

Asynchronous Online Teaching Strategies of Elementary Teachers

Evangel Hajas Borres¹ and Gerry Aguilar Carretero²

¹Tigbao Elementary School, Tigbao, Casiguran, Sorsogon

²Sorsogon State University Graduate School, Sorsogon City

Abstract— This study aimed to determine the online strategies of elementary teachers in Casiguran District. The qualitative method of research was used in the conduct of the study. The main instrument that was used to gather the data are open ended questions. The selected teachers in Casiguran District were considered as the respondents or informants. The presentations and interpretation of the findings were based on the responses of the respondents using thematic analysis. The following conclusions are: There were basic social media applications that were identified by the informants as their asynchronous online teaching strategies. The top most identified strength of the identified social apps is it easy to use. Inaccessible internet connectivity is the most identified weakness among the strategies. Most of the informants considered academic performance and engagement of the learners that was affected in using the intervention. The guidebook in the utilization of the social media platforms may be use as reference to gain significant information and insights to better the asynchronous online teaching strategies of the teachers. Contents and other information in the intervention maybe subjected for critiquing and analysis that would serve as basis for a more improved, acceptable and usable one. The following recommendations are: Other online teaching strategies that were not often used maybe employed to address other needs of the teachers and learners. Teachers, parents and the school heads may collaborate through conferences and meetings to address the weaknesses identified by the teachers in an asynchronous online teaching.

Keywords— asynchronous, effectiveness, guidebook, online teaching strategies, social media, strength, weaknesses.

1. INTRODUCTION

One of the aims of education is to educate teachers to improve their teaching competency through effective strategies because it is a significant factor in students' academic achievement. Online learning is one of the strategies which transformed the way learners learn, and the teaching methods used by educators. It involves the use of technology tools such as interactive whiteboards, online resources, and educational applications to enhance teaching and learning. Similarly, internets, emails, facebook and emails are some of the means to deliver online instructions.

According to Navarro and McGrath (2021) the adoption of online teaching and learning has increased in recent years. From early timid experiments using a hybrid format to fully-fledged online offerings, institutions and learners have come to recognize the possibilities of this Mode of Instruction (MoI) as a catalyst to democratize access to education. Online is now seen as a more inclusive MoI that aligns with contemporary living standards and that can be a more suitable solution for learners who need to balance work obligations and family commitments while skilling, reskilling, and upskilling to improve their career perspectives. While online teaching and learning made significant inroads

into the mainstream between 2010 and 2020, it remained a steady second to on-ground formats. This situation changed drastically in March 2020 with the sudden change to remote instruction necessitated by the COVID-19 pandemic. Due to public health restrictions imposed by governments, educational institutions across the world were required to close campuses and deliver instruction through whatever remote means they had available. For some institutions, the situation meant a shift to an online learning environment that was already supporting their face-to-face instruction, while for others, it was more of an emergency intervention.

In addition to technical considerations, teaching faculty were at various levels of skill in teaching remotely or online. The reality for most institutions was a diverse range of learner preparedness and learning preferences, institutional culture and support, and the ability of teaching staff to upskill for the design and implementation of online teaching strategies.

Shenoy et al., (2020) stresses that the key to understanding engagement in online teaching starts with recognizing that the opportunities to host longer synchronous sessions are limited by the shorter attention span in the online setting. Even if instructors depart from

the traditional lecture format and design in-class sessions that will include attention-grabbing activities, content presentation, oppocontent packedpractice, and interactive moments, synchronous online sessions need to be much shorter and less content-packed.

Archambault et al, (2021) added that the growing shift toward online learning has brought new expectations for teachers, including skills needed to combine content knowledge with engaging pedagogical strategies that leverage the affordances of technology. As a result, online pedagogy has become increasingly relevant in modern-day schools. The challenge is understanding the nature of online pedagogy, the skills needed for teachers to succeed in online settings, and the theoretical underpinnings surrounding why these skills are essential.

In the Philippines, it is stated in one of the Domains in Content Knowledge and Pedagogy is the Positive use of ICT which is stipulated in DepEd Order no. 42 series of 2017, known as the Adoption in the Implementation of the Philippine Professional Standards for Teachers. Effective teaching is crucial in promoting learning and ensuring students reach their full potential by using ICT. It requires more than just imparting knowledge; it entails understanding the needs of students and utilizing appropriate teaching strategies to facilitate learning. Teachers need to have a wide range of teaching strategies at their disposal, which can be used to engage students, enhance their understanding, and promote

Furthermore, Dep Ed Order no. 35 s. of 2016 reiterates that as an institution of learning, the Department of Education (DepEd) works to protect and promote the right of Filipinos to quality basic education that is equitable, culture-based, and complete, and allows them to realize their potential and contribute meaningfully to building the nation. The investment of the DepEd in the development of human potential is a commitment it makes not only to its learners but also its teachers.

Moreover, in accordance with the DepEd Order (2016), teachers play a crucial role in nation building. By having competent educators, the Philippines has the potential to cultivate well-rounded students who possess strong moral values, possess the necessary skills for the 21st century, and contribute to the advancement and growth of the nation.

This is in consonance with the Department of Education vision of producing: “Filipinos who passionately love

their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation” (DepEd Order No. 36, s. 2013). Having effective teachers is essential for boosting student achievement and ensuring a top-notch education.

Elementary teachers in delivering instructional strategies play a crucial role in ensuring the quality of education and the overall development of students (Agung, 2018). To effectively educate and guide students, teachers must possess a range of skills and characteristics. These include mastery of learning theories and principles, the ability to develop and adapt curriculum, the optimization of student potential, and the implementation of effective assessment methods. Without these competencies, teachers may struggle to create a conducive learning atmosphere and develop effective strategies for managing the classroom (Fatimah, 2020). The ability to apply or use a collection of related knowledge, skills, and abilities needed to successfully perform critical tasks is known as an instructional strategy. In each work environment, a job function or task is performed. Skills requirements that determine the level of competence, skills, and abilities needed for performance in the workplace, as well as assessment metrics for measuring competency attainment, are often based on instructional competencies.

According to Doctolero, A., and Guira, G. (2022, Public schools have turned to online education as a supplementary pedagogical technique to augment classroom instruction considering the country's widespread closures due to the COVID-19 pandemic. They recommended that, learners must adapt to the move from face-to-face learning to fully online learning, where synchronous video conferencing, social media, and asynchronous discussion forums become their principal avenues for knowledge building. Another recommendation is to have a comprehensive capacity building towards enhancing the teacher's competency towards online learning. Interventions to prevent teacher stress should be adapted to support their mental health and well-being.

The teachers, being central to the achievement of instructional strategies, should see to it that effectiveness is assured, and output is maximized. The success and failure of the school program rests entirely in their hands. In them lies the future of the educational institution that they pledge to serve enthusiastically and

diligently, considered by all as a moral obligation and responsibility to the society where they belong.

The main objective of this research was to evaluate the asynchronous online teaching strategies of elementary teachers in Casiguran district. The district is somewhat located in the eastern part of the province of Sorsogon. The town features a mix of coastal and rural areas, with scenic views and natural attractions. Importantly, it is composed of 20 public elementary schools which are committed to providing quality education and promoting holistic development of pupils. Further, teachers are committed to providing academic excellence valuing community involvement and collaboration with parents and stakeholders. Specifically, teachers also focus creativity and nurturing the environment for young learners through asynchronous online teaching.

As observed, the teachers in Casiguran especially in the elementary level, have chosen options to carry out their classroom instruction to asynchronous mode using social media platforms. According to the teachers, using social media platforms for asynchronous learning would likely offer flexibility, accessibility, personalization, cost effectiveness and increase pupil engagement. They mentioned some strategies in this regard such as, group chats and video lessons.

At this point, the researcher wishes to find out results and effectiveness of this kind of online instruction through the social media approach like Facebook, Messenger and YouTube. This is of utmost importance since teachers have a significant influence on enhancing students' educational journeys, and their teaching skills directly affect the efficiency and effectiveness of student learning. Hence, the researcher opted to carry out this study with the intention of promoting academic excellence and delivering high-quality education within the Public Schools District of Casiguran. The goal is to establish a hub of academic brilliance. The study aimed to ascertain the instructional strategies of primary school teachers and offer valuable insights for a proposed effective intervention.

General Objective: This study aimed to determine the asynchronous online strategies of elementary teachers in Casiguran District.

Specific objectives:

- To Determine the asynchronous online teaching strategies utilized by the teachers.

- Identify the strengths and weaknesses of the asynchronous online strategies used by the teachers
- Design a guidebook to enhance the asynchronous online teaching strategies of the teachers.
- Determine the effectiveness of the guidebook as assessed by the teachers.

2. LITERATURE REVIEW

The researcher reviewed several related foreign and local literatures that provided significant information in the present study. The following are some of the related literatures related on the focus of the study that served as the conceptualization of the study.

Jeon and Lee (2023) stated that with the development of synchronous videoconferencing technology, research on the professional practices of synchronous online teaching has been growing at an exponential rate. However, little is known about synchronous online teachers' use of motivational strategies, despite the important role of teachers in fostering student motivation. Methods for how teachers can effectively support and maintain student motivation in the classroom have been a central topic in education research. Self-determination theory (SDT), a macro-theory of human motivation, has been widely adopted by educational scholars because it provides a framework for analyzing teachers' motivational styles. Particularly, based on the assumption that students have the three innate psychological needs of autonomy, competence, and relatedness, the theory recommends that teachers employ strategies that support the satisfaction of these needs in order to enable students to gain motivational. Building on this theoretical backdrop, SDT researchers, especially in the field of language learning, have provided empirical evidence and developed informed teaching practices as to how teachers can become more motivating.

Amanda (2023) mentioned in their article that most theories of motivation have largely developed from the work of scholars rather than the perspectives of teachers. This means that although researchers have many recommendations to guide the way teachers motivate students, there is little understanding of what teachers naturally do to support student motivation. They argued that all the strategies that teachers identified are align with recommendations motivation researchers would make apart from rewards, which, from a research perspective, are often discouraged. Although curriculum, pedagogy, and assessment are the core canon of the teaching profession, teachers also report

that supporting student motivation is one of their main responsibilities. To meet their professional obligations, including that of motivating students, teachers combine their personal histories and beliefs with professional learning in areas such as content expertise, pedagogical decisions, assessment practices, and classroom management strategies. If teachers choose to access edited volumes, books, dissertations, and journal articles on motivation they largely encounter constructs, theories, and social media applications to practice rooted in research and quite separate from classrooms and teachers.

Hartnett (2016) describes motivation is the ‘engine’ of learning. Motivation can influence what we learn how we learn and when we choose to learn. Research shows that motivated learners are more likely to undertake challenging activities, be actively engaged, enjoy and adopt a deep approach to learning and exhibit enhanced performance, persistence and creativity. Given the important reciprocal relationship between motivation and learning, it is not surprising that motivation has been actively researched across a wide range of traditional educational settings. Despite this, studies that explore motivation to learn in online contexts are limited in both number and scope, as others have noted. Of the research that is available, there has been a tendency to adopt a limited view of motivation that does not acknowledge the complexity and dynamic interplay of factors underlying and influencing motivation to learn. Comparative studies between online and on-campus students are common using this approach and findings indicate that online students are more intrinsically motivated than their on-campus counterparts.

According to the Code of Ethics for Professional Teachers, PH (1997) issued by the Board for Professional Teachers through Resolution No. 435 which states that a professional teacher is a licensed professional who possesses dignity and a reputation with high moral values as well as technical and professional competence. She/he adheres to observe, and practice a set of ethical and moral principles, standards, and values. A teacher who possesses a strong ability to observe and analyze these practices should have a high level of instructional competency. In general, teachers must not be in any way negligent of the instructional competencies that they must have to assure betterment and quality education on the students’ part.

