

Competency of Teachers in Facilitating Synchronous and Asynchronous Learning

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Abstract— This study determined the level of competency of the elementary teachers in facilitating synchronous and asynchronous learning in Gubat District Division of Sorsogon Province for School Year 2021-2022. It used the descriptive-correlational method of research. The respondents of the study are the 124 teachers of Gubat District which were selected using the Slovin's formula in order to determine the sample size from the population. The data to be gathered were subjected to analysis and interpretation using the appropriate statistical tools and measures such as frequency counts, percentage, weighted mean and the chi square. It was concluded that most of the respondents' ages are ranging from 49-55 years, there are more females than males, and there are more college graduates among the respondents with the length of service ranging from 26 to 31 years. The elementary teachers are quite competent in facilitating synchronous and asynchronous learning. Sex, Age, Educational Attainment, Length of Service and ICT related trainings affect the level of competency of elementary teachers in facilitating online learning. There are predominant problems encountered by the teachers in facilitating synchronous and asynchronous learnings that need to be resolved. The Project FaCE for teachers hereby proposed can be adapted and implemented.

Keywords— asynchronous, competency, enhancement plan, facilitating, synchronous.

I. INTRODUCTION

Delivery of education in the country has greatly changed because of Covid-19 pandemic. According to Dr. Khan, a UNICEF Representative in Bosnia and Herzegovina "This is the first time the world is faced with such a huge impact of the pandemic in education. It gives new challenge to all educators in the new normal education. Although the schools are closed, the learning must continue" (UNICEF 2020). This results in forcing the whole country in adapting an online, distance, learning from home method. The use of ICT is widespread in our daily lives and is becoming increasingly important to many in all disciplines. We have seen the increasing importance of ICT in education. School managers and staff are faced with competitive pressure to provide services effectively and efficiently and to make their clientele globally competitive when leaving the school portal.

Relatively, World Bank (2021) states that experience up to now highlights that teaching and learning remotely is not identical to face-to-face pedagogy. Many teachers with access to e-content, as an example, use it like all other textbooks to read from at school. Some adjustments include shorter and more modular content, more engaging content like edutainment, continuous feedback, and smaller group on-line discussions on more open-ended questions. While we are able to never

replace the magic that happens between great teachers and students in an in-person environment, we should always specialize in the social aspects of technology to boost connections from a distance. Far more attention must be directed on how technology will enhance teaching and learning in an exceedingly blended learning environment reaching students, both in the classroom and at home.

Our teachers and school leaders shall be capacitated to implement and manage the adoption of multi-modal learning delivery models based on their technology resources map, readiness assessment results, and implementation plans (DepEd LCP). Given that teachers today are educated and trained using traditional teacher-centric approaches, great effort is being made to move in the direction of promoting learner-centric approaches supported by the ICT educational environment. And a big paradigm shift is needed. Therefore, it is important for the education department to seriously consider a better change management approach by teachers, managers, and staff to implement ICT in education initiatives.

According to UNESCO (2021), ICT has become integral to the teaching-learning interaction. It is through such approaches as replacing chalkboards with interactive digital white boards, using students own smartphones or other devices for learning during class

time and the “flipped classroom” model where students watch lectures at home on the computer.

The competency and acceptability of the teachers of ICT are needed to improve the quality of teaching and learning process. When teachers are trained in digital literacy and the use of ICT, this approach can lead to the development of higher-order thinking skills, provide students with creative and individual opportunities to express their understanding, and help students better adapt to current technological changes.

In addition, to prepare teachers and school leaders for multiple learning delivery modalities, they shall be capacitated to implement the learning delivery system as consistent with DepEd’s Professional Development framework and Professional Standards and the transformation of the National Educators Academy of the Philippines (NEAP). They will be introduced to learning delivery modalities that they can readily utilize depending on community context and be provided with tools and mechanisms to inform their decision making (NEAP, 2022).

Indeed, the Philippine government needs to focus on harnessing information technology skills in boosting performance of the teachers, pupils and other education stakeholders to be competitive and to move forward. The use of online learning assumes deep, strong and constant ingredients to push the change that the school needs for the 21st century.

