

---

## The Perception of Bacolod-Kalawi National High School Teachers towards Distance Learning amid the Pandemic

---

Shamseda A. Tabao, Alnor A. Hadji Amer  
MSU – Lanao National College of Arts and Trades, Marawi City, Philippines

**Abstract.** The study determined the perceptions of teachers at Bacolod-Kalawi National High School towards distance learning amid the pandemic. Distance learning, being one of the flexible learning options approved by the Department of Education, was observed during the school year 2021-2022. This study used descriptive-quantitative research design to describe the profile of the respondents in terms of their perception towards distance learning to ensure valid information and reliable response of the respondents. Qualitative research design was used through semi-structured survey questionnaire as the main instrument in data gathering in securing information on the perceptions and challenges of distance learning by using three open-ended questions relevant to the perception being tackled. In selection of the respondents, thirty-three (33) teacher-respondents of the study were randomly selected from the teachers experiencing and teaching through distance learning at Bacolod-Kalawi National High School. The results indicated that the support of the school administration in the conduct of distance learning played an important role in the performance of the respondents' duties while giving importance to the quality of instruction, encouraging their learners to make good use of technology, but having to deal with the hidden or unexpected expenses caused by this mode of learning.

**Keywords:** Teachers' Perception, Distance Learning, Pandemic, Quality of Instruction, Hidden Cost, Technology

### Introduction

The COVID-19 pandemic resulted to extensive disturbance such as travel restrictions, closure of schools and global economic recession. The COVID-19 pandemic had introduced the nation of the 'new normal' in daily life through profoundly influencing the way we used to live, study and work. During these remarkable times, the fleet adaptation from traditional face-to-face learning to online learning had been viewed as an ideal shift in higher education. Most countries around the world have temporarily closed the educational institutions to suppress the spread of the virus and lessen infections. Face-to-face engagement of students and teachers within the school had also been suspended. For the continuum of education and for every school to still attain its mission and vision which was to provide quality education to every learner, the Department of Education implemented the Modular Distance Learning and Online Distance Learning despite the obvious advantages to distance learning, there were problems that needed to be resolved. These problems included the quality of instruction, hidden costs, used of technology, and the attitudes of teachers, students, and school administrators. Each one of these influenced the overall quality of distance learning as a product. In many ways, each of these issues was related to the others. The perception of teachers and students in areas with lower levels of development might have favored onsite classes instead of those from urbanized areas with better internet connectivity. The students' perceptions towards their learning journey also differed based on their learning experience with their teachers in a classroom. But this current health issue, Distance Learning was probably essential especially we used to continue with the academe. Hence, the researchers decided to perform a study on this current issue as deemed necessary to understand how distance learning is relevant and timely.

### Methodology

This study used descriptive-qualitative research design to determine the profile of the respondents in terms of their age, gender, civil status, educational attainment, subject taught and grade level taught in addition to the distance learning issues encountered such as the quality of instruction, hidden costs, and the use of technology and additionally the attitude of teachers in distance learning amid the pandemic. A structured survey questionnaire was used for gathering data as the main instrument to secure information about the present practices, perception, conditions, and challenges from distance learning of the respondents to make sure to obtain valid information and reliable response from the respondents. The 3-point Likert scale that offered agree and disagree options as to the polar points along with a neutral option relevant to the perceived apprehensive reliability of information from the thirty-three (33) teachers of Bacolod-Kalawi National High School. The respondents were chosen by the researchers since they experienced first-hand distance learning and therefore could contribute reliable information needed for this study. The researcher of this study used structured survey-questionnaire and semi structured survey. The questionnaire was divided into three (3) parts: the first part was the profile of the respondents in terms of age, gender, highest educational attainment, subject taught and grade level taught of the teachers of Bacolod Kalawi National High School. The second part was a scaling by putting a check on the given choice's information such as: Always (A), Sometimes (B), Never (C), and the third part of the questionnaire were about Respondents Frequency of the Total Number of Teacher Respondents. To arrive at an accurate interpretation of the data gathered, the following statistical tool was used such are: Frequency (f) and Percentage (P), to describe, to distribute and to analyze the respondents according to their demographic profile of the respondents, the Weighted Mean (WM) to determine and to measure the weighted mean of statements and/or questions in the questionnaire and Standard Deviation (SD) to tell how measurements for the respondents were spread out from the average (mean) of the perceived apprehensive reliability of information 23 of the internet in terms of awareness and unawareness of choosing information from the internet and to determine the average mean of the perception of the respondents, and Ranking to identify the position in scale of classification of the variables.