According to Navarro and Mcgrath (2022), proponents and critics of online teaching and learning have long

debated its effectiveness and appropriateness compared with traditional on-ground settings for a range of disciplines. The intense debate has created significant division among faculty members and academic administrations, with battle lines also drawn among learners. Negative opinions are often formed based on specific approaches to online instruction (e.g., massive open online courses, self-directed courseware) that generally provide an unassisted learning experience that relies exclusively on the instructional design of the course to meet learning outcomes.

Eisenbach and Coleman (2024) stresses that online teaching and learning has had a presence in K12 public education since the 1990s. Following the COVID-19 global pandemic, there has been a surge in online learning and an increase in research surrounding the role of online teaching and learning within the K12 context. However, while the inclusion of online pedagogies flourishes throughout middle-grade educational settings, there is limited contemporary research that speaks specifically to effective online instruction of young adolescent learners. This scoping review examines the existing body of literature pertaining to online pedagogies within the middle grades to map the current trends, gaps, and overall state of research pertaining to national and international middle-level online pedagogy. Researchers screened research and pedagogically centered peer-reviewed articles published between 2013 and 2024.

Morales (2023) in her article states that the global shift to online education, accelerated by the pandemic, has posed unique challenges for educators, especially those in private tutoring. Enhancing engagement in the digital classroom demands innovative approaches that transcend traditional teaching methods. She added that there is no right way to do distance learning, especially when it comes to private tutoring. Dealing with individual needs and demands, it is natural that teachers adapt their approach to students’ goals. With that in mind, she recommended some strategies that could be applied to engage students these are: personalize learning paths, craft meaningful assignments, empower students to own the assessment process, cultivate a sense of community, harness the power of gamification and adopt materials to enhance engagement beyond the classroom using the social media platforms.

The cited article gave an essential information about students’ engagement in an online instruction using the social media. The mentioned writer posits that

enhancing engagement in the digital classroom demands innovative approaches that transcend traditional teaching methods.

Dunleavy and Endersby (2013) gave several tips on giving and receiving feedback such as: Start and End with the Positive, concentrate on the Content not the Individual, Own the Feedback, Be Realistic, Be Specific, respect your Peer's Time and Consider Sharing Resources: Receiving Feedback such as: Listen, Ask Questions and Assume the Best.

According to Durrington Research School (2020) feedback is recognized as a vital part of effective teaching, with the benefits of providing prompt and substantive feedback well supported by years of research. While in the face-to-face classroom feedback can occur almost naturally and, in many forms, the online classroom can appear to severely restrict the avenues and opportunities for teachers to provide feedback. There is, perhaps understandably, a shortage of research regarding online instruction in the primary and high school setting due to the rarity with which this occurs.

McCallum (2019) stresses that the provision of feedback is necessary for learning. Feedback is an essential academic activity that is embedded into education curricula to enable students to learn and improve. One of the goals of technology tools, either in a fully online or blended learning environment, is to provide learners with effective feedback. Now more than ever, technologies and eLearning applications are implemented in learning environments to promote communication practices between students and teachers. In the last decade, opportunities for learning online have grown exponentially. The flexibility and asynchronous nature of many eLearning platforms is an attractive option for personalizing learning in many ways.

Jurs and Spehte (2021) argued that in the distance learning process, teachers, students, parents and institutions must continue the teaching and learning process despite the various limitations. During the face-to-face learning process, instructions, concepts and feedback can be verbally communicated within a relatively short period of time; while teachers in the distance learning process must briefly express their thoughts in written form so that every student can cl

Colman (2024) stresses that as the world moves online, countless new opportunities can be found to assess students in ways that are both convenient and efficient.

Online tools for formative assessments are a great way to collect and apply assessment data. She introduced nine methods of online assessment that are sure to support training, engage your audience, and help teachers plan with insight into how their students learn. [Online quizzes](#), [Essay questions](#), [Drag-and-drop activities](#), [Online interviews](#), [Dialogue simulations](#), [Online polls](#), [Game-type activities](#), [Peer evaluation and review](#) and [Forum posts](#)

The preceding article of the previous author shed light to the present study on an online assessment strategy. The main idea pertains to the use of online tools for formative assessments is a great way to collect and apply assessment data.

Nemalynne (2023) stresses that the transition period to the new normal education has had a significant impact on the education sector globally, with over one billion students being held out of school because of quarantine measures. In response, education systems had to quickly shift to online learning to ensure that students could continue their education. The sudden shift to online learning has resulted in educators having to adapt to the use of technology in education rapidly. The COVID-19 pandemic has highlighted the importance of digital literacy for educators and the need for ongoing training in digital skills. The pandemic has served as an example of emerging, more creative methods of teaching methods, and technology use in education will continue to evolve. Hybrid learning will be critical to delivering realistic educational experiences, and teachers must adapt to become facilitators instead of teachers. The pandemic experience will affect educators' attitudes towards integrating information and communication technology (ICT) in education, resulting in a rise in the proportion of people who have a favorable opinion of integrating ICT to education. Ongoing training in digital abilities is necessary to gain a viable education. The article highlights the need for educators to embrace digital literacy and adapt to emerging technologies to provide a quality education in the post-vaccine world.

According to Barrot et al., (2021), the education system has faced an unprecedented health crisis that has shaken up its foundation. Given today's uncertainties, it is vital to gain a nuanced understanding of students' online learning experience in times of the COVID-19 pandemic. Although many studies have investigated this area, limited information is available regarding the challenges and the specific strategies that students employ to overcome them.

There were research and studies reviewed that guided the researcher in the development and improvement of the present study about online teaching strategies. The conducted studies of the previous researchers were considered by the researcher to be of benefit in discovering the answers to the problems being sought by the study.

According to Ozen and Karaka (2021), as in many countries of the world, online education has been implemented in Turkey in recent years and related applications are becoming more widespread day by day. It was revealed in their study that learners in online education should determine their own goals and motivate themselves in line with their own studying principles in this process. They concluded that learners should take their own learning responsibilities in online environments in line with their own interests and abilities. It is also concluded that educators, educational institutions and instructional designers should obtain more information about learner perceptions, motivations and learning strategies, and they should use the information they have obtained in online learning environments to serve the learners to achieve their learning goals before an online course is started.

The study of Zhou and Zhang (2023) suggests that online learning activities may not promote students' motivation and learning performance if those activities are not well-designed and developed. The learning activities need to be tailored to the specific coursework, and continuous improvements and revisions are necessary to make learning activities more effective in the course delivery. This study also provides evidence that extrinsic motivation could play a more crucial role than intrinsic motivation, and older students could be more self-motivated in online learning environments. Besides, motivation may be considered a potential measure for the healthiness of online classes.

It was revealed in the study of Bezen (2023), that teachers had teacher student and learning environment related difficulties and had problems motivating students online. In this respect, it is believed that the online learning process, an alternative to face-to-face learning, should be improved by students' needs for sustainable teaching. Moreover, vocational development courses should improve teachers' proficiencies in online environments.

The study of Kaphle & Rana (2023) examines how primary teachers developed online education and how

parents helped their kids learn from home during the COVID-19 pandemic. To investigate the experiences and subjective perceptions of online classrooms, they used semi-structured online interviews with teachers, parents, and students. The results of their study showed that teachers struggled to handle online learning due to their insufficient information and communication technology (ICT) knowledge and skills, unstable internet, and a lack of administrative support. Students' engagement in interactivities rose because of teachers' ongoing efforts to improve their online pedagogies. Because of the teachers' efforts to administer online classes during the pandemic, students were able to continue their learning at home.

Jiang (2024) showed in their study that students were generally motivated and engaged in Online language learning with virtual classrooms (OLLVC) and there were significant individual differences across age, English proficiency, gender, academic ranking, and major. Moreover, student evaluation of their readiness for OLLVC mediated the relationships between support and attitude for online learning and student motivation and engagement in OLLVC. These findings call for attention to the importance of taking student readiness as a mediating mechanism in students' motivation and engagement in OLLVC. Implications for supporting virtual-classroom-mediated online language learning are also discussed.

Abdellah and Marwa (2023) stated that academic motivation is fundamental for student interaction in the educational process. This led to new questions about how to explore the effects on students' academic motivation in the virtual classroom. Their research aims to identify the effectiveness of virtual classrooms in developing academic motivation across groups of boys and girls in the professional master's degree. The results showed that there were no statistically significant differences in the use of virtual classes on the development of academic motivation across groups of boys and girls.

The results in the research of Sappaile (2024) showed that gamified learning has a positive impact on student motivation in elementary schools. Students who engaged in learning with gamification elements showed greater increases in their motivation levels compared to students who received conventional learning. Factors such as challenge, reward, and self-recognition in the context of play help increase student interest and engagement in learning. He concluded that gamified

learning can be an effective tool for increasing student motivation in elementary schools. He added that the integration of game elements such as points, levels, and challenges in learning can increase student interest, engagement, and overall motivation. These findings provide an important contribution to the development of more innovative and effective learning strategies in the future.

The findings of Montilla's (2023) study indicated that teachers possessed a high level of proficiency in their pedagogical digital competence, including technical knowledge, content knowledge, and pedagogical knowledge. Moreover, the respondents demonstrated a high level of academic motivation, and most of them exhibited satisfactory performance in physical education. Additionally, the study revealed a moderate to strong correlation between teachers' pedagogical digital competence and students' academic motivation. This suggests that when teachers are equipped with strong digital competencies, they are better able to engage and motivate their students. The findings highlight the importance of integrating technology and digital tools effectively into the teaching and learning process. Furthermore, the study found a significant correlation between teachers' content knowledge and students' performance in physical education.

The preceding conducted studies by the previous researchers are closely related to the present study along motivation of the learners in an online learning. They emphasize that teachers in an online learning should obtain more information about learner perceptions, motivations and learning strategies, as well as designed and well-developed activities. They also elaborated the role of teachers' pedagogical digital competence in promoting academic motivation and performance among learners. However, the difference between the current study and the previous ones lies on the details of recommended strategies on how to motivate the learners online.

The study of Batalla et al, (2023) investigated the elementary school teachers' practices in the new normal. The result indicates that the elementary school teachers' practices are effective in virtual classrooms, making students more engaged and actively participating in the class. They recommended that the result be utilized, improved, and implemented to ensure the effectiveness of handling the online course.

It was revealed in the study of Zakaria et al (2022) that there are differences in the average student learning results where students who study with the hybrid learning system are higher than the face-to-face learning system. The hybrid learning system is very reliable in the 4.0 era as well as learning during the Covid-19 pandemic. However, for the record, it is necessary to look at the facilities and infrastructure considering that this system relies on technology, it is necessary to understand and be able to control the learning media for both teachers and students so that learning outcomes can be optimal and minimize the occurrence of obstacles. The present study revealed the implementation of 21st century learning.

The results in the study of Torregosa and Bargamento (2023) generated the following themes: preparation experiences, adjustment experiences, and unpleasant experiences. Preparations experienced by the participants were professional development, learning resource preparations, and aligning lessons to MELCs. The participants also had adjustment experiences, including content modification and ICT utilization. Also, unpleasant experiences by the participants were an overwhelming workload, complex communication, problems with assessment, and poor poor learning. he study concluded that an innovation project on improving students' learning of science subjects is necessary to equip the Science Teachers of Hilongos National Vocational School with skills to improve the delivery of science subjects in the new normal. It is also recommended to alleviate teachers' workload, strengthen communications, address problems in assessment, and improve students' learning.

The data in the study of Guache et al, (2023), resulted to the following themes: lack of interaction and communication, difficulty in understanding technical terms, consistency of internet connection, and effective communication. They concluded that the model can help improve these students' educational outcomes and experiences by providing appropriate instructional strategies tailored to the needs of multilingual students. Educators can help mitigate these students' challenges and difficulties in an online distance learning environment. Through this, educators can help ensure that multilingual students can engage with the material, participate fully in online discussions and activities, and ultimately achieve their learning goals.