The Department of Education conducted a Virtual In-service Training regarding the use of Asynchronous and Synchronous learning but many of the teachers did not participate because of unstable internet connections and conflict of time. Some of the teachers preferred to have a hands-on training regarding ICT instead of virtual seminars. Because of this observation, the teachers need ample time in enhancing their skills in ICT. Not only the ICT coordinators but all the teachers would be given the chance to undergo trainings regarding the use of ICT. Through this, all teachers will have enough knowledge and skills on how to utilize the Synchronous and Asynchronous classes in the new normal education.

Teachers need to be equipped with relevant ICT competencies including software with specific application to develop courses, upload learning materials, facilitate online discussions and evaluate learners remain unclear. Teachers should be regularly

assessed to determine their profile across the levels and aspects and encouraged to develop and advance. On the other hand, when the skills were low among the teachers, they feel it was a working pressure. So, teacher requires extensive exposure to online teaching.

In the Division of Sorsogon particularly in Gubat North District, only the Gubat North Central School utilized the Synchronous and Asynchronous Classes for the reason that some of the teachers in the said school have already training about it. Furthermore, most of the schools in Gubat prefer to select modular learning because they are not capable of doing it because of lack of seminars, trainings, and even lack of gadgets. Specifically in Jupi Elementary School even some of the learners prepared synchronous and asynchronous learning, the school head did not allow ICT related classes since skills of teachers are not enough to cater the needs in this kind of modality.

Based from the result conducted by the researcher, there are only few teachers who undergo trainings related to ICT. Only 13 teachers have trainings in National and 31 teachers have trainings in local. With this assumption, the researcher was motivated to venture on a study which looked into the competence of the elementary teachers in holding Synchronous and Asynchronous classes.

The researcher believes that continuous exploration and application of effective strategies, approaches, innovations, and interventions would lead to quality education.

Specifically, it sought to answer the following questions:

1. What is the profile of the elementary teachers in Gubat District in terms of:

- a. Sex
- b. Age
- c. Educational Attainment
- d. Length of Service
- e. ICT related trainings

2. What is the level of competency of teachers in facilitating learning along:

- a. Synchronous
- b. Asynchronous

3. Is there a significant relationship between the profile and the level of competency of teachers along the identified variables?
4. What are the problems encountered by the teachers in facilitating learning along the identified variables?
5. What Competency Enhancement Plan could be proposed based on the results of the study?

II. METHODOLOGY

Research Design

This study aimed to determine the level of competency of the elementary teachers in facilitating synchronous and asynchronous learning in Gubat District Division of Sorsogon Province for school year 2021-2022. This research used the descriptive-correlational method survey research design since the questionnaire is utilized to gather the primary data from the respondents. Also, the unstructured interview was used for the validation of the responses of the teachers.

Table 1. The Respondents

District	Frequency	Percentage
North	64	52%
South	48	39%
III	12	9%
Total	124	100%

The Instrument

The primary instrument used in the study is a survey-questionnaire made by the researcher with the assistance of the adviser. It is composed of three parts in which Part I included the profile of elementary teachers in Gubat District in terms of sex, age, highest educational attainment, length of service and ICT related trainings. Part II covered the competency of teachers in facilitating Synchronous and Asynchronous learning. Part III includes the problems encountered by the teachers in facilitating synchronous and asynchronous learning in Gubat District.

The drafted questionnaire was submitted to the panel members for checking and critiquing. It underwent several revisions and seeks the approval of the advisers and panelist before the dissemination process to the respondent was done.

Data Collection Procedure

Before the conduct of the study, the researcher prepared a letter of request addressed to the Schools Division Superintendent of Schools Division of Sorsogon and was given personally by the researcher on April 1, 2022. Upon granting of the approval, the researcher then

The respondents were the elementary teachers of Gubat District. The results were analysed and interpreted with the use of appropriate statistical tools such as frequency count, weighted mean, percentage and chi square.

The Sample

The respondents of this study were the selected teachers of Gubat District who rendered 20 years and above in the service. The 124 respondents were determined using Slovin's formula with 5% margin of error was taken from the population of 179. The respondents were selected through purposive sampling. The percent distribution of the selected sample for each district was identical to the corresponding distribution for the population. Presented in the table 1 were the respondents of the study.

prepared a letter seeking permission from the Public Schools District Supervisors through channel to the selected school heads and principals for the actual conduct of the study.

