Level of Challenges in the Implementation of Online Learning Classes among the Teachers

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Article Info	Abstract
	The paper's main intent is to identify 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 or not 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.

Introduction

The COVID-19 pandemic has continuously affected numerous countries worldwide, and one of the gravely impacted sectors is education. The closure of the schools brought instant challenges not just for all the students but also for the teachers. Aside from preparing a lesson plan, teachers are also known as multi-taskers, and from this, it is not a surprise that they could experience challenges, which have worsened since the COVID-19 Pandemic started. This shift from the in-person modality to online or virtual classes has dramatically affected the perceptions and beliefs of teachers, who have experienced confusion about and perceived challenges from online teaching (Ozamiz-Etxebarria et al., 2020).

Furthermore, several challenges related to academic support were identified, together with the teachers' digital competence (European Survey, 2020). Also, Cardullo et al. (2021) posited that teachers were caught off guard for emergency remote instruction owing to a lack of distance education expertise and computer literacy. Clark and Mayer (2016) explained that online learning could be characterized as guidance conveyed on an advanced gadget

that is expected to uphold understanding. Teachers must integrate ICT in their classroom activities. Teachers are not the only source of learning for the students to learn in the digital era. With the emergence of advanced educational technologies and online learning settings (Noroozi & Sahin, 2022a, 2022b), various participatory student-centered teaching and learning methods such as peer feedback and peer assessment have been given attention to improve students' higher order skills and better prepare them for societal challenges (Latifi & Noroozi, 2021; Noroozi et al., 2012; Valero-Haro et al., 2019, 2022). Therefore, both teachers and learners are required to be technology literate (Restuati, Nasution, Pulungan, Pratiwi, & Safirah, 2021). It looks simple but hard to reach.

Online learning is a distance learning modality that ensures learning continuity involving technology and internet connection. Technology has a vital role in the education system, as teachers must adapt to changes in their teaching and learning activities. This has been the most crucial part as they need to achieve a supportive and interactive learning environment for the students (Malipot, 2020).

The Department of Education (DepEd) in the Philippines encourages all public elementary schools to implement a flexible learning or blended learning approach. One of the modalities of blended learning is online class. According to DepEd Secretary Briones, DepEd considers the use of self-learning modules as the primary learning tool among the students, which can then be blended with other learning delivery modalities that the student has access to (Malipot, 2020). Hence, the need to conduct online learning classes is something that teachers should invest in even if they face challenges and problems, especially in teaching subjects like Science and Math. During the actual session, some barriers that the teachers experienced range from technical like internet connectivity issues, navigating the LMS in drawing some chemical structures and illustrations, and some disruption brought by noise whenever some students recite, to socio-emotional such as inhibition of some students in recitation and engagement (Lansangan, 2020).

The proposed flexible learning has been implemented in different educational institutions. The select private elementary schools in Butuan City, Philippines, are currently implementing online classes. The shift from face-to-face classes to online has brought significant responsibilities to teachers as they are accountable for their student's performance and learning. The researchers made the scenarios mentioned above as bases to assess the level of challenges of the teachers in the following: challenges related to technology access, challenges related to students' progress, and challenges associated with preparing content for online learning.

Review of Literature

Technology access appears to be the most reported issue that hinders the smooth flow of online teaching and learning sessions. Access to the Internet, unstable internet speed due to unstable internet connection, and weak mobile data are among the issues that arose under this topic. There is a need to look into this issue as online teaching and learning require frequent synchronized and synchronized communication (Akbulut, Şahin, & Esen, 2020). Moreover, an unstable internet connection will result in less effective lesson delivery. On the other hand, unreliable devices or gadgets are another obstacle to online teaching and learning, even if the internet connection is erratic (Sadeghi, 2019).

Zhang et al. (2020) and Akbulut et al. (2020) elucidated that access to technology was the most prevalent issue in their respective study. Internet stability and availability, as well as internet-connected devices such as laptops and smartphones, are the two most crucial elements online. Thus, teaching and learning cannot occur without internet connectivity and devices.