The study of Kundu et Al, (2022) followed a Design-Based Research (DBR) approach. Comparisons have

been made to the collected quantitative data from each teaching method-face-to-face, blended flipped, and fully online-in respect of students' learning achievement and satisfaction. Findings revealed that participants in the face-to-face group achieved better than the rest two groups. However, students in the flipped group reported better satisfaction with the course than in the other two modes, and it happened within 8 weeks. These results offer implications for selecting the best method of course delivery for elementary mathematics even in unequipped schools, echoing an insight for practice to add effectiveness to the delivery mode.

The research conducted by Siminto et al, (2024) aims to explore and identify effective pedagogical strategies in the dynamic context of basic education in the 21st era, with a focus on the integration of technology, curriculum and multidisciplinary teaching approaches. The findings from their study provide important insights into teacher excellence in the 21st century, offering recommendations for educators, policymakers, and researchers in efforts to improve the quality of basic education. The results of this study contribute significantly to the discourse of teacher excellence and 21st century education, highlighting the importance of responsive and innovative educational adaptations in elementary schools.

The study of Bedi (2023) explores the factors underlying student engagement and the best practices advocated by students and faculty to engage students. Results revealed that student motivation to learn and self-efficacy are positively associated with student engagement. In addition, self-efficacy partially mediated the relationship between motivation to learn and student engagement. Finally, both faculty and students suggested diverse and inclusive techniques to engage students. Online education may become our new reality, and adjustment to this new world requires shifting to a new pedagogical paradigm.

The research of Keyaneshia (2023) explored teachers' perceptions of the best instructional practices to engage elementary students learning online. Teachers can set clear expectations, make connections to the real-world, build relationships with students and parents, collaborate with students, and provide feedback to students. Additionally, research showed that online learning was not the most conducive learning environment for some elementary learners. The study revealed teachers' perceptions of the characteristics elementary students should have to help them be

successful learning online. He recommended that students should be disciplined, motivated, have perseverance, and be technologically savvy to have a good chance of being successful online learners. In addition to these characteristics, it is also important for students to have parental support at home to help them be successful online learners.

The findings in the study Sharif Nia et al (2023) provide insight for education policymakers and teachers to promote the current necessity of online learning systems. Existing knowledge regarding online learning emphasizes the importance of factors that improve the student's experience of online learning. Although countries' experiences of online learning during the COVID-19 pandemic differed, the results of the present study still emphasize the importance of empowering students to improve their e-competencies to be active learners. Providing an educational atmosphere that promotes student engagement and selecting suitable course content, as well as improving online interactions, will lead to students' academic efficacy. Student engagement can play a critical role in exploring the relationship between course content, online interaction, online learning acceptance, and academic efficacy. These conclusions have both theoretical and practical implications for educational researchers—who need to account student engagement in predictive models on academic efficacy and student satisfaction; as well as to higher education officials who need to implement policies promoting the engagement of students with their course work.

According to Chaudhary and Bhatta (2024), the outbreak of COVID-19 pandemic had made imparting face-to-face classes impossible and educational institutions worldwide had to move quickly to online teaching mode. The three research objectives are to explore the impact of COVID-19 on the dimensions of student engagement while teaching through online learning platforms like Facebook, Messenger and Youtube; to explore the teaching strategies adopted to enhance student engagement while teaching through online learning platforms, and to map the teaching strategies with the impact and the effort required to implement them. This current study is a qualitative study that collates data from the teachers teaching the education at tertiary level (higher education) students during the COVID-19 pandemic through semi-structured interviews. This insightful study has multifold implications for academicians, students, universities, and the government for policymaking. This

research would also give insights into the edu-tech industry to develop relevant teaching tools for an online environment.

Alzahrani et al. (2023) investigated the determinants of student engagement in online learning with regards to teaching styles and computer self-efficacy. The results revealed that teaching styles significantly affect students' engagement in online learning while students' computer self-efficacy does not have a significant impact. As there are only a few studies on factors that negatively impact student engagement in online learning settings, this study addresses the gap in literature on online learning environments. The results provide practical information for academic administrators, computer instructors, and students. Through highlighting the interplay between the various online variables and students' engagement in Jordan, this study can assist stakeholders in designing professional development training sessions, programmes, or manuals to equip students and instructors with the necessary knowledge and skills related to integrating technology into their daily teaching and learning activities. The study recommends that future studies explore other personal, environmental and cognitive factors as well as involve larger samples of students from several public and private universities in Jordan.

The study of Padohinog et al. (2024) aims to investigate the self-efficacy of the achievement goals, instructional strategies, and student engagement of the teachers in the Philippine setting. Convenience sampling was chosen with 139 teachers in the Philippines. An online survey questionnaire was used in this study, whereas data were analyzed with weighted mean and one-way analysis of variance. Analysis revealed that student engagement has become the most positive indicator of teacher self-efficacy among the variables. The results also showed that teachers indicate a significant positive relationship among achievement goals, instructional strategies, and student engagement which assumes their strong development. The study suggested that teachers may capitalize on the essential needs and interests of the students for active and cooperative learning.

This study of Rala (2023), explores the relationship between student engagement and academic performance of Junior High School online learners within a private educational institution. Philippines, during Student engagement, encompassing behavioral, cognitive, and emotional dimensions, was found to be high, with behavioral and emotional engagement being particularly

prominent. Notably, female students demonstrated higher engagement levels compared to their male counterparts. The academic performance of online learners proved to be consistently very satisfactory across various subjects. Importantly, a significant positive correlation was identified between student engagement and academic performance. Online learners encountered several challenges, including issues related to unreliable internet connectivity, environmental distractions, and the weight of academic workloads. To enhance the online learning experience, recommendations include encouraging students to actively participate in their education, designing engaging and interactive lessons for teachers, and fostering collaboration between parents and educators to monitor students' progress. Curriculum designers should also explore opportunities for optimizing the use of e-learning tools. Future research avenues may involve a more in-depth examination of different dimensions of student engagement and a focused exploration of academic performance within specific subjects or contexts.

Seegebarth (2022) determine the impact of reflective feedback strategies on learning behaviors of seventh-grade social studies students. The study was conducted in an urban middle school in the Midwest region of the United States and included 37 seventh grade participants. The theoretical framework used for this study was supported by constructivist theory using a self-regulated learning model. Data was collected using reflection sheets and quiz scores collected weekly for six weeks. Students were tasked with reflecting on their academic behaviors following their quiz score and asked to create a plan of action to improve the following week. Based on the study's findings, when students reflect on their academic behaviors and create a plan of action, students maintain their quiz scores within a margin of plus or minus five percent. Due to the findings of this study, future actions include modeling how to use the reflection sheet and reviewing plans of action prior to starting the new academic week.

The previous cited study is related to the present study along feed backing among the teachers and students in online instruction. The previous one determines the impact of reflective feedback strategies on learning behaviors of seventh-grade social studies students based on the constructivist theory, while the present study lifted the concept from the Philippine Professional Standards for teachers.

The study of Agtarap et al., (2024) aimed to determine the assessment tools, strategies, and challenges that teachers encounter during online learning. Findings indicate that most teachers apply traditional assessment strategies to evaluate students in online learning. Some online assessment applications like Edpuzzle, Google Classroom, Kahoot, and Quizzes are rarely used to assess student learning. Teachers, however, frequently utilized Facebook and Messenger in delivering assessments. They applied multiple assessment strategies in online learning to accommodate the learning styles of their students. However, data revealed that most teachers have difficulty ensuring the quality of participation, integrating authentic assessment into online learning, and using online assessment applications. It is recommended for teachers to provide their students with balanced assessment, timely communication, constructive feedback, group multimedia projects, appropriate instructional materials, and alternative online tools to enable meaningful learning.

Yuhana et al., (2022) posit that in an online learning environment, it is important to establish a suitable assessment approach that can be adapted on the fly to accommodate the varying learning paces of students. At the same time, it is essential that assessment criteria remain compliant with the expected learning outcomes of the relevant education standard which predominantly utilizes a competency-based curriculum such as in Indonesia. The aim of their research is to improve the adaptiveness of questions in the existing Computerized Adaptive Testing (CAT) model by taking into consideration multiple aspects of user context. The experiment results prove the effectiveness of the proposed model in terms of accuracy in predicting the appropriateness of the questions in relation to the students' ability. This adaptive assessment method which accurately builds upon the students' competency level will support students' success in the online learning environment.

The study of Herwin et al., (2022) aims to prove the effect of mobile assessment on the learning motivation of elementary school students in online learning. The study concludes that mobile assessment has a significant positive effect on the learning motivation of elementary school students in online learning. There is an increase in students' learning motivation after the application of mobile assessment in learning activities in online classes.

On the other hand, Cubillas et al., (2023) identified the challenges in implementing online learning classes among the teachers in the elite private schools of Butuan City, Philippines, related to technology access, assessing students' progress, and preparing content for online learning. The study also ascertained whether there is a significant difference in the participants' level of challenges when grouped according to participants' profiles. The study's result served as the foundation for developing a localized training design. This study utilized a quantitative research design and collected data through online survey questionnaires for the data analysis. The results revealed that the participants' level of challenges related to technology access, assessing students' progress, and preparing content for online learning is moderately high. In addition, the participants, as grouped according to school taught and sex, showed no significant difference in their level of challenges. It is recommended that addressing and taking action to address the teachers' concerns about the challenges they have experienced in implementing online learning classes is vital to improving the quality of education.

The study of Jubran et al., (2023) indicated that the English language and a lack of technology constituted obstacles for teachers. According to the participants, they identified three future lessons. The researchers provide recommendations to teachers, students, and governments.

The study of Abri (2023) aimed to identify the practices and challenges faced by primary school female teachers when implementing the distance learning strategy in teaching mathematics, based on two variables: number of years of service and the number of technical training courses and programs. The results showed that there are some challenges facing teachers when implementing the distance learning strategy, such as increased workload and tasks, weak and intermittent internet connectivity, and the need for greater effort compared to traditional teaching methods. The results also showed that teachers who have received a higher number of technical training courses and have fewer years of service face fewer challenges compared to newly appointed teachers who have not undergone an adequate number of technical training courses.

The study of Abdelaziz (2023) revealed significant differences between the surveyed teachers' as they recognized their needs, the application of emerging trends in online education, and perceived challenges due to the teacher's grade levels (educational level). The

study suggests the need to customize professional development training for K-12 teachers based on their grade levels, exposing them to cutting-edge technologies and other mentoring schemes, as a method of preparing them to combat the challenges.

Similarly, it was revealed in the study of Valle (2024) that novice, experienced, and highly experienced teachers alike had moderate difficulty enriching mathematical knowledge and utilizing technology in teaching the subject matter. Moreover, teachers with more than five years' experience had moderate difficulty in the five domains of teaching mathematics in the post-pandemic era. The findings emphasize the widespread impact of the education shift for teachers of all levels of experience. The paper further emphasizes the importance of supporting experienced teachers during this transformative phase of formulating innovative learning activities and adapting to reimagined pedagogical concepts. Consequently, this study underscores the need for additional training interventions to enhance their mathematical knowledge and use of technology as an integral teaching tool.

The research conducted by Ondras and Alvero (2023) presented that elementary teachers faced challenges such as learners' lack of interest and attention, teachers overlapping tasks, the complexity of students' learning needs, and inadequate support from parents or guardians. Secondary school teachers encountered difficulties including students' low motivation, teachers' overlapping tasks, insufficient administrative support, and the complexity of students' learning needs. These challenges were found to have potential risks to students' learning, impeding their learning progress and potentially leading to permanent disconnection from school. This study concluded that teachers were struggling in addressing learning gaps among students after the pandemic. The need of allowing them to concentrate in teaching struggling learners must be given importance by school administrators. Strong collaboration between teachers, parents or guardians and other stakeholders in fostering student motivation to continue their education must also be prioritized.

It was concluded in the study of Reantaso and Digo (2022), that the participating teachers were very active in mentoring the students, assessing the learners, and designing instructional materials. However, they encountered varied problems in implementing modular distance learning modality. They need improvements in instructional design, interactive technology, curriculum

development, learning assessment, and mentoring. The teachers need the most assistance in instructional design, while needing the least in mentoring on the varied problems encountered in implementing modular distance learning modality. Keywords: distance learning, educational technology, modular learning, online learning, learning modality.