### Results and Discussion

This section presents overall findings and personal insights that researchers have gathered through the process of conducting a survey-questionnaire of the study on the perception of teachers towards distance learning amid the pandemic by the Bacolod Kalawi National High School' teachers. The study identified the demographic profile of the respondents in terms of age, gender, civil status, highest educational attainment, and subject and grade level being taught and also focused on the three issues on distance learning (DL); the quality of instruction, hidden cost and use of technology.

**Table 1. Respondents' age**

| Age                    | Frequency | Percentage |
|------------------------|-----------|------------|
| 25 years old and below | 1         | 3.0        |
| 26 - 27 years old      | 8         | 24.2       |
| 30 years old and above | 24        | 72.7       |
| Total                  | 33        | 100.0      |

Table 1 pertains to the age of the respondents as it showed that most of the teachers were 30 years old and above. This implied that these teachers were most experienced in terms of teaching compared to the 25 years old and below. On the other hand, Table 2 presents the

frequency of respondents' gender. It showed that most of the teachers in Bacolod Kalawi National High School were predominant to females rather than male. According to womenshistory.org, it is based on the popular belief that women were more nurturing than men. This supported by Van Damme (2016) on her study that gender imbalances in teaching are the result of women's conscious and strategic choices as much as labour market conditions, such as norms and cultural messages.

**Table 2. Respondents' gender**

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Male   | 10        | 30.3       |
| Female | 23        | 69.7       |
| Total  | 33        | 100.0      |

**Table 3. Respondents' civil status**

| Civil Status | Frequency | Percentage |
|--------------|-----------|------------|
| Single       | 11        | 33.3       |
| Married      | 22        | 66.7       |
| Total        | 33        | 100.0      |

In addition, Table 3 showed that most of the teachers were married with a percentage of 66.70. This implied that compared to single person, married teachers received significant higher performance rating and are more likely to be promoted. In estimates that control for selection arising from quit decisions, the size of the marriage productivity effect falls in most cases tough, like in today's work environment stress is becoming one of the largest problems for employees. Likewise, Table 4 revealed that most of the respondents were college graduate with 90.00 percent. It suggested that since the workplace is in the municipality and with limited of items sufficient for teachers rank only, the respondents were possibly not determined to upgrade their professions in particular pursuing post graduate courses. This is supported in the study of Rungduin (2020) that the multifaceted nature of the workload of graduate students is another important factor affecting graduate education.

**Table 4. Respondents' highest educational attainment**

| Educational Attainment | Frequency | Percentage |
|------------------------|-----------|------------|
| College Graduate       | 30        | 90.9       |
| Master Graduate        | 3         | 9.1        |
| Total                  | 33        | 100.0      |

**Table 5. Subject being taught**

| Subject                           | Frequency | Percentage |
|-----------------------------------|-----------|------------|
| Arabic                            | 1         | 3          |
| Aralin Panlipunan                 | 4         | 12.1       |
| Computer Programming 1-2          | 1         | 3          |
| Contemporary Arts from the Region | 1         | 3          |
| English                           | 4         | 12.1       |
| Filipino                          | 3         | 9.1        |
| MAPEH                             | 2         | 6.1        |
| Mathematics                       | 3         | 9.1        |
| Media and Information Literacy    | 1         | 3          |
| HOPE                              | 2         | 6.1        |

|                                     |   |       |
|-------------------------------------|---|-------|
| Philippine Politics and Governance  | 1 | 3     |
| Practical Research 1                | 1 | 3     |
| Practical Research 2                | 1 | 3     |
| Science                             | 4 | 12.1  |
| Technology and Livelihood Education | 4 | 12.1  |
| Total                               |   | 100.0 |

