

THE CHALLENGES TEACHERS EXPERIENCE IN PARTICIPATING ONLINE RESEARCH CAPABILITY TRAINING

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ABSTRACT: When the Covid-19 pandemic hit the world, everything changed. This includes the global education system. All establishments, including schools and universities, were forced to close as a result. To continue delivering education and maintaining academic progress, all teaching and learning activities were immediately converted to E-learning or Online learning. Even training and seminars for teachers and students were conducted through online platforms. This study aims to identify the challenges encountered by teachers during online research capability training conducted by the University of Science and Technology of Southern Philippines through the College of Science and Technology Education. A survey questionnaire via google form was sent out to all participants of the said training but only those who responded were considered in the analysis result shows several factors such as low internet connectivity, multi-tasking or work overload, and less time duration of the training. Though the teachers claimed that they have gained knowledge during the research capability training, some opt not to do research for the reasons that some of them lack relevant experience, are unmotivated, and limited financial support.

Keywords: challenges, research capability training, public school teachers, online training

1. INTRODUCTION

The Covid-19 Pandemic has caused significant changes in the global education system. The World Health Organization declared mandatory physical distancing in many countries in January 2020. All establishments, including schools and universities, were forced to close as a result. To continue delivering education and maintaining academic progress, all teaching and learning activities were immediately converted to E-learning or Online learning.

Online Learning, often referred to as “e-learning” is education that takes place over the internet. Incorporating technology and innovative education strategies have transformed the teaching and learning process. Online platforms have been very much popular in the academe when covid-19 hits the world. It allows learning to continue during lockdowns and mass gathering restrictions. Educational institutions all over the world are turning to online learning platforms to help them continue the process of learning. Even training and seminars for teachers and students were conducted through online platforms.

Capability training, just known as training, is the act of teaching and developing students' or learners' skills and knowledge and providing them with all of the necessary information and skills to perform their duties. Capability training for teachers is provided to help teachers improve their teaching skills and master knowledge. Teachers must be provided with regular training opportunities in order to stay on top of their game. Even the most talented teachers will fall behind if they do not strive for excellence. During the rise of covid-19 infections, training was also moved online.

Several studies have been conducted about the effectiveness of online learning and the challenges encountered during Covid 19. One of which, in the study of Cuarteros, et al, when researchers determined the impact of the capability training conducted for teachers online. The result of the study shows that the participants were able to learn and acquire knowledge in conducting research however there are some factors affecting the output of research [1]. The study by Almaiah & Al Mulhem stated that the successful usage of e-learning relies on understanding the adoption factors [2]. The objectives of the study are to explore the

critical challenges encountered during the online research capability training and reasons for not doing research.

The University of Science and Technology of Southern Philippines through the College of Science and Technology Education conducted research capability training for teachers in the Division of El Salvador, Misamis Oriental. The training was delivered via an online platform. It is part of the university's extension project, which aims to train teachers in essential research skills and prepare them to conduct research effectively.

Despite the fact that there have been many studies on the adoption of e-learning, the current study aims to identify the challenges encountered by teachers during online training.

2. RELATED LITERATURE

Online Learning is defined by Gonzales and Lous as learning through the Internet with the aid of electronic devices [3]. Several studies, however, show the need for the readiness of countries in situations like a pandemic toward education. Teachers must have full knowledge of Information and Communication Technologies (ICT). Challenges to e-learning and ICT skills of students and teachers have emerged during the pandemic. The study by Sahito and Vaisanen [4], says that teacher educators who possess ICT skills have higher job satisfaction in the field. But learning basic ICT competencies comes with several challenges. The study by Roger, identified barriers to adopting emerging technologies in education among teachers. Some of these challenges include institutional and technical support, teachers' attitudes, funding, and time to learn to use technology [5].

While Byers stated that geographical classification plays an important role in learning online. Rural areas lag behind urban areas in access to information technologies. Rural communities face two types of barriers to full connectivity to information technologies barriers to access and barriers to use [6].

Additionally, Harvey and Purell stated that the training conveyed the impression that the professional development community is still redefining its own role and is only now beginning to understand how technology can be used to support how people teach and learn [7].