With the approval given by the Public Schools District Supervisors, school heads and principals of the respective schools, the questionnaires were personally distributed by the researcher to the identified respondents for them to accomplish on June 13, 2022 and others were handed to the school heads for their teachers to fill-out. It was further explained that their answers and any information given are to be treated with high confidentiality. Then, after almost three weeks, the researcher retrieved the distributed questionnaires on June 30, 2022 and was able to obtain 100 percent retrieval rate of the given instruments. The data that were gathered from the respondents were collated, tallied and analysed for statistical interpretation.

Data Analysis Procedure

To determine the profile of teachers in terms of sex, age, highest educational attainment, length of service and ICT related trainings, frequency count, percentage and rank were used.

To measure the level of competency of the elementary teachers in facilitating synchronous and asynchronous learning in Gubat District Division of Sorsogon Province for School Year 2021-2022, frequency count and weighted mean will be used. To interpret the data gathered, the following five points modified Likert Scale is employed: .50-5.00 (Very much Competent); 3.50-4.49 (Much Competent); 2.50-3.49 (Competent); 1.50-2.49 (Quite Competent); 1.00-1.49 (Not Competent).

To determine the significant relationship between the profile and the teaching strategies, Chi-Square Test of independence (χ^2) was used. Similarly, the frequency and ranking were used to present the problems encountered by the teachers in facilitating synchronous

and asynchronous learning in Gubat District Division of Sorsogon Province for school year 2021-2022.

III. RESULTS AND DISCUSSION

1. Profile of Elementary Teachers

Shown in table 2 is the Profile of the elementary teachers in terms of sex, age, educational attainment, length of service and ICT related trainings. It can be observed from the table that there are 17 or 14 % of the teachers whose ages ranges from 43-48, there are also 63 or 51% ages ranging from 49-54, and 44 or 35% ages ranging from 55-60. With regard to sex, there are only 10 males and 114 females. As to educational attainment, 99 or 80% are college graduates, 20 or 16% are college graduates with masteral units and 5 or 4% earned masteral degrees.

TABLE 2. Profile of Elementary Teachers

Variables	Frequency (n=124)	Percentage (%)
Age		
43-48	17	14%
49-54	63	51%
55-60	44	35%
Sex		
Male	10	8%
Female	114	92%
Educational Attainment		
College Graduate	99	80%
With Masteral Units	20	16%
Masteral Graduate	5	4%
Length of Service (in years)		
25 and below	42	34%
26-31	66	53%
32 and above	16	13%
Total	124	100%

It can be noted that most of the teachers' ages are ranging from 49 to 54, majority are females, most of them are college graduates, majority are already 26 to 31 in the service with related ICT trainings. Furthermore, there are 42 or 34% of the teachers whose length of service ranges from 25 years and below, 66 or 53% are 26-31 years in the service and 16 or 13% were already years and above in the service.

The data is being reinforced by the study of De Castro, et al. (2013) who assessed the readiness of Sorsogon

State College (SSC) faculty in teaching subjects with information and communication technology (ICT). Findings revealed that most of the respondents were above forty-five years old, have one to ten years of government service and have specialization in the field of education. In terms of readiness to teach with ICT, the results disclosed that were fairly ready along human resource readiness, and ready along technological skills and equipment readiness.

2. Level of Competency of Teachers in Facilitating Learning along Synchronous and Asynchronous Synchronous Learning. Table 3A shows the level of competency of the teachers in facilitating learning along synchronous learning. It can be noted that they are only competent in providing the students with an agenda and a list of discussion questions, link of scheduled lesson ahead of time, communicating with their students online, design and run live classroom quizzes, and sharing presentation/videos during online teaching.

This could mean that the teachers may have gained knowledge from the trainings and seminars they have attended. They can at least use and apply these knowledge and skills in integrating ICT in on line

teaching not to mention other explorations they have done to add more knowledge and make their specific competencies reach a higher level.

However, the teachers are only quite competent in other competencies especially in using zoom in online learning and in using whiteboard during online teaching. These activities really demand a wide range of knowhow in order for the teachers to accommodate their pupils in online learning and teaching. This denotes that if the teachers are already knowledgeable in using zoom applications, setting google links and other google applications intended for synchronous learning, they may facilitate teaching easier and achieve better and meaningful results.