Table 5 revealed that most of the teachers taught Aralin Panlipunan, English, Science and Technology and Livelihood subjects with 12.10 % among each of the subjects. On the other hand, teachers were less distributed to Arabic Language, Computer Programming 1-2, and Contemporary Arts from the Region, Media and Information Literacy and Practical Research 1 and 2 with the same percentage of 3.0. The distribution of subjects among the teachers is a learning technique. The teachers are distributed according to their major and the subject being taught to avoid mismatched and to attend the number of preference for the students need. Moreover, teachers are also distributed by grade level, as presented from Table 6. It can be noticed that most of the teachers were assigned in the Senior High School or Grades 11 and 12. But to compare from the number of teachers by grade level, it concluded that grades 7, 9 and 10 had the most teachers. The numbers of teachers distributed by grade were based on the subjects and the number of sections by grade level.

**Table 6. Grade level being taught**

| Grade Level  | Frequency | Percentage |
|--------------|-----------|------------|
| Grade 7      | 6         | 18.2       |
| Grade 8      | 4         | 12.1       |
| Grade 9      | 6         | 18.2       |
| Grade 10     | 6         | 18.2       |
| Grade 11 &12 | 11        | 33.3       |
| Total        | 33        | 100.0      |

It perceived that on respondents' perception on distance learning according to quality of instructions' problems, encourage learners to participate and ask frequent question during the online classes ranked 1, which implied that teachers allows learners to engage in two-way communication, to understand their thinking and they can support to solve any problem that learners had since it is online classes. And it seemed that How engaged have learners been in virtual classes and develop strong learning attitude toward learners to motivate them in difficult learning environments are the most problems. The results from Table 7 suggested that lack of interest in the material, lack of motivation, lack of support from family and peers happened most of the time.

**Table 7. Respondents' perception on distance learning according to quality of instructions**

| Statement                                                                                               | Mean (M) | Standard Deviation (SD) | Descriptive Statement | Rank |
|---------------------------------------------------------------------------------------------------------|----------|-------------------------|-----------------------|------|
| 1. How engaged have learners been in your virtual classes?                                              | 1.94     | 0.242                   | Sometimes             | 5    |
| 2. Develop strong learning attitude toward learners to motivate them in difficult learning environments | 2.3      | 0.467                   | Sometimes             | 4    |
| 3. As a teacher, do you used high quality                                                               | 2.39     | 0.496                   | Always                | 3    |

|                                                                                           |      |       |        |   |
|-------------------------------------------------------------------------------------------|------|-------|--------|---|
| instructional materials in way that respond to learners' needs.                           |      |       |        |   |
| 4. Do you encourage learners to participate in your virtual classes?                      | 2.58 | 0.502 | Always | 2 |
| 5. Encourage learners to participate and ask frequent question during the online classes. | 2.70 | 0.467 | Always | 1 |
| Over-all mean                                                                             | 2.38 | 0.435 | Always |   |

From Table 8, the results suggested that respondents' issue encountered on distance learning according to hidden cost such as commute when going to school, ranked 1, and spend personal money for delivering the module house to house, ranked 2. It cannot prevent that most public teachers will spend significant amount out-of-pocket money on transportation and module supplies since pandemic. The Teachers spend money for mobility during online classes and used own printer for printing module. The results insinuate that during the pandemic the challenges for the teachers are at great extent, since the continuity of teaching for the learners is deemed necessary.

**Table 8. Respondents' issue encountered on distance learning according to hidden cost**

| Statement                                                    | Mean (M) | Standard Deviation (SD) | Descriptive Statement | Rank |
|--------------------------------------------------------------|----------|-------------------------|-----------------------|------|
| 1. I let my learners pay for their modules                   | 1.33     | 0.595                   | Never                 | 5    |
| 2. I spend money for mobility during online classes.         | 2.21     | 0.485                   | Sometimes             | 4    |
| 3. I used my own printer for printing module.                | 2.39     | 0.704                   | Always                | 3    |
| 4. I spend my money for delivering the module house to house | 2.55     | 0.546                   | Always                | 2    |
| 5. I commute when going to school                            | 2.94     | 0.242                   | Always                | 1    |
| Over-all mean                                                | 2.28     | 0.518                   | Sometimes             |      |