According to Chaaban et al, increased workloads and prior lack of technological experience are some limiting personal factors that create anxiety in teachers during Covid-19. It appears that teacher education institutions should assist teachers in adapting their existing body of knowledge to the new norm caused by the COVID-19 pandemic and other unforeseeable social changes, rather than continually adding new training elements to their already significant workload, as they may lack the experience required to absorb this new body of knowledge [8].

Londoño-Monroy identified emerging challenges in teacher training during the pandemic, such as a lack of information command, that is evident. and communication technologies, empathy as a cognitive-emotional teacher competency, continuous student motivation maintenance, and curricular application [9].

3. METHODOLOGY

This study aims to identify the challenges encountered by teachers who participated in the online research capability training. The study used a quantitative research method. Descriptive statistics like frequency and percentage were used as part of the analysis. Data was collected through researcher-made questionnaires from the participants of the capability training. The 419 teacher participants (primary and secondary) of the conducted capability training were considered as the population of the study. Survey questionnaires (the research instrument) were sent out to all participants via google form and only those who responded were considered in the analysis. Out of 419 participants, 135 responded to the survey and were used as the sample of the study. The participants were informed about the conduct of this study and consent was requested. Under Republic Act No. 10173, also known as the Data Privacy Act, participants were assured of the confidentiality of the data, and would only be used for this purpose.

4. RESULTS AND FINDINGS

In spite of the successful conduct of the capability training [1], Figure 1 below shows the challenges encountered and Figure 2 shows some of the reasons why teachers cannot do research.

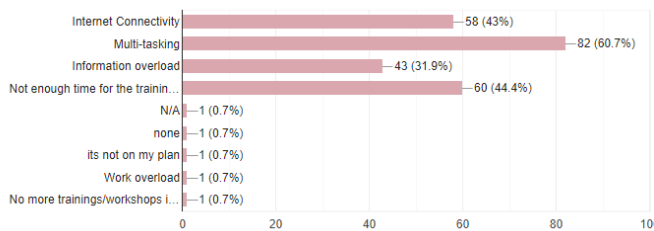


Figure 1: Challenges Encountered during the Capability Training

Most of the teachers believed that “multi-tasking” is one of their challenges. Having one training/webinar over the other. Aside of course from their core tasks. Work overload is a common problem for teachers. This hinders them to function in their full potential. Secondly, according to the teachers, there is “not enough time for the training sessions”. They want more time for them to absorb every information for it is

also a challenge especially when doing research tasks. Moreover, since the training was conducted online, internet connectivity is vital. Some of the teachers don't have a stable internet connection at home. Some depended on their mobile data.

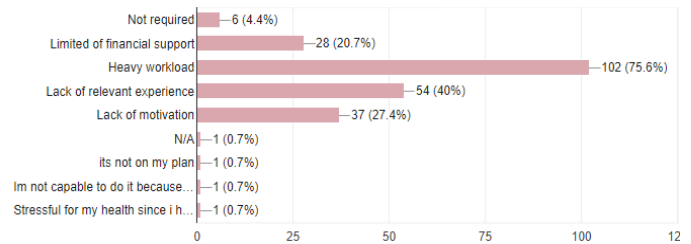


Figure 2: Some Reasons for not doing research

As shown in Figure 2, teachers do not conduct research for the following reasons, first on the list is “heavy workload” followed by “lack of relevant experience”, “lack of motivation”, and “limited financial support”. And since doing research is not a requirement, teachers are not obliged to do research.

5. CONCLUSIONS & RECOMMENDATIONS

Capability training for teachers is critical because it improves their ability to do their jobs well. It should be done regularly for teachers to be on top of their work. This is usually done face to face, inviting experts to discuss a specific topic. But during the Covid-19 era, capability training was shifted online to be able to continue learning. However, challenges were encountered when training was shifted online. In this study, the researchers visited the challenges encountered by the teachers of El Salvador City, Misamis Oriental during the online capability training for research. The result shows several factors such as low internet connectivity, multi-tasking or work overload, and less time duration of the training. Though the teachers claimed that they have gained knowledge during the research capability training, some opt not to do research.

As to the pursuit of doing research after the training, factors not being able to do it is relatively still due to the heavy workloads of a teacher and not being motivated since it is not a requirement. Therefore, it is recommended that school administrations offer research incentives and the provision of research equipment to encourage teachers' active involvement in research and a support system and community for teachers who want to pursue research. For the implementers, allocate adequate time for training and design a face-to-face set-up.

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