The teachers' pedagogical practices, as in how they incorporate technology in their teaching, vary depending on their preferences, different natures of subjects, as well as unique school settings. As educators who never tried using online platforms in their teaching and learning were required to learn new skills out of a sudden, many of them are groping in the dark. Even those with prior experience using online learning tools for blended learning stated that the preparation of online lessons was time-consuming (Akbulut et al.,2020). The reason is that teaching in online settings could be different from teaching in real educational settings because for a successful outcome teachers should incorporate more participatory teaching methods like peer feedback strategies in online settings (see Latifi et al., 2021; Noroozi, 2018, 2022). Rasheed et al. (2020) said that teachers' main challenge is their unwillingness and negative perception of using technology for instruction. The most significant component of the teachers' preparedness to use mobile technologies in the teaching and learning activities is motivation. (Sharafeeva, 2022). Thus, teachers' performance may have something to do with their level of motivation.

Teachers are considered the most critical pillars of the education system. Their knowledge and experience will influence the delivery of their lessons and the use of pedagogies in their instructional teaching and learning (Mishra & Mehta, 2017). To use information and communication technology (ICT) successfully in teaching and learning, teachers must master the knowledge and skills in integrating technology to their lessons (Garba, Byabazaire, & Busthami, 2015). To put it concisely, for the best student learning outcome, it is necessary to incorporate suitable technology in teaching and learning (Mynbayeva, Sadvakossova, & Akshalova, 2017).

Teachers should be digitally competent to meet the demands of new educational challenges (Gallardo-Echenique et al., 2015). Evidently, in a study conducted by Erbas, Çipuri & Joni (2021) among primary school learners who are studying foreign language, computer-assisted learning method and traditional methods that influence learning English was compared. It was found that a computer-assisted learning environment is more effective than the traditional method in learning English (Assylzhanova, Seisenbek, Uzakbaeva, and Kapalbek, 2022). Indeed, technology-based learning is better than the chalk-and-talk method. However, limited digital competence is another challenge that hinders teachers from teaching efficiently. A similar challenge is identified by other studies (Kanwal & Rehman, 2017).

The study by Johnson et al. (2016) stated that the usual reason of teachers not utilizing technologies is that many of them are already content with their lessons. A teacher's aim for their learners to learn effectively is what makes them make ways to better their instruction, and if lesson plans meet the needs of students, there is very little motivation for the teacher to alter them (Cleaver, 2014). Teachers' personal qualities and demographics often create barriers that must be addressed before technology implementation in classrooms (Burden & Hopkins, 2016). Specifically, teachers' self-efficacy has been identified as a critical predictor of technology implementation

and use for learning (Elstad & Christophersen, 2017). Moreover, teachers not exposed to those devices lack competence in utilizing those technologies for teaching and learning (Barak, 2016).

Furthermore, online learning affects teachers' instructional and assessment practices in the education system. As defined by Heritage (2012), assessment is practiced to close the gap between learners' current status and their intended learning goals. Improving the quality of teaching and using the result to modify students' learning is solely what assessment is all about. It is popularly documented that assessment for learning can play an essential role in assisting all students to achieve high standards in their academic subjects (Herman, 2013).

Several research works on online learning were used at the level of secondary education and higher education (Arif et al., 2018). Still, several recent studies have been conducted on remote learning in elementary schools, like using zoom, Google classroom, et cetera (Beach, 2018). As people are still struggling in this pandemic, moving assessment from a physical classroom setup to an online one is challenging since frequently online teaching is mirrored to face-face strategies and practices" (Bailey et al., 2015). But Goldstein and Behuniak (2012) mentioned that what worked in the past in face-to-face settings does not necessarily work in online environments.

The Philippines is known to have the worst and slowest internet connection speed among Asia Pacific countries (The Manila Times, 2018). Internet connectivity is one of the pressing issues even before the pandemic. Robosa (2021) stated that the occurrence of the digital age limited most public-school teachers' performance. They can hardly perform tasks for the students virtually, provide an effective learning environment, and communicate with students, given that there is a shortage of resources. However, efforts should be made by governments and school principals to support teachers in incorporating online tools effectively into their instructional practices, like by fostering teachers' pedagogies aimed at providing students with guidance and motivation toward active learning (Peterson et al., 2018).