Based on the revealed findings in the study of De Jesus and Digo (2024), teacher-writers faced hurdles due to pandemic limitations, lack of resources, and limited training in crafting IMs. These challenges made it harder to gather information and collaborate traditionally. However, the teacher-writers showed amazing resilience and resourcefulness. They found alternative research methods (books, lesson plans, online resources when possible), embraced collaboration through messaging platforms, and stayed motivated to create IMs for their students. This study highlights how different learning theories were used: connectivism through building new connections to navigate the changing knowledge landscape, self-directed learning through taking initiative to find resources, social learning theory through seeking help from colleagues and using available stimuli, and sociocultural theory through adapting communication methods for a remote setting.

3. METHODOLOGY

3.1 Research Design

This study aimed to determine the asynchronous online strategies of elementary teachers in Casiguran District. The researcher employed the qualitative method of research in the conduct of the study. According Brannan and Brannan (2022), Qualitative research is a type of research that provides deep understanding of the problem by asking participants their experiences, perceptions, and understanding in relation to a particular problem. The main instrument that was used to gather the data are open ended questions. The selected teachers in Casiguran District were considered as the informants. The presentations and interpretation of the findings were based on the responses of the informants using thematic analysis.

3.2 The Informants

The researcher considered the 6 intermediate teachers as the informants of the study. The informants were purposively chosen from the selected schools in the Casiguran District. They were taken purposively because the researcher believed that these teachers were the best informants who can contribute to the achieve the

objectives and the realization of the study. For one reason, it is because they were the ones who usually use asynchronous online teaching like the social media platforms which includes Facebook, Youtube and messenger. These informants can be considered as digital literate and can adapt with the present trends in using the tools and the social media platforms.

3.3 The Instrument

The researcher prepared an open-ended questions to gather the data needed by the study. The first question is all about the online teaching strategies used by the informants in an online instruction. The next question is about the weaknesses and strength in using the asynchronous online strategies. The third question focused on the effectiveness of the intervention which were used by the informants in their delivery of instruction.

3.4 Data Collection Procedures

In the process of conducting the study, the researcher wrote a letter first addressed to the Schools Division Superintendent and District Supervisor to seek approval to conduct the study. Upon approval, the researcher immediately approached the 6 teachers one by one starting on August 26 to August 31, 2024 in Casiguran District.

Prior to the conduct of the structured interview with the informants, the researcher asks first permission from them that they will be the subjects of her research. Consent forms were provided to the informants for them to sign that they agree to become the subjects of the research. To gather the relevant information from the informants, the researcher visited them one at a time in six different neighboring schools. Each of the informants was given an open ended questions to answer. It took the researcher 1 week to finish the structured interview. The interview was done conveniently as the informants cooperated and participated promptly. The responses of the informants were transcribed and categorized according to key and sub themes. Responses were analyzed and interpreted thematically and precisely.

3.5 Data Analysis Procedures

The data gathered were analyzed and interpreted qualitatively. To determine the asynchronous online strategies used by the teachers, weaknesses, strength and the effectiveness of the intervention, open ended questions were used. To analyze the responses of the respondents on the strategies used by the teachers,

weaknesses, strength and the effectiveness of the intervention, thematic analysis was utilized. Transcription and Coding were used to consolidate key themes and sub themes from the responses and were presented and discussed thematically.

4. RESULTS AND DISCUSSIONS

The presentation and analysis of the data are guided by the following: 1. Asynchronous online teaching strategies utilized by the teachers in online teaching 2. Strengths and weaknesses of the asynchronous online strategies used by the teachers 3. Intervention to enhance and sustain the asynchronous online teaching strategies of the teachers. 4. Effectiveness of the intervention as assessed by the teachers.

4.1 Asynchronous online Teaching Strategies of the teachers

This section presents and discusses the results of the data gathered from the responses of the respondents. The data were transcribed, key themes and sub themes were identified and analyzed qualitatively. The succeeding discussions focuses on one of the strategies used by the informants in carrying out their asynchronous online teaching through Facebook. The common responses of the informants were grouped accordingly.

- Key Theme 1: Sharing of Advisory by the use of FACEBOOK
- Sub Theme 1: Giving assigned tasks and assignments with modules.
- Teacher 1 “I use it for sending modules and activity sheets”.
- Teacher 3 “To connect with my pupils and send their activities”.
- Teacher 4 “I use this app whenever I give my pupils their assignments”.
- Teacher 5 and 6 I used this app in sending my modules and assignments.

It seems that all the informants are using social media platforms using Facebook app. By close analysis on the responses of the informants, it seems that the platform helped the teachers very much while giving their pupils activities and home works and other lectures. This may indicate that the informants have the knowledge and skills in using social media platforms in order for them to have a more effective communication to their pupils. This may also imply that by using these apps, the teachers can create direct messaging to support and can share class announcements, documents, and reminders. Therefore, while using the same application can enhance

classroom deliver of instruction in an asynchronous mode when used appropriately. Further, Facebook introduces students to digital literacy tools and online communication skills. Therefore, it is important to help students explore these platforms responsibly, use appropriately, and observe privacy and safety.

The findings are supported by the study of Batalla et al, (2023) investigated the elementary school teachers' practices in the new normal. The result indicates that the elementary school teachers' practices are effective in virtual classrooms, making students more engaged and actively participating in the class. They recommended that the result be utilized, improved, and implemented to ensure the effectiveness of handling the online course.

- Key Theme 2. Archiving lessons
- Sub Theme: Recording live Lectures for the pupils to locate and view.
- Common Response: "We usually record some of our lectures in video clips or conversations for the pupils".

The response may indicate that Facebook is a very useful strategy in engaging pupils to some live lectures and videos. This may boost their interests and be motivated while viewing the materials on live developing them socially and mentally. This may also suggest that recorded lectures can serve as review materials for the pupils especially before exams. Pupils can review difficult concepts several times for better understanding. This may imply that Facebook group becomes a repository of learning materials that can benefit current and future pupils.

The findings may find clearer understanding from Amanda et. Al (2023) as they mentioned in their article that most theories of motivation have largely developed from the work of scholars rather than the perspectives of teachers. This means that although researchers have many recommendations to guide the way teachers motivate students, there is little understanding of what teachers naturally do to support student motivation. They argued that all of the strategies that teachers identified are align with recommendations motivation researchers would make with the exception of rewards, which, from a research perspective, are often discouraged. Although curriculum, pedagogy, and assessment are the core canon of the teaching profession, teachers also report that supporting student motivation is one of their main responsibilities. To meet their professional obligations, including that of

motivating students, teachers combine their personal histories and beliefs with professional learning in areas such as content expertise, pedagogical decisions, assessment practices, and classroom management strategies. If teachers choose to access edited volumes, books, dissertations, and journal articles on motivation they largely encounter constructs, theories, and social media applications to practice rooted in research and quite separate from classrooms and teachers.

On the other hand, Messenger is also considered by the informants as other means or strategy in their asynchronous online teaching. The tool as mentioned help the informants in communicating with their pupils.

- Key Theme. Creation of Group Chats through Messenger
- Sub Theme. Conducting meetings and class discussions
- Teacher 1 and 3. I use this for uploading tasks to the pupils
- Teacher 4 and 5. I use this to create group chat. I use this application for some important topics to be discussed.
- Teacher 2 "For my online class meetings and discussions".
- Teacher 6 "For my online class meetings"

It can be observed that the mentioned social media platform showed support to the teachers in reaching out their pupils for the purpose of conducting classroom conferences and group discussions. The tool may have served as the way to bridge the gap the distance between the teachers and the pupils to perform asynchronous online instructions.

Consequently, it highlights the initiatives provided by the teachers to create an environment conducive for active participation and involvement in the classroom activities through asynchronous online. Evidences were shown by the teachers who offered the use of social media which enticed the interests of the learners. This may imply that with the provision given by the teachers to the learners, it may give them the opportunities to actively participate in the classroom online which may lead to a better performance among the learners.

It was also accentuated by the study of Agtarap et al., (2024). They aimed to determine the assessment tools, strategies, and challenges that teacher encounter during online learning. Findings indicate that most teachers

apply traditional assessment strategies to evaluate students in online learning. Some online assessment applications like Edpuzzle, Google Classroom, Kahoot, and Quizzes are rarely used to assess student learning. Teachers, however, frequently utilized Facebook and Messenger in delivering assessments. They applied multiple assessment strategies in online learning to accommodate the learning styles of their students. However, data revealed that most teachers have difficulty ensuring the quality of participation, integrating authentic assessment into online learning, and using online assessment applications. It is recommended for teachers to provide their students with balanced assessment, timely communication, constructive feedback, group multimedia projects, appropriate instructional materials, and alternative online tools to enable meaningful learning.

Youtube is another social media platform mentioned by the informants as a strategy during their asynchronous online teaching. They considered this as a strategy that may help and support their online lessons.

- Key Theme: Source of Video Clips for Classroom Instructions
- Sub Theme. Downloading and Uploading lecture videos
- Teacher 1 “I use this for my video lessons”.
- Teacher 2 and 3 “I use it for downloading videos for my lessons, activities and for pupils’ output”.
- Teacher 4 and 5 “My pupils can watch videos related to my lessons”.
- Teacher 6 “It provides me usable video lessons”.

Based on the responses of the informants, they revealed that YouTube provides videos that can be used in their lessons as a supplementary and important tool to have the learners engage more actively. The informants considered videos which often include fun, colorful animations, catchy songs, or interesting visuals that can keep young school children focused and excited about learning.

This is an indication that using YouTube in classroom instruction for elementary grades can be an effective way to enhance learning, engage pupils, and provide a more alive and interactive educational experiences. Thus, achieving the ultimate goal of asynchronous mode of instructions which may increase and improve pupils’ academic performance.

The findings may be verified from the idea Morales (2023). He states that the global shift to online education, accelerated by the pandemic, has posed unique challenges for educators, especially those in private tutoring. Enhancing engagement in the digital classroom demands innovative approaches that transcend traditional teaching methods. She added that there is no right way to do distance learning, especially when it comes to private tutoring. Dealing with individual needs and demands, it is natural that teachers adapt their approach to students’ goals. With that in mind, she recommended some strategies that could be applied to engage students these are: personalize learning paths, craft meaningful assignments, empower students to own the assessment process, cultivate a sense of community, harness the power of gamification and adopt materials to enhance engagement beyond the classroom using the social media platforms such as Facebook and messenger.

The data revealed can also be substantiated by the study of Batalla et al, (2023). They investigated the elementary school teachers' practices in the new normal. The result indicates that the elementary school teachers' practices are effective in virtual classrooms, making students more engaged and actively participating in the class by the use of Google classroom, Facebook and Youtube. They recommended that the result be utilized, improved, and implemented to ensure the effectiveness of handling the online course.

4.2 Strengths and weaknesses of using the asynchronous online strategies

STRENGTHS

- Key Theme: Ease of use
- Sub Theme. Makes the tasks easier.
- Teacher 1 “It makes the task easier and helps me keep safe records, outputs and documents of the pupils”.
- Teacher 2, 5 and 6 “It is easy to look for the topics and presentations suited for my lessons”
- Teacher 3 “Very accessible and easy to use”.
- Teacher 4 “The pupils can do their activities at home especially when there is suspension of classes”.

The responses of the informants show that the social media platforms are important to boost the pupils’ enthusiasm to actively engage with the lessons online. Using a blend of small-group discussions, multimedia, and written content to teach a lesson can always motivate learners. In some cases, adaptive or

customizable software may let pupils work at their own pace. This is an implication that using appropriate learning tools online may make pupils intrinsically motivated to learn and each of them may be provided a learning journey that fits to their needs and interests. Further, it can support communication, enhance learning through multimedia content, and promote collaboration among pupils.

The results are being emphasized in the study of Zhou and Zhang (2023) who suggests that online learning activities may not promote students' motivation and learning performance if those activities are not well-designed and developed. The learning activities need to be designed to the specific coursework, and continuous improvements and revisions are necessary to make learning activities more effective in the course delivery.