TABLE 3A. Level of Competency of Teachers in Facilitating Learning along Synchronous

Indicators	WM	Description
1. Prepare interactive lessons for a self-paced learner via (Zoom, Google Meet)	2.23	Quite competent
2. Provide students with an agenda and a list of discussion questions, link of scheduled lesson ahead of time.	2.77	Competent
3. Communicate with your students online	3.06	Competent
4. Design and run live classroom quizzes	2.71	Competent
5. Use of google meet in online learning	2.03	Quite competent
6. Use of Facebook live in online learning	2.30	Quite competent
7. Use of zoom in online learning	1.88	Quite competent
8. Share presentation/videos during online teaching	2.52	Competent
9. Use whiteboard during online teaching	1.96	Quite competent
10. Prepare knowledge evaluation, particularly in the form of tests; analysis of results, notifications to students through the use of Kahoot.	2.27	Quite competent
Overall Mean	2.38	Quite competent

Gamiao (2020), on Innovative Teaching Methods in the New Normal', in her study found out that teachers should innovate to teach online by tapping legitimate online tools and resources. By using online and distance learning resources on topics and creating learning playlist or menus, student would be up for an exciting learning process.

Asynchronous Learning. Table 3B presents the level of competency of the teachers in integrating ICT in teaching along asynchronous. It can be noted that the teachers are only competent in uploading and downloading an educational material, download music

videos for use in the classroom and, communicating with others via (eMail, Facebook, Instagram, Snapchat, Twitter, etc.). This goes to show that these competencies are the three top most competencies that the teachers really need in teaching online in the asynchronous mode.

These competencies are very much common and are needed by the teachers for online teaching. Once they become familiar with the competencies, then they can share their knowledge and skills to their pupils for better learning. This implies that the basic needs of the pupils in learning can still be addressed by the teachers with the above mentioned expertise along asynchronous

teaching. On the other hand, the teachers are only quite competent particularly in creating Google Form for exam, video editing, survey, reports, etc.), creating

materials for assignments and tests in Google Form and, in creating and managing a class in Google Classroom and in creating an audio story or podcast.

TABLE 3B. Level of Competency of Teachers in Facilitating Learning along Asynchronous learning.

Indicators	WM	Description
1.Create posters and other visual displays in Word, Power Point or any other application	3.05	Competent
2. Make a video/cartoon for use as a teaching aid via (Pics Art, Adobe Animate, Cap cut, Kine Master,Filmora)	2.01	quite competent
3. Create an audio story or podcast	1.89	quite competent
4. Conduct a survey, table the results and produce graphs via (Info graph, Microsoft Office)	2.09	quite competent
5. Send an eMail to a class	2.0	quite competent
6. Upload and Download an Educational Materials	3.37	Competent
7. Download music / videos for use in the classroom	3.41	Competent
8. Create materials for assignments and tests in Google Form	1.81	quite competent
9. Communicate with others via (eMail, Facebook, Instragram, Snapchat, Twitter, etc.)	2.59	competent
10.Posting content to a website (Facebook, YouTube)	2.19	quite competent
11.Create and manage a class in Google Classroom	1.83	quite competent
12. Create Google Form for exam, video editing, survey, reports, etc.)	1.81	quite competent
Overall Mean	2.06	quite competent

It is really a common experience for the teachers in this current situations that it takes a lot of time and interest in exploring Technology for them to become knowledgeable in facilitating learning along Asynchronous modality. This is an indication that the teachers really need to undergo seminars and trainings with regards to ICT to make them more competent and productive in on-line teaching.

To sum, the entirety of the results which yielded to an overall computed mean of 2.38 and 2.06 are respectively described as quite competent for both synchronous and asynchronous learning. The results came to a conclusion that there is really a need of upskilling the teachers who are engaged in on line teaching. The findings may find support to the study of Martin et.al (2019) who measured faculty attitude on the importance of online teaching competencies and the faculty perception of their ability to confidently teach online. They asserted that studies of online teaching competencies are important, as they provide information about how online faculty might be trained and supported by professional development

initiatives in higher education institution. When online teaching professional development programs are designed, it is important to cover aspects of competencies such as course design, course communication, technical, and time management and specific attention should be given to competencies that faculty rated low in terms of importance and their perception of their own ability. The results of their study have implications for (1) faculty who are teaching online or getting prepared to teach online (2) instructional designers who assist faculty in their preparation to teach online, (3) and administrators who can provide support for the faculty to prepare for online teaching. It is important for the faculty to be prepared in four areas of online teaching: course design, course communication, time management and technical.