Irfan (2020) stated that 51.1% of teachers opined that online learning is challenging for students. This explains why network factors are crucial in online learning activities. In addition, teachers who typically plan, implement, and evaluate learning with a system facing face are forced to apply it in the online system. Students faced challenges with internet connection during exams, inability to concentrate, not being accustomed to different methods, and receiving no messages or mail for notifications in web-based instruction research (Özüdoğru, 2017).

Cao et al. (2010) posited that the most commonly used instructional methods were the question and answer (Q&A) format (Rasmitadila et al., 2020). The Q&A method was the easiest way for teachers to measure students' understanding of the subject matter, and the discussion method allows for two-way interaction between teachers and students. Teachers conducted the Q&A method and discussion using Zoom, Google Classroom, and PowToon. Teachers also used the lecture method due to time constraints and other problems such as poor Internet signals and the condition of virtual classrooms that are less conducive to learning. Fauzi et al. (2020) also added that teachers encountered challenges during the COVID-19 pandemic, such as lack of opportunities, poor network and internet use, planning, implementation and evaluation of learning, and collaboration with parents. Parents also play an essential role in their children's studies; as Wicakson (2016) highlighted in her research, the lack of teacher,

student, and parent knowledge on the use of technology is one of the primary reasons for the ineffectiveness of the material to the learner.

Moreover, Slavin (2012) stated in his study that when a test is administered, aspects related to the test construction itself, the student, graders, and various circumstances surrounding its administration could cause the results to be inconsistent. In the study by Hylton et al. (2016), they state that "deception and dishonesty in online exams are believed to link to their unchecked nature where students appear to have the opportunity to collaborate or utilize unauthorized resources during these assessments ."Indeed, the study of Witherspoon et al. (2012) showed that nearly 80% of those surveyed were involved in academic misconduct; the same researchers noted that those involved indicated that they would engage in mischief if the opportunity arose. On the other hand, Karim et al. (2014) concluded their review by warning of the unintended adverse effects on test-takers when remote proctoring is used to reduce cheating.

The challenge the teachers faced during the implemented online assessment is they got confused when choosing the right question. The teacher has to select the question depending on what level they are. The teacher also worries when the students look for the answer to assessments on Google or cheat with other students (Wibowo et al., 2021). In addition, numerous studies have highlighted gaps in assessment beliefs held by language educators compared to those of assessment professionals caused to short assessment engagement, lack of assessment exposure, and limited training opportunities (Sheehan, 2017). Language teacher feels heavily pressured by the availability of technology. Many language educators reported on their minimal roles in assessment matters, which has reduced their engagement within a broader range of assessment undertakings, such as developing and implementing assessments (Plakans & Gebril, 2016).

Helfaya and O' Neil (2019) observe that e-assessment and e-feedback are not still well-developed and widely used methods at many universities. Some HEIs don't have the means to implement an e-assessment because of the lack of primary tools and materials for online teaching. This is agreed by the study by Killen et al. (2017) that educational institutions need the Knowledge Management International Conference to essentially cultivate and work towards establishing proper infrastructure, responsive policies, and positive culture that complements and spurs effective digital practices. In the study of Farmer et al. (2019), teachers were both concerned by a lack of control of course content and relieved by having fewer responsibilities. Online institutions should consider this complex tradeoff and determine how teacher responsibilities for course curriculum should be balanced so teachers can deliver students the highest quality learning experience, keep teacher workload manageable, and enjoy professional fulfillment from pedagogical autonomy.

In preparing content for online learning at the time of transition into online education, teachers were required to be able to utilize the online learning platforms immediately. However, having little experience in online teaching caused teachers to lack online teaching skills. Thus, they faced issues in preparing teaching materials and content that accommodate students' different levels, creating suitable methods for all students, and preparing for online lessons (Izhar et al., 2021). Currently, not only do teachers need to apply suitable teaching strategies to realize the objectives of the lessons, but they also need to consider other external factors that can contribute to the success of

online teaching (Zhang et al., 2020).