Similarly, the findings find support from the ideas of Jeon and Lee (2023) who stated that with the development of synchronous videoconferencing technology, research on the professional practices of synchronous online teaching has been growing at an exponential rate. However, little is known about synchronous online teachers' use of motivational strategies, despite the important role of teachers in fostering student motivation. Methods for how teachers can effectively support and maintain student motivation in the classroom have been a central topic in education research.

Moreover, according to Navarro and Mcgrath (2022), proponents and critics of online teaching and learning have long debated its strengths, effectiveness and appropriateness compared with traditional on-ground settings for a range of disciplines. The intense debate has created significant division among faculty members and academic administrations, with battle lines also drawn among learners. Negative opinions are often formed based on specific approaches to online instruction (e.g., massive open online courses, self-directed courseware) that generally provide an unassisted learning experience that relies exclusively on the instructional design of the course to meet learning outcomes.

WEAKNESSESS

- Key Theme. Internet Connectivity and Gadgets
- Sub Theme. Accessibility to the internet and the lack of gadgets.
- Teacher 1 and 2 "Not all the pupils have access to the internet and some pupils do not have gadgets".

Teacher 3, 4, 5 and 6 "The pupils cannot do their assignments without internet connectivity. "Not all pupils can access the internet especially those who are located in the remote areas". "Some of my pupils do cannot submit their assignments due to unavailability of internet access". "Not accessible to all learners".

This may suggest that teachers employed other strategies which can also be offered to the learners that facilitated the learners to become more active and participative in the classroom. This may infer that the with this kind of strategies given to the learners may catch up their attention and may heighten their engagement to a better and good performance.

The research of Keyaneshia (2023) may support the results of the current study. He explored teachers' perceptions of the best instructional practices to engage elementary students learning online. He added that teachers can set clear expectations, make connections to the real-world, build relationships with students and parents, collaborate with students, and provide feedback to students. Additionally, research showed that online learning was not the most conducive learning environment for some elementary learners. The study revealed teachers' perceptions of the characteristics elementary students should have to help them be successful learning online. He recommended that students should be disciplined, motivated, have perseverance, and be technologically savvy to have a good chance of being successful online learners. In addition to these characteristics, it is also important for students to have parental support at home to help them be successful online learners using the social media platforms.

4.3 Guidebook to enhance the asynchronous online teaching strategies of the teachers.

In this era of digital age, integrating technology into education is not only beneficial but essential. Introducing social media platforms to elementary pupils within a safe, structured, and age appropriate environment suggests significant educational value and helps prepare young learners for the future.

This handbook introduces the rationale behind incorporating and the utilization of social media tools in the elementary classroom which includes promoting digital literacy among the school children. Early exposure to guided digital environments allows school children to begin developing digital literacy skills. Similarly, it enhances communication and collaboration

which encourage elementary pupils to engage more actively in classroom learning and often more motivated to produce quality work and participate more enthusiastically in classroom activities. Further, it allows these pupils to demonstrate their learning in various ways and supports differentiated instruction for different learning styles.

Consequently, strengths were identified before the crafting of this guidebook. While utilizing this handbook, pupils may learn about online safety, privacy, and appropriate skills they will need in future interactions both inside and outside of school. Therefore, introduction of social media tools, such as Facebook/Messenger and YouTube in elementary grades can greatly enhance student learning. Adoption of digital literacy, creativity, collaboration, and communication, schools can better develop the pupils for lifelong success in an increasingly digital world.

Some of the weaknesses and limitations of using this guidebook is the predicted limited engagement of the pupils which pupils may simply read the material without actively engaging with it. Similarly, if

something is unclear in the guidebook, there's no immediate way to ask questions or get clarification and limited peer interaction. These may become the challenges and opportunities for the users of this guidebook to encourage them to use effectively.

General Objective: This handbook is designed to guide elementary teachers in using social media tools to enhance pupils' engagement, learning, and communication during asynchronous classes.

The following specific objectives are:

1. To Offer best practices for integrating social media platforms like Facebook/Messenger and YouTube in an asynchronous classroom.
2. Guide the users to demonstrate how to use social media platforms along collaboration, feed backing, and community involvement.
3. Provide strategies for managing time, setting gaps, and maintaining professionalism in asynchronous mode of instruction.
4. Address issues on digital literacy, accessibility, privacy and online safety.



**A
HANDBOOK
on the Utilization of Social Media for Effective Asynchronous
Classroom Instruction**

2582-6832



PREFACE

Welcome to the Handbook on Utilizing Social Media Platforms (e.g. Facebook Messenger and YouTube for Elementary Grades). In today's connected world, social media platforms like Facebook Messenger and YouTube are becoming powerful tools for communication, learning, and creativity—even for younger students. While these platforms are often seen as tools for older individuals, they offer a unique set of opportunities for elementary-aged students to engage in meaningful, interactive learning experiences.

This handbook has been developed to guide educators, parents, and school administrators in harnessing the educational potential of Facebook Messenger and YouTube, while ensuring that students' experiences are safe, engaging, and appropriate for their developmental stage.

Facebook Messenger provides an easy and secure way for students to collaborate with peers, ask questions, and participate in group discussions. With the ability to send text, voice messages, and share multimedia, Facebook Messenger offers a dynamic environment for students to communicate and learn in real-time. This handbook outlines how to set up a safe communication space for students, use Messenger for group projects, and incorporate instant feedback loops to keep students engaged in their learning. YouTube, as a platform rich with educational videos, provides endless opportunities for students to explore new topics, view tutorials, and share their own creative projects. YouTube can serve as an excellent tool for supplementing classroom lessons, allowing students to watch educational content that aligns with the curriculum. Moreover, it can be a platform for students to create and share their own videos, fostering creativity and digital literacy. However, as with any online platform, it is crucial to guide students in using YouTube responsibly and ensure that content is age appropriate.

This handbook not only highlights best practices for using Facebook Messenger and YouTube in the classroom but also emphasizes the importance of teaching young students about digital citizenship, privacy, and respectful communication online. By focusing on responsible and thoughtful use, this guide helps ensure that students benefit from these platforms in a way that is both engaging and educational, while staying safe online.

Inside, you will find practical strategies for:

- Setting up private, controlled groups for safe communication via Facebook Messenger.
- Utilizing YouTube as a tool for students to explore educational content and create videos.
- Establishing guidelines for appropriate online behavior, privacy, and digital etiquette.
- Integrating these platforms into collaborative learning projects that enhance creativity and communication skills.

Whether you are an educator looking to integrate social media tools into your classroom, a parent seeking to better understand how these platforms can support your child's learning, or a school administrator developing policies for digital learning, this handbook will provide you with valuable insights and resources.

By exploring the potential of Facebook Messenger and YouTube, we aim to empower students to communicate, create, and learn in a connected world—while keeping their online experiences safe, educational, and enriching.

Netiquette to be observed in an asynchronous online instruction using the Guidebook.

1. Use clear and concise language in communication avoid jargon or slang terms).
2. Use proper grammar, spelling and punctuation
3. Respond immediately to messages and posts in a timely manner.
4. Consider cultural and individual differences.
5. Check errors before posting.

ACKNOWLEDGEMENT

I would like to extend my gratitude to family and friends for their unwavering support, belief and encouragement that serves as my guiding light in the transformative research journey. I'm internally grateful to my adviser Dr. Gerry A. Carretero, for his steadfast support, guidance, and invaluable feedback enduring patience and understanding in completing this handbook. Lastly, I express profound appreciation to the participants whose contributions have been the cornerstone of this project.

TABLE OF CONTENTS

Content	Pages
Title Page	1
Preface	2
Acknowledgement	5
Table of Contents	6
Introduction	7
The Social Media Platforms	
• FACEBOOK	11
• MESSENGER	19
• YOUTUBE	28
REFERENCE	38

INTRODUCTION

The widespread use of social media technologies (i.e. Facebook, Youtube) of the next generation of students in their social lives poses a question on how social media can be harnessed and used for enhancing learning in schools today. The public nature, no-cost and low access barrier of these social media make it very accessible for students to use and learn. Even with this pervasiveness, many learning institutions in the world are reluctant to embrace these technologies, as some are even banning social media websites in schools as they are unable to understand how social media technologies can enhance the academic experience not only for students but also for faculty members and educators. The widespread use of social media technologies (i.e. Facebook, Youtube) of the next generation of students in their social lives poses a question on how social media can be harnessed and used for enhancing learning in schools today. The public nature, no-cost and low access barrier of these social media make it very accessible for students to use and learn. Even with this pervasiveness, many learning institutions in the world are reluctant to embrace these technologies, as some are even banning social media websites in schools as they are unable to understand how social media technologies can enhance the academic experience not only for students but also for faculty members and educators. The widespread use of social media technologies (i.e. Facebook, Youtube) of the next generation of students in their social lives poses a question on how social media can be harnessed and used for enhancing learning in schools today. The public nature, no-cost and low access barrier of these social media make it very accessible for students to use and learn. Even with this pervasiveness, many learning institutions in the world are reluctant to embrace these technologies, as some are even banning social media websites in schools as they are unable to understand how social media technologies can enhance the academic experience not only for students but also for faculty members and educators. Managing social media tools such as Facebook, Messenger, and YouTube for classroom instruction in the elementary school requires careful planning to ensure a safe, engaging, effective and meaningful learning environment. There are different definitions given to social media tools, as they are also called social software technologies or participatory media tools and are also included in the wider term known as Web 2.0 technologies. Despite different terminologies, all terms describe a group of technologies that enhances a more social and participatory environment wherein learning environments are allowed to be more personal, participatory and collaborative. The widespread use of social media technologies of the next generation of pupils in their social lives poses a question on how social media can be harnessed and used for enhancing learning in schools today. The public nature, no-cost and low access barrier of these social media make it very accessible for students to use and learn. Even with this pervasiveness, many learning institutions in the world are reluctant to embrace these technologies, as some are even banning social media websites in schools as they are unable to understand how social media technologies can enhance the academic experience not only for students but also for faculty members and educators.

It is an established fact that combining social media usage and education will serve to bring both the institution and students closer. The use of social media (SM) and its potential as a learning tool are becoming topics worthy of research. Blogs, Wikis, YouTube, Facebook, and Twitter are some of the more common forms of SM. It was also pointed out that Facebook and messenger can be used to collect information, be used as a learning tool, connect students and propagate university culture. Another is the YouTube which is also an example of SM that allows for the formation of social relationships that revolves around uploaded videos. It was confirmed that many students used YouTube to learn and seek information, however, studies show that the use of YouTube for academic learning and its effectiveness as a teaching tool lag far behind other SM, such as Facebook (Sulaiman et al 2020).

Strategies for effectively using these platforms:

A. Setting Clear Guidelines

1. Clearly communicate the purpose of using Facebook, Messenger, and YouTube in the classroom. Set rules for appropriate communication and usage.
2. Ensure that parents are aware of the platforms used for instruction and provide consent, especially for younger students.
3. Protect students' personal information by setting strict privacy settings on these platforms, and ensure no student information is shared publicly without permission.

THE SOCIAL MEDIA PLATFORMS



FACEBOOK

Using Facebook for instructional purposes in elementary schools requires careful planning and consideration of both safety and educational effectiveness. While Facebook is a widely used social media platform, it's important to use it in a controlled, structured way to protect students' privacy and ensure a positive learning environment. Below are strategies for using Facebook for instructional delivery in an elementary school setting.

A. Create a Private Class Facebook Group



1. Set up a private Facebook group specifically for your class. Make sure that the group is private, so only pupils, parents, and authorized members can join. This ensures that the content remains within the classroom community and is not exposed to the general public.
2. Include parents in the group so they can stay informed about what's happening in the classroom. This also allows them to be involved in discussions and provide support at home.
3. Ensure that pupils have parental permission to join the group, as Facebook's terms of service require users to be at least 13 years old. For younger students, ensure that the accounts are set up and monitored by parents.
4. Use the group to post updates about homework assignments, upcoming events, and any important classroom news. This makes it easy for pupils and parents to stay on top of assignments and activities.