3. Relationship Between the Profile and the Level of Competency of Teachers along and Synchronous and Asynchronous Learning

Table 4A shows the Relationships between the profile of the elementary teachers in terms of sex, age, educational

attainment, length of service and their level of competency in facilitating learning along synchronous. It can be observed that the computed chi square values with respect to age, sex, educational attainment and length of service are 33.86, 19.79, 48.77 and 22.51. These values are greater than the tabular values of 15.507, 9.488, 15.507 and 15, 507 respectively. The results were tested at .05 level of significance when the degrees of freedom are 8, 4, 8 and 8 respectively. Thus the hypothesis for each of the variables are rejected, and therefore, there are significant relationships between the profile of the teachers and their level of competencies in facilitating synchronous learning. The results indicate that ages whether who are young and, in the middle ages or in older stage, male or females with any degree of

educational attainment and in early or older years in the service may adapt with the trends and approaches in an online learning. All of the respondents have their own ways on entertaining and accommodating the learners through their acquired knowledge in on line teaching. It is also implies that all of the respondents may still have the chance and space for advancement in facilitating synchronous learning. This supports the study of Marcial, et.al (2015) that demographic profile and technographic profile play a critical role in ICT integration. They asserted that young adults whose age is within 19-40 have a higher level of competency compared to those middle adulthood with ages 41-65 years old and those at the maturity age.

TABLE 4A. Relationship between the Profile of the Teachers and the Level of Competency of Teachers along Synchronous Learning

Statistical Bases	Statistical Analyses			
	Age	Sex	Educational Attainment	Length of Service
Df	8	4	8	8
a level	.05	.05	.05	.05
Tabular Value	15.507	9.488	15.507	15.50
Computed value	33.86	19.79	48.77	22.51
Decision on Ho	Reject	Reject	Reject	Reject
Interpretation	Sig	Sig	Sig	Sig

The results are also emphasized by the research of Yazon et. Al (2019), that the increase in understanding, finding, using and creating information using digital technologies is positively related to faculty members' ability to conduct, complete, present and publish a research article. Likewise, faculty members' digital

competence is strong and significantly correlated to their research productivity, which clearly indicates that as their knowledge, skills and attitudes for working, living and learning in the knowledge society increases, there is also a significant increase in their ability to produce publishable research output.

TABLE 4B. Relationship between the Profile of the Teachers and the Level of Competency along Asynchronous Learning

Statistical bases	Statistical Analysis			
	Age	Sex	Educational Attainment	Length of Service
Df	8	4	8	8
Level of Significance	.05	.05	.05	.05
Tabular Value	15.507	9.488	15.507	15.507
Computed Chi square	57.51	18.33	52.35	35.17
Decision on Ho	Reject	Reject	Reject	Reject
Interpretation	Significant	Significant	Significant	Significant

Table 4B illustrates the relationships between the profile of the teachers in terms of sex, age, educational attainment, length of service and level of competency in

facilitating asynchronous learning. It can be noted that the computed chi square with regards to age, sex, educational attainment and length of service are 57.51,

18.33, 52.35 and 35.17 respectively. These values are greater than the tabular values of 15,507, 9.488, 15.507 and 15, 507 respectively when the degrees of freedom are 8, 4, 8 and 8 and tested at .05 level of significance when the accordingly. Thus the hypothesis for each of the variables is rejected, and therefore, there are significant relationships between the profile of the teachers and their level of competencies in facilitating asynchronous learning.

It can be deduced from the results that teachers who are young, old or even in their middle ages perform differently in teaching online using synchronous and asynchronous. They may be assertive, resourceful and creative in all areas of competence at their own pace. Similarly, male and female teachers, college graduate or those who have earned post graduate studies also perform and conduct on line teaching distinctly in their ways. Likewise, teachers in their early years and longer have their own particular approaches and strategies in inculcating education to their pupils whether it is synchronous and asynchronous mode of online teaching.