Technology access is considered the most reported challenge that hinders the smooth flow of online teaching and learning sessions. Limited internet access due to unstable internet connection, unstable internet speed, and insufficient data or those using mobile data are among the challenges that arose under this theme. Zhang et al. (2020); and Akbulut et al. (2020) reported access to technology as the most prevalent challenge in their respective study. Zhang et al. (2020) highlighted that online learning systems often become overwhelmed and crash due to large volumes of users. Besides, places with challenging geographical structures, such as mountainous and rural localities, usually have little to no access to technology. In this study, some teachers voiced out that "slow or sometimes no internet access" was what they faced while preparing for online classes.

Teaching in a virtual environment is not as easy as it seems. It involves much preparation, such as delivering and developing the content, executing the lesson, tracking and reporting students' progress, and integrating other software into one learning platform. Even teachers with prior experience using online learning tools for blended learning expressed that the preparation of online lessons was time-consuming (Akbulut et al., 2020). This issue arose because teachers were unfamiliar with the chosen online teaching platforms (Zhang et al., 2020; Zhou, Wu, Zhou, & Li, 2020) and how to look up materials that suit the national syllabus. Besides, teaching from home during school and nursery closure added parental burden on some teachers as time management was a big challenge.

Martin et al. (2019) stated that an ideal online teaching and learning session occurs when the teacher can communicate and complete the online task. Communication self-efficacy involves a teacher's ability to express themselves through writing, video/audio, conducting synchronous or asynchronous lessons, and how a teacher uses the available online applications such as Google Classroom for LMS or social media platforms such as Whatsapp and Telegram for effective communication in online T&L. During the movement control, teaching was conducted at teachers' respective houses. With that, a teacher's home environment plays a role in determining the success of an online class. As the first country in the world to implement education via online platforms, China discovered that environmental distractions such as house chores and kids were significant challenges faced by teachers when conducting online classes. Teachers who are also parents are more susceptible to their home environment, which may influence their focus on online courses. As their kids were also at home due to school closure, they had to juggle house chores such as preparing meals, monitoring their kids' online classes, and cleaning and to prepare their online courses (Reimers & Schleicher, 2020; Zhang et al., 2020).

The solutions proposed to such problems and challenges usually are "techno-training" for both teachers and learners, both before and during the course. The Blackboard test and assignment software have generated various online exercises for each lesson. Online exercise questions are highly time-consuming but very sophisticated and user-friendly. The types of questions teachers can choose from are also extensive: Blanks, Matching, Multiple Choice, Ordering, Short Answers, True/False, and Essay. A lot of effort to exert by teachers to coordinate classes in virtual classrooms (Rosalina, 2020).

Method

Research Design

The design used in the study is the quantitative research method to collect and analyze the data from the participants through survey-questionnaires. For the purpose of this study, the researchers used online survey method. This study utilized a descriptive method for it described the participants' level of challenges in the implementation of online learning.

Research Locale

The study was conducted in Timber City Academy and CFC-School of the Morning Star. The Timber City Academy is located at Montilla Boulevard, nearby to PLDT Cruztelco and close to Prince Hotel Butuan City, Philippines. On the other hand, the CFC-School of the Morning Star is a Catholic Educational Institution located at Villa Kanangga Road, Butuan City, Philippines. The distance is 100 meters away from the back of Butuan City Capitol. Both schools are implementing online classes during the pandemic.

Participants of the Study

This study involved the select private elementary schools in Butuan City which include the Timber City Academy and CFC- School of Morning Star. The study used complete enumeration which means that all teachers in both schools are involved in the study.

Sampling Design

The researchers used non-probability sampling which is a complete enumeration in determining the actual number of participants of the study. The study considered 100% of the total population of private elementary school teachers in the previously-mentioned schools in Butuan City, Philippines as participants of the study.

Research Instrument

This study assessed the level of challenges in the select private elementary schools in Butuan City, Philippines. To have convenient access of survey questionnaires, the researchers utilized an online-generated survey questionnaire using Google Forms. The first part of the survey is about the demographic profile of the teachers which concerns their school where they are employed and sex.

The questionnaire used is consist of two parts. First is the demographic profile and the second part contained ten (15) items which is divided according to the following domains: challenges related to technology access (5 items), assessing students' progress (5 items), and preparing content for online learning (5 items). Each domain is rated on a four-point Likert scale. The four-point scale is rated as follows: Strongly Agree-4, Agree-3, Disagree-2, and Strongly Disagree-1 point.