B. Use Facebook for Group Work and Collaboration



1. Facebook groups can be used for collaborative learning. Pupils can be assigned to small groups where they can share resources, discuss topics, and work together on projects. The group chat feature on Facebook allows learners to engage in real-time conversations, which can be helpful for collaboration.

2. Pupils can collectively contribute to a post by submitting different sections of a project or sharing ideas for a class assignment. This fosters teamwork and cooperation in a virtual space.

3. Create opportunities for pupils to give and receive peer feedback on their work. For example, pupils can post their creative writing, and classmates can provide constructive comments.

C. Host Virtual Lessons and Discussions



1. You can use Facebook Live to host live lessons, read-aloud sessions, or Q&A sessions. Students can watch these sessions in real-time and interact with you through comments. Afterwards, the video can be saved to the group for pupils to revisit if they need additional support or clarification.

2. Host virtual office hours where pupils can tune in for live homework help. This can be an informal session where pupils ask questions, and you can provide clarification on topics they may be struggling with.

3. Post a discussion question in the Facebook group and let pupils comment their thoughts. This can be a way to encourage critical thinking and have deeper discussions about subjects they are learning.

D. Foster a Positive and Safe Online Environment



1. Establish rules for online conduct in the Facebook group. Remind pupils about the importance of respectful behavior, avoiding inappropriate comments, and maintaining focus on learning.

2. Regularly monitor the group for any inappropriate content, comments, or posts. Ensure that pupils are following the guidelines and keep the space focused on educational purposes only.

3. Ensure that the group is private and that pupils' personal information is protected. Avoid sharing photos of students without parental permission and make sure the group is only accessible to people who need to be there.

E. Integrate Gamification and Fun Learning Activities

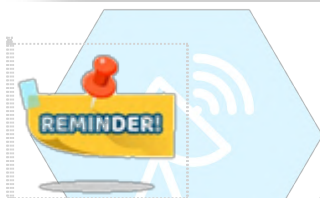


1. You can share links to educational games or even create your own gamified quizzes and challenges within the group. For example, host a spelling bee, math competition, or trivia quiz.
2. Organize fun challenges, such as a reading challenge, a drawing contest, or a creative writing contest. Encourage pupils to share their work and vote for their favorites in the group.
3. Post fun, interactive questions like “What’s your favorite book?” or “If you could be any animal, which one would you be and why?” These kinds of posts can spark engagement and help build strong classroom environment.

F. Engage Parents in the Learning Process



1. Use Facebook to communicate with parents about their child’s progress, upcoming events, or specific needs. You can post general information for all parents or use private messaging to communicate individually.
2. Share educational resources for parents, such as helpful articles, websites, or tips on how to support their child’s learning at home. This keeps parents informed and involved in their child’s education.



Important Points:

1. Be mindful of pupils’ privacy when using Facebook. Avoid sharing personal information and make sure parental consent is obtained if sharing pictures, videos, or content that includes pupils.
2. Facebook has a minimum age requirement of 13 for accounts, so for younger pupils, you may need to work with parents to set up appropriate accounts or use other tools that comply with age restrictions.
3. Be aware that Facebook is primarily designed for older users, so you will need to modify your approach to make sure the platform is accessible and age-appropriate for elementary pupils.

MESSANGER



Using Messenger (a Facebook-owned messaging platform) for instructional delivery at the elementary school level can be an effective tool for communication, collaboration, and providing individual support for pupils. However, since Messenger is a direct messaging platform, it requires careful management to ensure that the space remains safe, organized, and effective for educational purposes only.

Strategies for using Messenger for instructional delivery in elementary schools:



A. Create a Class Group Chat

1. Create a group chat on Messenger specifically for your class or a small group of pupils. This allows you to share announcements, updates, and facilitate discussion in an easily accessible format. You can add pupils' parents as well, ensuring they are involved in the learning process.

2. For better engagement and control, keep each group chat small—a few pupils or a specific subject group, rather than having all your pupils in a single chat. This helps reduce distractions and ensures everyone can participate.

3. As the teacher, you'll need to be the administrator of the group. This gives you full control over who can send messages, what content is shared, and allows you to keep the conversation focused on learning.

B. Share Learning Materials

1. Send educational videos, files, and links directly to pupils via Messenger. For example, you can share video lessons, educational games, or worksheets. Pupils can then access these resources directly on their devices.
2. Share PDFs, worksheets, or other documents in the chat. You can easily distribute homework assignments, reading materials, or helpful reference guides.
3. Send pupils links to interactive learning platforms such as quiz websites, educational games, or collaborative tools like Google Docs or Jamboard.

C. Provide Real-Time Support and Feedback

1. Messenger is excellent for providing personalized, one-on-one support to pupils who may need extra help. You can answer questions, give explanations, or provide feedback on assignments in real time.

2. If pupils are struggling with homework, they can message you for help. You can offer quick assistance or guide them through problem-solving processes. This helps ensure no pupil feels lost or unsupported.

3. Messenger allows you to provide immediate feedback on assignments or assessments, making it easy to correct mistakes or encourage pupils. This can increase motivation and understanding.



ISSN: 2582-6832



D. Provide Updates and Reminders

1. Use Messenger to send reminders about homework deadlines, upcoming tests, and any class announcements. This ensures pupils stay on track and don't miss important dates.

2. Messenger allows for instant notifications. Whether it's reminding pupils of a test tomorrow or informing them about a class schedule change, you can instantly keep everyone informed.

E. Foster a Safe and Positive Learning Environment

1. Establish clear communication guidelines within the group. Emphasize the importance of respectful language and keeping the conversation educational. This helps create a safe and focused space for pupils to interact.

2. Promote positive communication in the group chat. Encourage pupils to complement each other's ideas, ask thoughtful questions, and share encouraging messages.



3. As the teacher, it's crucial to monitor conversations to ensure pupils are using the space appropriately. Since Messenger allows direct messaging, it's important to be actively engaged to guide pupils' conversations and ensure they remain respectful and focused on learning.

F. Engage Parents in the Learning Process



1. You can include parents in the group or start a separate chat for communication with them. Messenger can be an easy way for parents to stay updated on their child's progress, class events, and announcements.
2. Messenger is a great tool for collecting feedback from parents. You can send brief surveys or request feedback on assignments, class activities, or how pupils are engaging with the materials at home.



3. Parents can use Messenger to ask questions if their child is having trouble with homework, or they can send quick updates on how their child is progressing with assignments.

G. Promote Digital Citizenship and Safety



1. Since pupils may not be fully aware of digital citizenship at this age, it's important to teach proper online behavior. Explain the importance of respecting others, not sharing personal information, and thinking before sending messages.
2. Ensure that all communication stays within the designated groups or individual conversations, and remind pupils to never share personal information like their address or phone number through Messenger.

H. Track Progress and Engagement

1. You can track how engaged pupils are by reviewing their participation in the group chats. If a pupil hasn't responded to any messages or homework challenges, it may be a sign they need additional support or a different form of engagement.
2. Use Messenger to periodically assess pupil understanding by asking questions or requesting that they share what they've learned from the lessons. Their responses will help you gauge their comprehension and adjust instruction as needed.



3. Messenger when used properly, can be a highly effective tool for personalized learning, communication, and collaboration at the elementary school level. It can support individual pupil needs, foster parent engagement, and provide a space for real-time feedback and support, helping to make the educational experience more interactive and accessible.

YOUTUBE

Using YouTube for instructional delivery at the elementary school level can be a powerful tool for enhancing learning, engagement, and creativity. YouTube provides a vast array of educational videos and also allows teachers to create and share their own content, making it a versatile platform for both pupils and educators. However, to ensure safety and effectiveness, it is essential to use it in a controlled and structured way.

Strategies for using YouTube for instructional delivery in an elementary school level:



A. Create a Classroom YouTube Channel

1. Create a private or unlisted YouTube channel specifically for your class. This allows you to post videos that are not publicly accessible, ensuring pupils' safety. Share the link only with your pupils and parents.

2. Use playlists to organize your content by subject or topic (e.g., Math Lessons, Science Experiments, Storytime). This will help pupils easily access videos based on their learning needs.

3. Ensure that the videos you upload are age-appropriate and safe for children. YouTube provides features like YouTube Kids for younger viewers, but it's still important to carefully screen content.



B. Create and Share Educational Videos

1. You can create and upload your own instructional videos for students to watch. For example, you can record yourself explaining a math concept, reading a book, or demonstrating a science experiment.

2. Make sure the videos are engaging by using visuals, animations, props, and a clear, enthusiastic voice. Keep videos short and focused on one specific topic to maintain attention (usually under 10 minutes).

3. Incorporate interactive elements like pauses where pupils can answer questions or solve problems before the video continues. This encourages active participation rather than passive viewing.

4. Use YouTube to post weekly recaps or reviews of the lessons you've taught. This can serve as a helpful resource for pupils to revisit key concepts.

C. Use YouTube for Storytelling and Reading Aloud



1. Record yourself reading aloud stories or books that are relevant to the curriculum. Post these videos so students can listen to the story's multiple times, which is especially useful for reinforcing literacy skills.

2. Encourage pupils to create their own stories and upload them to your class YouTube channel. This promotes creativity and gives pupils a sense of ownership over their learning.

3. Organize a story time playlist with a variety of books for pupils to listen to, especially during quiet reading time or as part of a literacy lesson.



D. Host Live Streaming Lessons and Q&A Sessions

1. Use YouTube Live to broadcast live lessons or Q&A sessions where pupils can ask questions and interact with you in real-time. You can explain a lesson and invite pupils to post comments or respond to your questions in the live chat.
2. Encourage pupils to participate by posting answers in the chat, asking questions, or even submitting examples related to the lesson.

E. Showcase Pupils Projects and Presentations

1. Encourage pupils to create their own YouTube videos on topics they are learning about, whether it's a book report, a science experiment, or a math problem-solving video. You can upload these projects to the class channel, showcasing pupil work and building their confidence.
2. Have pupils record and present their projects or research findings through video. This not only builds presentation skills but also allows students to learn how to use technology as a tool for communication.
3. After uploading pupil projects, organize a peer feedback session where pupils can watch each other's videos and leave encouraging comments.



F. Promote Critical Thinking with Educational Videos

1. After pupils watch an educational video, encourage them to reflect on it and discuss key points in class or in small groups. You could also ask them to create a video response that answers a question related to the video's content.
2. Post a short quiz or activity related to the video pupils watched. For example, after a history video, ask pupils to answer questions about the historical event. You can use tools like Google Forms or even have pupils respond in the comments section (if the video is public).

G. Use YouTube to Enhance Digital Literacy Skills



1. Teach pupils how to create their own educational videos. This teaches them basic video production skills, such as scripting, filming, editing, and uploading videos, which are important aspects of digital literacy.
2. Use YouTube to teach media literacy, helping students critically evaluate videos. Discuss the difference between fact and opinion, identifying reliable sources, and analyzing the content of videos.

3. Introduce pupils to simple video editing tools (like iMovie, Windows Movie Maker, or online editors) and let them practice creating videos for class. This can help foster creativity and improve their tech skills.

H. Engage Parents and Families

1. You can use YouTube to keep parents and families updated on classroom activities. Share highlights of projects, field trips, or special events through videos.
2. Create videos for parents to explain homework, classroom activities, and educational strategies. This keeps parents informed and involved in their child's education.
3. Upload tutorial videos for parents on how to help with specific homework tasks or learning activities at home. If you're using YouTube in the classroom, it's important to create a private or unlisted channel to ensure that only pupils, parents, and authorized individuals can access the content. Avoid making videos public unless absolutely necessary.



Using YouTube for instructional delivery can make learning more engaging, accessible, and interactive for elementary school pupils. It allows for a diverse array of content delivery, from instructional videos to pupil-created projects, all while fostering creativity and critical thinking skills.