The DepEd secretary, Briones (2020), emphasized that education must continue whether there are challenges and difficulties being faced now and in the future. DepEd orders 12 and 13 2020 is all about the commitment of the government in protecting the health and safety of the learners, teachers and school personnel under the health protocol of the Department of Health and the World Health Organization.

Learning in the new normal is a challenge for the teachers, students and even parents. The Department of Education need to find alternative ways and solutions that will help deliver quality education and overcome this hardship posed by the pandemic.

4. Problems encountered by the Teachers in Facilitating Synchronous and Asynchronous learning.

Synchronous Learning. It is shown in Table 5A the problems encountered by the teachers in facilitating Synchronous learning. The table reveals that the top most three prevailing problems encountered by the teachers are poor and unstable internet connectivity, limited know-how on the use of different virtual learning environment and the lack of support from the Department of Education as to supply of computers.

Nowadays, teachers always mention their problems in teaching on line relative to their abilities, capabilities and readiness. It is a common difficulty of the teachers with regards to internet connectivity which can be attributed to the poor services of servers. Another thing is that most of the teachers do not have ICT devises to use in online teaching. This denotes that with the support coming from the school administrators and the department, teaching on line would be easier for the teacher to handle, given the fact that the teachers lack the trainings and devises they need.

TABLE 5A. Problems Encountered by the Teachers in Integrating ICT to Synchronous Learning

Problems	f	Rank
1. Poor and unstable internet connectivity.	124	1
2. Limited know-how on the use of different virtual learning environment.	106	2
3. Lack of support from the Department of Education as to supply of computers.	104	3
4. Limited broadband mobile data.	101	4
5. Insufficient seminar and training an online teaching.	100	5
6. Use of internet technology incurs too much cost.	97	6
7. Lack of skills in navigating the available technology.	92	7
8. Inadequate knowledge with internet technology.	90	8
9. Lack of capability in using various online teaching methods.	89	9
10. Unfamiliar with the online resources.	86	10

As mentioned by the teachers in the interview, the internet connectivity problems are beyond its control and some teachers and students encountered internet connection problems for their online classes. The internet technology was self-learned by the teachers although for sometimes the speed of the connectivity

becomes a difficulty since their subscription depends on the internet speed and its respective cost. This would imply that the online teaching delivery will be affected if the internet speed is slow or no connectivity at all.

The results are primarily given emphasis by Bates (2018) who disclosed that the major benefit of online learning as perceived by respondents was that it results in greater access and more flexibility for students. It is also an avenue for innovative teaching. However, he noted that lack of adequate resources and specialist staff, lack of training, and resistance from instructors, was barriers or challenges to online learning.

Furthermore, this is partially supported by Chung, Noor and Mathew (2020) which found that most of the respondents faced internet infrastructure problem when it comes to online learning. These problems revolve around poor and unstable connectivity, as well as limited broadband mobile data beyond what students and teachers can afford.

Asynchronous Learning. It is revealed in Table 5B the problems encountered by the teachers in facilitating asynchronous learning. The table indicates that the three fundamental problems encountered by the teachers are technical difficulties with online teaching tools, lack of skills in navigating the available technology and inadequate knowledge with internet technology.

TABLE 5B. Problems Encountered by the Teachers in Facilitating Asynchronous Learning

Problems	f	Rank
1. Technical difficulties with online teaching tools.	119	1
2. Lack of skills in navigating the available technology.	99	2
3. Inadequate knowledge with internet technology.	95	3
4. Lack of motivation in online learners.	80	4
5. Unfamiliar with the online resources.	78	5
6. Lack of data privacy and security of learning materials uploaded.	71	6
7. Unclear, delayed communication.	70	7
8. Setting and Forgetting online learning activities.	69	8
9. Time consuming resources.	64	9
10. Ineffective feedbacks to pupils.	63	10

The findings can be verified in the study of Lichoro (2015) who found that faculty members do not feel adequately prepared to teach online. However, there is still a need to identify competencies to prepare faculty to teach online and by doing so, guidance is provided to prepare faculty to teach online. In addition, Downing and Dymont (2013) examined teacher educators' readiness and preparation as well as their perceptions of preparing pre service teachers in full online environment and found that teacher considered online teaching time-consuming. Based on the research examined, it was found out that faculty new to online teaching felt a lack

of readiness to teach online and needed technical and pedagogical support, and time management strategies.