Validity and Reliability of the Research Instrument

The researchers used a survey design which goal is to develop a scale to measure the teachers' level of challenges in the implementation of online learning. The research instrument was modified to suit the objectives of this study and the content underwent a validation process by three (3) identified research experts. For the reliability of the questionnaire, the instrument was piloted to fifteen (15) teachers of Enfant Cheri Study Centre, Inc., a private school located at P-1A, Upper Doongan, Butuan City, Philippines. The responses of the participants gathered in the pilot testing were statistically treated. The alpha coefficient for the fifteen (15) items is .955 which means that the items have relatively high internal consistency, hence the questionnaire is considered highly reliable.

Data Gathering Procedure

The researchers sent two (2) separate letters addressed to the school principals of the selected private schools to ask permission to allow them to conduct a survey. The researchers gathered the data through an online generated survey via Google Forms with an attached consent. To address the participants' convenience, the link to the form was shared through Facebook Messenger. The researchers assured participants that they maintained the confidentiality of the participants' data.

Scoring and Quantification of Data

The answers of the participants on the level of challenges in each item specification: challenges related to technology access, assessing student's progress, and preparing content for online learning's subscale were administered using the proceeding scale of statistical mean, range, value and its descriptive equivalent that is shown below:

Response	Scale	Range	Interpretation
Strongly Agree	4	3.50 – 4.00	The level of challenge is very high
Agree	3	2.50 – 3.49	The level of challenge is moderately high
Disagree	2	1.50 – 2.49	The level of challenge is fairly high
Strongly Disagree	1	1.00 – 1.49	The level of challenge is very minimal

Statistical Treatment

Frequency Counts and Percentages was used in describing the profile of the participants. Also, weighted mean was utilized to measure the central location of the responses of the participants and determined the overall remarks of their responses.

Independent t-Test was utilized to get the significant difference in the participant's responses when grouped according to profile; school taught and sex and One Way Analysis of Variance (ANOVA) was applied to identify whether or not there is a significance difference in the participant's responses when grouped according to school taught and sex.

Results and Discussion

What is the demographic profile of the teachers in terms of school and sex?

School

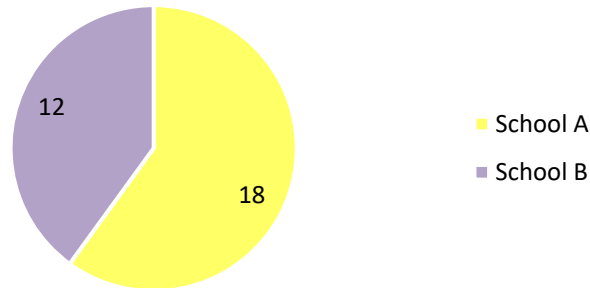The participants' profile in terms of school taught is presented in Figure 3.

Figure 1. Graphical Representation of the Participants' School

It is shown in Figure 1, that there are 18 participants in School A which is 60% of the total number of participants. On the other hand, there are 12 participants in School B which is 40% of the total number of all the participants. Majority of the participants are from School A.

Sex

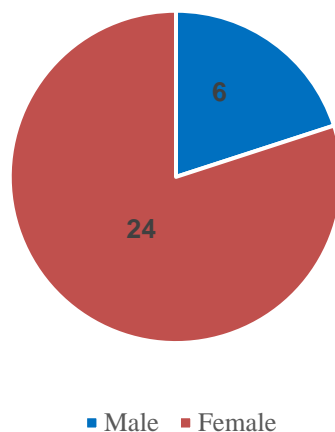The participants' profile in terms of sex is presented in Figure 2.

Figure 2. Graphical Representation of the Participants' Sex

The figure indicates that six (6) of the participants are male which is 20% of the total number of all the participants, while twenty-four (24) of the participants are female which is 80% of the total number of all the participants. This means that majority of the participants are female.

What is the level of challenges in the implementation of the online learning in the new normal experienced by the participants in terms of challenges related to technology access, challenges related to assessing students' progress, and challenges related to preparing content for online learning?

Table 1 presents the level of challenges related to technology access among the participants.