Creating a structured, engaging, and safe school classroom environment, Facebook, Messenger, and YouTube are highly recommended to use to effectively deliver instruction and support pupil learning in the elementary schools.

REFERENCES

1. Lee, A., & Thompson, M. (2021). Digital Communication Strategies: The Power of Social Media Platforms. *Journal of Digital Marketing*, 12(3), 45-59.
2. Moghavvemi, S., Sulaiman, A., Ismawati, N.J., and Kasem, N. (2020). Social Media as a Complimentary Learning Tool for Teaching and Learning. *International Journal of Management Education*. Volume 16, Issue 1, March 2020, Pages 37-42.
3. Nussbaum-Beach, S. and Hall, L.R. (2011) *The Connected Educator: Learning and Leading in a Digital Age (Classroom Strategies) Illustrated Edition*. Published by Books for You Today. <https://www.amazon.com/Connected-Educator-Learning>.

4.4 Effectiveness of the Guidebook as Assessed by the Teachers.

A. Effectiveness

The succeeding discussions are forming part of the common responses of the informants on the effectiveness in using the intervention (Handbook). All responses were categorized as the key themes and from the key themes, sub themes were identified and were presented thematically.

- Key Theme: Pupils' Academic Performance and Engagement
- Sub theme: Increases academic performance and involvement of the pupils

- Teacher 1. When using the handbook, I observed that it enhances the learning experience, increased engagement and performance of the pupils which resulted in getting a higher rating.
- Teacher 2. There was an impact in the pupils' academic performance, improved their understanding, engagement and time management.
- Teacher 3. It helped improved the academic performance of the pupils because it provided us users clear guidelines on how to meet pupils' expectations.

In the present digital era, most school learners are already familiar with the platforms like YouTube, WhatsApp, Instagram, and Facebook/messenger. Most

of them have acquired gadgets like cellphones and laptops to access the platforms. Nowadays, they were used to these platforms which they themselves discovered for learning. In using the handbook, it seems that the learners feel more comfortable because they may have encountered and experienced that the contents are more relevant and very timely in an asynchronous mode of learning.

The informants agree that using the social media platforms through the handbook boosts pupils' academic performance. There may have an improvement and increase with the learners' school standings and achievements. This may imply that using the handbook, most likely equips the teachers with strategies that make the asynchronous learning more engaging, accessible, and personalized which directly resulted to a better academic outcome.

On the other hand, for some reasons, the teachers affirmed that social media allows for the use of multimedia content like videos, infographics, interactive posts which makes lessons more active and engaging. They revealed that pupils are more engaged, participative and active which they have absorbed and retained information from the lessons, leading to improved academic performance. Further, social media platforms are already part of pupils' daily lives. Integrating them into instruction makes learning feel relevant, enjoyable, and less formal. This is an implication that the pupils are also provided with the tools in which they are more likely to participate and interact in the lesson actively. Consequently, pupils are more engaged when they can freely communicate, collaborate, express their own ideas and respond using the platforms.

It was concluded in the study of Reantaso and Digo (2022), that the participating teachers were very active in mentoring the students, assessing the learners, and designing instructional materials. However, they encountered varied problems in implementing modular distance learning modality. They need improvements in instructional design, interactive technology, curriculum development, learning assessment, and mentoring. The teachers need the most assistance in instructional design, while needing the least in mentoring on the varied problems encountered in implementing modular distance learning modality. Keywords: distance learning, educational technology, modular learning, online learning, learning modality.

- Key Theme 2. Self-Paced learning
- Sub Theme. Pupils can do their classroom activities at their own pace.
- Teacher 4. "The pupils were able to study and do their homework at their own pace".

This goes to show that with the clear instructions provided in the handbook, the argument underscored by one of the informants gave a simple meaning that social media allows the learners any time which they can chose and consider materials they need. Similarly, the handbook may have provided the informant on how to guide the learners participate in the discussions and do their assignments at their own pace.

The study of Herwin et al., (2022) is related to the present one which aims to prove the effect of mobile assessment on the learning motivation of elementary school students in online learning. The study concludes that mobile assessment has a significant positive effect on the learning motivation of elementary school students in online learning. There is an increase in students' learning motivation after the application of mobile assessment in learning activities in online classes.

- Key theme 3. Ease of Use
- Sub Theme: The handbook helps to lessen the difficulty of the tasks.
- Teacher 5." It lessens our burden in giving the pupils' instructions from traditional to asynchronous mode of instructions".

This may mean that the handbook contributes and help the teachers in giving the learners appropriate and up to date classroom instructions from a face-to-face mode of instruction to an online mode of instructions. The informant may have experienced stress free in providing tasks to the learners.

Furthermore, the teachers may have used the handbook in providing the learners with screenshots or examples, which simplifies complex tasks among the learners. This may suggest that the handbook may have focused on practical applications, making it easier for the users to adapt the content to their teaching style and learners' needs.

The results are in consonance with the research conducted by Ondras and Alvero (2023). They presented that elementary teachers faced challenges such as learners' lack of interest and attention, teachers overlapping tasks, the complexity of students' learning needs, and inadequate support from parents or

guardians. Secondary school teachers encountered difficulties including students' low motivation, teachers' overlapping tasks, insufficient administrative support, and the complexity of students' learning needs. These challenges were found to have potential risks to students' learning, impeding their learning progress and potentially leading to permanent disconnection from school. This study concluded that teachers were struggling in addressing learning gaps among students after the pandemic. The need of allowing them to concentrate in teaching struggling learners must be given importance by school administrators. Strong collaboration between teachers, parents or guardians and other stakeholders in fostering student motivation to continue their education must also be prioritized.

- Key Theme 4. Teacher's confidence
- Sub Theme. Increases confidence in giving instructions to the learners.
- Teacher 6. When I used the handbook, it gave me more confidence in communicating and giving instructions to my pupils.

The informant may have seemed to be very certain of her statement which may mean that the handbook provides her with the knowledge, tools, and step-by-step instructions needed to effectively integrate social media into their asynchronous teaching. Other reason is that the handbook may have improved her technical skills and digital literacy, making her become more comfortable and confident with online tools and trends.

This may indicate that using the handbook may have increased the informant's proficiency which resulted to have self-assurance and confidence when designing and delivering lessons. It may have also gave the informant reliable and specific methods for delivering contents. The handbook may have given the informant the knowledge on how exactly setting up lessons and engage with the learners asynchronously that increased her confidence.

The findings can be connected on the revealed findings in the study of De Jesus and Digo (2024). They found out that teacher-writers faced hurdles due to pandemic limitations, lack of resources, and limited training in crafting IMs. These challenges made it harder to gather information and collaborate traditionally. However, the teacher-writers showed amazing resilience and resourcefulness. They found alternative research methods (books, lesson plans, online resources when possible), embraced collaboration through messaging

platforms, and stayed motivated to create IMs for their students. This study highlights how different learning theories were used: connectivism through building new connections to navigate the changing knowledge landscape, self-directed learning through taking initiative to find resources, social learning theory through seeking help from colleagues and using available stimuli, and sociocultural theory through adapting communication methods for a remote setting.

CONCLUSION AND RECOMMENDATIONS

There were basic social media applications that were identified by the informants as their asynchronous online teaching strategies. The topmost identified strength of the identified social apps is it is easy to use. Inaccessible internet connectivity is the most identified weakness among the strategies. Most of the informants considered academic performance and engagement of the learners that was affected in using the intervention. The guidebook in the utilization of social media platforms may be used as reference to gain significant information and insights to better the asynchronous online teaching strategies of the teachers. Contents and other information in the intervention may be subjected for critiquing and analysis that would serve as basis for a more improved, acceptable and usable one.

Other online teaching strategies that were not often used maybe employed to address other needs of the teachers and learners. Teachers, parents and the school heads may collaborate through conferences and meetings to address the weaknesses identified by the teachers in an asynchronous online teaching. The need to adopt and implement the guidebook that was developed is hereby recommended to better the asynchronous online teaching strategies of the teachers. Findings of this study may be used as reference by other researchers to conduct study using other asynchronous online teaching strategies.

ACKNOWLEDGEMENT

The researchers express their sincerest gratitude and appreciation to the Department of Education - Division of Sorsogon for allowing them to conduct this study and specifically to the informants who devoted their time and effort participating in the study.

REFERENCES

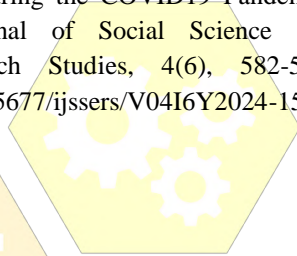
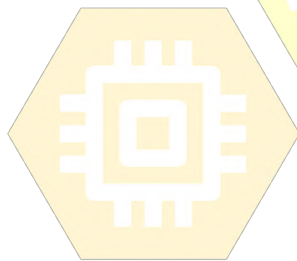
- [1] Navarro, JC and McGrath, B. (2021). Strategies for Effective Online Teaching and Learning: Practices and Techniques with a Proven Track of Success in Online Education. Handbook of Research on Future

- of Work and Education: Implications for Curriculum Delivery and Work Design. Chicago. <https://www.researchgate.net/publication/DOI:10.4018/978-1-7998-8275-6.ch029>
- [2] Shenoy, V., Mahendher, S., & Vijay, N. (2020). COVID 19 Lockdown Technology Adoption, Teaching, Learning, Students Engagement and Faculty Experience. *Mukt Shabd Journal*, Volume 9(4), 698-70. <https://www.researchgate.net/publication/3406096882>.
- [3] Archambault, L., Leary, H. and Rice, K. (2022). Pillars of Online Pedagogy: A Framework for Teaching in Online Learning Environments. *Educational Psychologist*. Volume 57(3). <https://doi.org/10.1080/00461520.2022.2051513>
- [4] DepEd Order no. 42 series of 2017. Adoption and Implementation of the Philippine Professional Standards for Teachers. <https://www.deped.gov.ph/>
- [5] Dep Ed Order no. 35 s. of 2016. The Learning Action Cell (LAC) as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning. <https://www.deped.gov.ph/>
- [6] DepEd Order No. 36, s. 2013. Department of Education Vision, Mission and Core Values. [https://www.deped.gov.ph/R.A. 10533. Enhanced Basic Education Act of 2013](https://www.deped.gov.ph/R.A.10533.EnhancedBasicEducationActof2013).
- [7] DepEd Order No. 8, s. 2010. Summer Preschool Education (Summer PSE): A Strategy to Reach More Children in Less Time. <https://www.deped.gov.ph/>
- [8] Agung, Iskandar. (2018). Improvement of Teacher Competence and Professionalism and School Management Development in Indonesia. *American Journal of Educational Research*. 6. 1388-1396. 10.12691/education-6-10-8
- [9] Fatimah (2020). Teachers' Capacity to Make Learning Innovation Based on 21st Century Skills in Elementary Schools. 10.2991/assehr.k.200320.023
- [10] Doctolero, A., and Guira, G. (2022). Lived Experiences of Teachers Implementing Online Learning: Springboard to Quality Basic Education. ISSN: 2961-3035. Vol. 2(1) DOI: <https://doi.org/10.56901/CAVG1584> <https://ispsc.edu.ph/e-dawa-cavg1584>
- [11] Jeon, J., and Lee, S. (2023). Teachers' Use of Motivational Strategies in the Synchronous Online Environment: A Self-Determination Theory Perspective. *Educ Inf Technol* 28, 11963–11986 (2023). <https://doi.org/10.1007/s10639-023-11656-1>
- [12] Amanda, I., Goegan, L., Daniels, L. (2023). Teachers' Authentic Strategies to Support Student Motivation. Opportunities on Improving Student Motivation at All Levels of Education. *Sec. Sec. Educational Psychology*. Volume 8 2023 <https://doi.org/10.3389/feduc.2023.1040996>. <https://www.frontiersin.org/journals/education/>
- [13] Harnett, MK. (2016). The Importance of Motivation in Online Learning. *Motivation in Online Education*. Pp. 5-32. DOI:10.1007/978-981-10-0700-2_2. https://link.springer.com/chapter/10.1007/978-981-10-0700-2_2
- [14] Navarro, JC and McGrath, B. (2022). Strategies for Effective Online Teaching and Learning: Practices and Techniques with a Proven Track of Success in Online Education. *Handbook of Research on Future of Work and Education: Implications for Curriculum Delivery and Work Design*. Copyright: © 2022 |Pages: 16. DOI: 10.4018/978-1-7998-8275-6.ch029
- [15] UNESCO (2019). Board Resolution No. 435 series of 1997. "The Code of Ethics for Professional Teachers." <https://etico.iiep.unesco.org/sites/default/files/2019>
- [16] Eisenbach B and Coleman B. (2024) Online Pedagogies and the Middle Grades: A Scoping Review of the Literature. *Moving Forward: Research to Guide Middle Level Education* Education Sciences. 2024; 14(9):1017. <https://doi.org/10.3390/educsci14091017>
- [17] Moraes A. (2023). Enhancing Engagement. Six (6) Strategies for Interactive and Effective Online Learning. <https://www.cambridge.org/elt/blog/2023/11/30/enhancing-engagement-6-strategies-for-interactive-and-effective-online-learning/>
- [18] Matthew Dunleavy & Lisa Endersby. (2013). Strategies for Meaningful Feedback on Student Reflections. *Giving & Receiving Feedback* Giving Feedback. Handout Teaching Commons. <https://www.yorku.ca/teachingcommons>. <https://uwaterloo.ca/centre-for-teaching-excellence>.