With the informal interview conducted with the teachers, the senior teachers have only the basic knowledge with internet technology. Even though they have their own laptops and other gadgets at home they find it more difficult to use them because of their age and lack of training in using online tools for teaching.

The results suggest that senior teachers need more training to become effective in using technology. Age is significantly related to the level of competency in asynchronous learning. The data show that the young adults whose age is within 25 and below have a higher level of competency compared to those middle adulthood with ages 49-54 years old and those at the maturity age. The level of competency is also affected by the training of the teachers related to online learning. This can be attributed to the fact that if teachers do not have enough and appropriate training related to online teaching, they are less competent than teachers who have such training. It can be that school administrators may consider providing support to these teachers through the collaboration of the community, schools and the department.

of readiness to teach online and needed technical and pedagogical support, and time management strategies.

5. Project FaCE for Teachers

Results of the study led to comprehensive insights on the current situation concerning synchronous and asynchronous learning. The data gathered, interpreted, and analysed paved the way to an idea on how the problem can be addressed. Hence, a project FaCE for teachers was conceptualized.

Rationale

Information and Communication Technology (ICT) plays a vital role in teaching-learning process. In order for the teachers to become competent enough in delivering quality education through the use of ICT, UNESCO has developed the ICT Competency Framework for Teachers (ICT CFT) as a tool to guide teacher training on the use of ICTs across the education system. The ICT Competency Framework for Teachers (ICT CFT) is a response to recent technological and pedagogical developments in the field of ICT and Education.

As reflected in the result, it came out that teachers are quite competent in certain areas of virtual classrooms and limited skills in internet technology. The outcome of this intervention would somehow improve the delivery of instruction as to online learning delivery modality. Based on the findings, there is a need to enhance the competencies of the elementary teachers in facilitating synchronous and asynchronous learning to promote quality learning among the pupils. This project FaCE for teachers which emerged as output of this undertaking can still be adapted and implemented by the Department of Education in attaining its goal of quality and flexible learning.

General Objective

Project FaCE aims to enhance the level of competency of the elementary teachers in facilitating synchronous and asynchronous learning through several trainings and workshops.

Specific Objectives

1. Equip the teachers with appropriate skills for online learning.
2. Enhance the level of competency of the teachers specifically on computer literacy and internet technology.
3. Select and design different approaches to have a successful teaching-learning process.
4. Increase the knowledge by discussing the problems encountered in online learning and recommendations on how to prepare teachers for the success of synchronous and asynchronous learning.

IV. CONCLUSION AND RECOMMENDATIONS

This study revealed that most of the respondents are female, college graduates who have been in the service for 31 years and are nearing optional retirement age. The

elementary teachers are quite competent in facilitating synchronous and asynchronous learning. The profile of the teachers in terms of age, sex, educational attainment and length of service affect their level of competency in facilitating online learning. The top most three prevailing problems encountered by the teachers along synchronous learning are poor and unstable internet connectivity, limited know-how on the use of different virtual learning environment and the lack of support from the Department of Education as to supply of computers while the three fundamental problems encountered by the teachers are technical difficulties with online teaching tools, lack of skills in navigating the available technology and inadequate knowledge about internet technology. Project FaCE for teachers was proposed to enhance the competencies of the elementary teachers in facilitating synchronous and asynchronous learning.

It was recommended that the school administrators may consider the inclusion of seminars and trainings related to online teaching in their SIP for the teachers to be able to enhance their skills in integrating ICT to synchronous and asynchronous teachings.

The teachers and the school administrators may collaboratively plan to schedule activities in schools in exploring the use of technology, computer equipment and other electronic devices that may be used for online teaching.

The teachers may conduct meetings and conferences that would include plans for peer tutorials in using online teaching. The school administrators and the teachers may conduct symposia or consortia in their districts for upskilling that are related to online teaching. There is a need to adapt and implement the action plan hereby proposed upon review and approval of the school authorities. Further study may be conducted which will include other schools having online learning delivery modality and other variables not covered in this research.

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