Table 1. Mean Distribution of the Level of Challenges in the Implementation of Online Learning Classes Experienced by the Participants in terms of Challenges Related to Technology Access

Indicators Technology Access		Level of Challenges		Interpretation
		Mean	Description	
1	I do not have confidence in integrating technology in class.	2.13	Disagree	The level of challenge is fairly high
2	I am not familiar with online learning tools (e.g. Zoom, Google Meet, & Google Classroom)	2.00	Disagree	The level of challenge is fairly high
3	I have internet connection problems during online learning classes.	3.17	Agree	The level of challenge is moderately high
4	I cannot manage the class well if some of my pupils are experiencing internet connection problems during online classes.	2.90	Agree	The level of challenge is moderately high
5	I am not familiar with the copyright laws that govern the acceptable use of technology. (Including using material from the Internet)	2.50	Agree	The level of challenge is moderately high
Overall Weighted Mean		**2.54**	**Agree**	**The level of challenge is moderately high**

Range of means: 3.50-4.00 Strongly Agree; 2.50-3.49 Agree; 1.50-2.49 Disagree: 1.00-1.49 Strongly Disagree

As shown in the table, indicator number three (3) stating that I have internet connection problems during online learning classes gained the highest mean of 3.17. This means that the participants agreed that the level of challenge they experienced is moderately high. On the other hand, indicator number two (2) which indicates that I am not familiar with online learning tools (e.g. Zoom, Google Meet & Google Classroom) gained the lowest mean of 2.00 which means that the participants' level of challenge is fairly high. The overall weighted mean on the challenges related to technology access is 2.54 or agree which is interpreted as moderately high.

The data suggest that the participants' level of challenge related to technology access is moderately high. This further means that the participants are challenged in terms of the technology access particularly on the internet connectivity. Evidently, they experienced internet connection problems during online learning classes.

According to the study of Clarin and Baluyos (2022), poor internet connection was considered the main problem for both teachers and students in conducting online classes. If teachers or students fail to connect, classes are jeopardized because there can be no teaching and learning if there are no teachers and students' connections. Moreover, this was one of the challenges that teachers face which is beyond their control. The absence or the poor internet connections greatly affect continuity of lessons and poor attendance of students because they used internet connectivity as an excuse for their inability to work with their schoolworks. Also, Zhang et al., (2020) and Akbulut et al. (2020) reported access to technology as the most prevalent challenge that arose in their respective study. Internet availability and stability, as well as internet-connected devices such as laptops and smartphones, are the two most crucial elements in online. Thus, without proper internet and devices, the lesson cannot take place.

Challenges Related to Assessing Students' Progress

Table 2 displays the level of challenges related to assessing students' progress among the participants.

Table 2. Mean Distribution of the Level of Challenges in the Implementation of the Online Learning Classes Experienced by the Participants in terms of Challenges Related to Assessing Students Progress

Indicators Assessing Students' Progress		Level of Challenges		Interpretation
		Mean	Description	
1	I find it difficult to use computer in designing assessment.	2.17	Disagree	The level of challenge is fairly high
2	I find it difficult using assessment tools from the internet.	2.2	Disagree	The level of challenge is fairly high
3	I am struggling when there is electricity and internet connectivity interruption in the middle of online class (e.g during oral recitation, slow internet when accessing the test online).	3.40	Agree	The level of challenge is moderately high
4	I find it difficult to assess my student who is enactive during online class	3.17	Agree	The level of challenge is moderately high
5	I am having a hard time keeping my student motivated to learn,	2.33	Disagree	The level of challenge is fairly high
	Overall Weighted Mean	**2.67**	**Agree**	**The level of challenge is moderately high**

Range of means: 3.50-4.00 Strongly Agree; 2.50-3.49 Agree; 1.50-2.49 Disagree: 1.00-1.49 Strongly Disagree

As reflected in the table, indicator number three (3) stating that it is a struggle whenever there is electricity and internet connectivity interruption garnered the highest mean of 3.40 which described as agree and interpreted as moderately high. However, it is shown in the indicator number one (1) that exhibits the difficulty in using the computer in designing assessment gained the lowest mean of 2.17 which is interpreted as fairly high. The overall

weighted mean is 2.7 which indicates that the level of challenges in terms of assessing students' progress is moderately high.