**Table 9. Respondents' perception on distance learning according to use of technology**

| Statement                                                                                                  | Mean (M) | Standard Deviation (SD) | Descriptive Statement | Rank |
|------------------------------------------------------------------------------------------------------------|----------|-------------------------|-----------------------|------|
| 1. I allow my learners sending their papers through my e-mail address wherever they cannot submit on time. | 2.06     | 0.659                   | Sometimes             | 5    |
| 2. I have Internet access with a fairly fast, reliable connection whenever my online classes.              | 2.30     | 0.37                    | Sometimes             | 4    |
| 3. Do you use computer and different online digital platform in your class?                                | 2.48     | 0.508                   | Always                | 3    |
| 4. I use office application software in preparation of my lessons.                                         | 2.58     | 0.502                   | Always                | 2    |
| 5. Encourage my learners to surf internet related to our topic.                                            | 2.61     | 0.496                   | Always                | 1    |
| Over-all mean                                                                                              | 2.41     | 0.507                   | Always                |      |

Table 9 revealed the teachers perceptions on distance learning according to use of technology, they perceived that encourage learners to surf internet related to our topic, ranked 1, with the aid of technology and the knowledge of using technology it makes it easier for the teachers to let her learners make use of internet to understand well their lessons. Teachers also make use office application software in preparation of their lessons, use computer and different online digital platform in during their class. It is of great advantage for teachers integrate technology because it is more applicable during the health crisis. The Internet accesses with a fairly fast, reliable connection whenever online classes and allow learners sending their papers through teachers e-mail address wherever they cannot submit on time is sometimes practiced by the teachers. It is because in the province there is a minimum that can access from internet due to the lack of internet connectivity or the fluctuation of electricity. The using of technology is the greatest barriers for the teaching especially these teachers were in the province. According to some respondents they implied that inadequate technological gadgets, low-speed internet, lack of proper training skills, unavailability of latest UCT equipment and poor administrative support was the cause of lack of implementation for the online classes in the school.

### Conclusions

Based on the findings distance learning amid pandemic was a paradigm shift which took both the teachers and learners by surprise. For many years, the traditional mode of delivery and receipt of learning was through face-to-face classes' interaction within the four corners of classrooms. Nonetheless, following the mandate of the Philippine's government, everybody complied with this mode of learning. Distance learning had its advantages given the status quo; however, it could not be denied that there were aspects of this that needed to be perfect before it could be full adopted in the Philippine Educational System especially those schools in the far flung areas were frequent power interruption and slow internet connectivity and most of the learners are beginners of using technological gadgets and others do not have technological gadgets at home. Moreover, the teachers encountered great challenges to deliver their teaching materials and the mode of teaching instructions.

### Acknowledgement

The authors would like to extent its gratitude the Almighty lord for keeping them healthy while pursuing the study and to their family and friends, for their understanding and encouragement to finish this work.

### References

- Alchie, T. B. (2019, August 06). History of Bacolod Kalawi National high School. <http://schools.trokis.com/2019/08/bacolod-kalawi-national-high-school.html?m=1>
- Alturise B. (2020). Learners' and teachers' satisfaction in the online learning model using the Blackboard platform at Qassim University, Saudi Arabia. <https://files.eric.ed.gov.com>
- Balindong, J. & Usman, N. (2014). *Students' perspective on the English teachers' characteristics in relation to their performance in English subject*. An Undergraduate Thesis. College of Education, Mindanao State University, Marawi City.
- Burns, R. C. (1993). *Parents and Schools: From Visitors to Partners*. Philippine: National Education Association.
- Creswell, J. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles, CA: Sage Publications, Inc.
- Comer School Development Program, [www.education.uw.edu.com](http://www.education.uw.edu.com)

- Dhawan, S. (2020). Online learning: A panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems*, 49(1), 5-22.
- Dirk Van Damme (2016), [www.oecdutoday.com](http://www.oecdutoday.com)
- Rungduin, T. T. (2020). An Exploration of the factors affecting graduate Degree Completion in A Teacher Education Institution (TEI) Inputs for Graduate program Management and Pedagogy, Philippine Normal University, Manila Pilippines.
- Why are so many women Teachers? [www.womenshistory.org](http://www.womenshistory.org)