano, H., Jamon, M., Mateo F., & Pardillo, M. (2021). Teachers Lived Experiences in The New Normal In Philippine Public Schools: A Phenomenology, Volume 08, No. 02.

8) Kima, L., Oxleya, L. & Asbury, K. (2020). "My brain feels like a browser with 100 tabs open": A longitudinal study of teachers' mental health and wellbeing during the COVID-19 pandemic in 2020. Economic and Social Research Council.

9) Lapada, A., Miguel, F., Robledo, D., Alam, Z. (2020). Teachers' Covid-19 Awareness, Distance Learning Education Experiences and Perceptions towards Institutional Readiness and Challenges, International Journal of Learning, Vol 19, No 6.

10) Saraswati, D., Giri, R., Simkhada, P. (2020). Impact of COVID-19 on the Education Sector in Nepal- Challenges and Coping Strategies. SAGE https://doi.org/10.31124/advance.12344336.

11) Schulten, K. (2020). Coronavirus resources: Teaching, learning and thinking critically. The New York Times.

12) Watermeyer, R. P., Crick, T., Knight, C., & Goodall, J. (2020). COVID-19 and digital disruption in UK universities: afflictions and affordances of emergency online migration. Higher Education, 81(3), 623-641. https://doi.org/10.1007/s10734-020-00561

WEBSITES

1) https://adamasuniversity.ac.in/the-relevance-of-realism-in-the-field-of-education-a-philosophical-discourse/

2) http://www.vkmaheshwari.com/WP/?p=2144

3) https://www.famu.edu/coeaccreditation/ncate/Standard%205/The%20Challenges%20of%20Effective%20Online%20Teaching%20and%20Student%20Learning.pdf

4) file:///D:/COVID/Coronavirus%20Resources%20Teaching,%20Learning%20and%20Thinking%20Critically%20-%20The%20New%20York%20Times.html.Google Scholar