- [19] Durrington Research School (2020). Getting Feedback Right in an Online Classroom. <https://researchschool.org.uk/>
- [20] McCallum, D. (2019). Feedback in Online Learning Environments. Canadian School Libraries Journal. ISSN 2560 7227. <https://journal.canadianschoollibraries.ca/>
- [21] Jurs, P. and Spehte E. (2021). The Role of Feedback in the Distance Learning Process. Journal of Teacher Education for Sustainability. Volume 23(2):91-105DOI:10.2478/jtes-2021-0019. [https](https://doi.org/10.2478/jtes-2021-0019)
- [22] Colman H. (2024). Nine Ways to Assess Student Learning Online. <https://www.ispringsolutions.com/>
- [23] Cambridge English Dictionary. Oxford Dictionary. <https://digital.gov/topics/usability>
- Published Researches/E-sources**
- [24] Ozen, E. and Karaka, N. (2021). Investigating Learner Motivation in Online Education in Terms of Self-efficacy and Self-regulation. Journal of Educational Technology and Online Learning. Volume: 4 Issue: 4 - ICETOL Special Issue, 745 - 758, 31.12.2021. <https://doi.org/10.31681/jetol.1016530>. <https://dergipark.org/>
- [25] Zikai Zhou & Yuanyuan Zhang (2023): Intrinsic and Extrinsic Motivation in Distance Education: A Self-Determination Perspective, American Journal of Distance Education. <https://doi.org/10.1080/08923647.2023.2177032>
- [26] Bezen (2023), Challenges of Motivating Students in Online Learning Platforms: An Analysis Through the Eyes of Teachers. Handbook of Research on Creating Motivational Online Environments for Students. Copyright: © 2023 |Pages: 23. DOI: 10.4018/978-1-6684-4533-4.ch004. <https://www.igi-global.com/>
- [27] Kaphle, U. & Rana, K. (2023). Teachers' Capability, Students' Motivation and Parents' Support in Online Learning. International Journal of Technology in Education and Science (IJTES), 7(2), 192-210. EISSN: EISSN-2651-5369. <https://doi.org/10.46328/ijtes.442>
- [28] Jiang, L., Zhou, N. & Yang, Y. (2024). Students' Motivation and Engagement in Online Language Learning Using Virtual Classrooms: Interrelationships with support, attitude and learner readiness. Educational Information Technology (2024). <https://doi.org/10.1007/s10639-024-12514-4>: 21
- [29] Abdellah, IME and Marwa, YHE (2023). The Effectiveness of Virtual Classrooms in Developing the Academic Motivation Across Genders. Ann. For. Res. 66(1): 2005-2020, 2023 ISSN: 18448135, 20652445 ANNALS OF FOREST RESEARCH. www.e-afr.org © ICAS 2023. <https://www.researchgate.net/profile/Abdellah-Elfeky-2/publications>
- [30] Sappaile, I. B. (2024). The Impact of Gamification Learning on Student Motivation in Elementary School Learning. Scientehno: Journal of Science and Technology, 3(2), 184-196. <https://doi.org/10.55849/Scientehno.v1i1.1> Published by: Yayasan Pendidikan Islam Daarut Thufulah
- [31] Montilla, VR., Rodriguez, R., Aliazas, JV., and Gimpaya, R. (2023). Teachers' Pedagogical Digital Competence as Relevant Factors on Academic Motivation and Performance in Physical Education (June 7, 2023). International Journal of Scientific and Management Research, Volume 6(6), pp. 45-58. DOI: 10.37502/IJSMR.2023.6604, SSRN: 4292522
- [32] Amanda, I., Goegan, L., Daniels, L. (2023). Teachers' Authentic Strategies to Support Student Motivation. Opportunities on Improving Student Motivation at All Levels of Education. Sec. Sec. Educational Psychology. Volume 8 2023 <https://doi.org/10.3389/feduc.2023.1040996>, [https://www.frontiersin.org/journals/education/articles/](https://www.frontiersin.org/journals/education/articles)
- [33] Norcelyn C. Batalla, Jeneth C. Day Onan, Rizza A. Tano, & Genesis G. Genelza. (2023). Virtual Delivery of Elementary Teachers in the New Normal: Practices and Implementation. Galaxy International Interdisciplinary Research Journal, 11(12), 229-248. Retrieved from <https://giirj.com/index.php/giirj/article/view/6264>
- [34] Wisnu Zakaria, Turmudi Turmudi & Jupeth Pentang. (2022). Information and Communication Technology in Elementary Schools: A Comparison Between Hybrid and face-to-Face Learning Systems. Profesi Pendidikan Dasar 9 (1):46-54 <https://www.researchgate.net/publication/362094834>
- [35] Torregosa, M. and Bargamento, AL. (2023). Junior High School Teachers' Experiences in the Delivery of Science Subjects in the New Normal. Published

- in International Journal of Multidisciplinary Educational Research and Innovation. Volume 1 (4):291-304 (2023).
<https://ejournals.ph/article.php?id=22282>
- [36] Guache., Manaig, K., Tesoro, FJ., Yazon, A., & Sapin, S. (2023). Beyond Words: Uncovering the Untold Stories of Multilingual Students' Lived Experiences in Online Distance Learning. *Journal of Elementary and Secondary Schools* 1(1): 1-15 (2023)
- [37] Guache, M.T., Manaig, K.A., Tesoro, J.F., Yazon, A.D. and Sapin, S.B. 2023. Beyond Words: Uncovering the Untold Stories of Multilingual Students' Lived Experiences in Online Distance Learning. *Journal of Elementary and Secondary School*. 1, 1 (Mar. 2023), 1–15. DOI: <https://doi.org/10.31098/jess.v1i1.1368>.
- [38] Kundu, A., Bej, T., and Mondal G. (2022). Elementary Math Class in Face to face, Fully Online and Flipped Mode: A Comparative Study on Students' Achievement and Satisfaction. Volume 20, Issue 4. <https://journals.sagepub.com/doi/abs/10.1177/20427530221109700>.
- [39] Siminto, S., Imelda, I., Setyaningsih., R., Cahyono, D., and Rahmat, A. (2024). Strategies For Teacher Excellence in The 21st Century Education Era: Integration of Technology, Curriculum, And Multidisciplinary Teaching In Elementary Schools. *International Journal of Graduate of Islamic Education*. DOI: <https://doi.org/10.37567/ijgie.v5i1.2635>.
<https://journal.iaisambas.ac.id/index.php/IJGIE/article/view/2635>
- [40] Bedi, A. (2023). Keep Learning: Student Engagement in an Online Environment. 27(2), 119-136. DOI:10.24059/olj.v27i2.3287.
<https://www.researchgate.net/publication/371227854>
- [41] Keyaneshia, R. (2023). Elementary Students Learning Online: Instructional Best Practices for Engagement and Ideal Characteristics for Online Learning. University of West Georgia. <https://www.proquest.com/openview/>
- [42] Sharif Nia H, Marôco J, She L, Khoshnavay Fomani F, Rahmatpour P., Stepanovic Ilic I, et al., (2023) Student Satisfaction and Academic Efficacy During Online Learning with the Mediating Effect of Student Engagement: A multi-country Study. <https://doi.org/10.1371/journal.pone.0285315>
- [43] Chaudhary, M. and Bhatta, D. (2024). Online Student Engagement and Innovative Teaching Strategies Post Covid-19. *International Journal of Innovation in Education*. Volume 8, No. 2-4. ISSN: 1755-151X. doi/abs/10.1504/IJIE.2023.136160 <https://www.inderscienceonline.com/>
- [44] Alzahrani, M., Alrashed, Y., Jdaitawi, M., Abdulghani, S., Nasr, N., Ghanem, R. and Khilif, M. (2023). Determinants Affecting Student Engagement in Online Learning: Examining Teaching Styles and Students' Computer Self-Efficacy. *Asian Journal of University Education*, [S.l.], v. 19, n. 3, p. 573-581, ISSN 2600-9749. <https://myjms.mohe.gov.my/index.php/> doi: <https://doi.org/10.24191/ajue.19i3.23965>.
- [45] Padohinog, E., Liwanag, B., & Balsicas, N. (2024). Teacher Self-Efficacy Through Achievement Goals, Instructional Strategies, and Student Engagement in the Philippine Setting. *Asia Pacific Higher Education Research Journal (APHERJ)*, 11(1). <https://doi.org/10.56278/apherj.v11i1.2618>. <https://www.pnuresearchportal.org/ejournal/>
- [46] Francis Louis E. Rala. (2023). Engagement and Academic Performance of Online Learners. *European Journal of Innovation in Informal education*, Volume 3(9), 1-20. <https://www.inovatus.es/index.php/ejine/article/view/1943>
- [47] Seegebarth, J. (2022). The Impact of Reflective Feedback Strategies on Learning Behaviors on Seventh-Grade Social Studies Students. *Action Research Papers Education* 7- <https://sophia.stkate.edu/maed>. Saint Catherine University St. Paul, Minnesota.
- [48] Agtarap, H. J., Januto, A. C., Aglibot, K. A., & Toquero, C. M. (2024). Assessment Strategies and challenges of teachers in evaluating students during online learning. *Journal of Digital Educational Technology*, 4(2), ep2418. <https://doi.org/10.30935/jdet/14863>
- [49] Herwin H., Nurhayati, R. and Dahalan, SC. (2022). Mobile Assessment to Improve Learning Motivation of Elementary School Students in Online Learning *International Journal of Information and Education Technology*, Vol. 12, No. 5, <https://www.ijiet.org/vol12/1638-IJiet-3724.pdf>

- [50] Yuhana, UL, Yuniarno, EM., Rhayu, W. and Pardede, E. (2024) A Context-Based Question Selection Model to Support the Adaptive Assessment of Learning: A Study of Online Learning Assessment in Elementary Schools in Indonesia. [Chttps://link.springer.com/](https://link.springer.com/)
- [51] Reantaso and Digo (2022). Teachers' Roles, Needs, and Best Practices in Modular Distance Learning Modality. ASEAN Journal of Open and Distance Learning (AJODL) <https://ajodl.oum.edu.my/> Vol. 14, No. 1, 2022, pp. 24 – 37.
- [52] De Jesus and Digo (2024). Lived Experiences of Teacher-Writers during the COVID19 Pandemic. International Journal of Social Science and Education Research Studies, 4(6), 582-592. <https://doi.org/10.55677/ijssers/V04I6Y2024-15>



UIJRT

ISSN: 2582-6832