The data suggest that the participants' experience a moderately high level of challenges related to assessing students' progress. This further conveys that the teachers may have difficulty assessing their learners' performance using online platform. Honesty and integrity in answering the exams is a challenged for most of the online teachers. According to Lansangan (2020) some barriers that he experienced having the virtual classroom is navigating the LMS caused by the slow internet connectivity. This also caused inhibitions of some students to recite and engage in the class. Also, according to Herman (2013), assessment plays an important role in determining the effectiveness of the teaching and learning process. Its importance is widely documented as for the student to achieve high standards in their academic subjects.

Also, it is a real struggle if the student is usually enactive in the online class with or without excuses. As the lessons are connected mostly, if the student fail to comply in a specific lesson then the students will most likely to fail the next lesson. For other instances, parents also play an important role in the studies of their child as what Wicakson (2016) highlighted on their study. The lack of teacher, student and parent knowledge on the use of technology is one of the major reasons of ineffectiveness of the material to the learner. Parents' lack of knowledge in navigating the computer is also one of the contributing factors in the teachers' difficulty in assessing the students' progress. In addition, teachers' struggle during the implementation of online assessment is something that is expected due to insufficient assessment engagement, lack of assessment exposure and limited training opportunities (Sheehan, 2017).

Challenges Related to Preparing Content for Online Learning

Table 3 shows the level of challenges related to preparing content for online learning among the participants. As shown in the table, indicator number four (4) states that I find it hard to prepare content for online learning as it takes a lot of time and effort gained the highest mean of 2.63 and which is interpreted as moderately high. Meanwhile, indicator number five (5) which indicates that I have difficulty in finding a reliable source for content got the lowest mean of 2.30 which tells that the participants' level of challenge is fairly high. The overall weighted mean on the challenges related to preparing content for online learning is 2.52 and which is interpreted that the level of challenge is moderately high. The results imply that the participants is having difficulty when it comes to preparing a content for online learning due to factors such as poor internet connectivity, inequality of opportunity such as technology, and other resources to create creative content, lack of time and effort.

In this study, poor internet connectivity is still one of the major challenges in the online distance learning. Mailizar et al. (2020) revealed in their research that the lack of knowledge, skills, and devices, internet connection, irrelevance and issues with system access were among the challenges experienced by teachers and students in the implementation of online learning amidst pandemic. They were live course connection problems, file upload problems, system log.in problems, video problems. These problem may have arisen from the devices used by the teachers, internet speed and capacity of system-related current moods.

Table 3. Mean Distribution of the Level of Challenges in the Implementation of the Online Learning Classes Experienced by the Participants in terms of Challenges related to Preparing Content for Online Learning

Indicators Preparing Content for Online Learning		Level of Challenges		Interpretation
		Mean	Description	
1	I find it hard to download information online for content due to poor internet connectivity.	2.60	Agree	The level of challenge is moderately high
2	I am struggling in making a creative content using online resources.	2.53	Agree	The level of challenge is moderately high
3	I have limited resources for content creation.	2.53	Agree	The level of challenge is moderately high
4	I find it hard to prepare content for online learning as it takes a lot of time and effort.	2.63	Agree	The level of challenge is moderately high
5	I have difficulty in finding a reliable source for content.	2.30	Disagree	The level of challenge is fairly high
	Overall Weighted Mean	**2.52**	**Agree**	**The level of challenge is moderately high**

Range of means: 3.50-4.00 Strongly Agree; 2.50-3.49 Agree; 1.50-2.49 Disagree: 1.00-1.49 Strongly Disagree

Fauzi et al. (2020) revealed that teachers experience a variety problems during COVID-19 pandemic such as lack of opportunities in online learning applications, network and internet use, teacher's planning, evaluation, implementation and collaboration with parents. The experience of participants in the process were lack of internet, limited or poor internet connectivity, lack of computer, unsuitable smartphone for the courses, and inequality of opportunity. This means that the participants were unprepared in the implementation of online learning and had to participate with limited knowledge about technology and limited opportunities.

In addition, some participants in the select private school were living in the center. Thus, some tried to participate from the village with various internet problems. Similarly, Apriyanti (2020) stated that the lack of internet access and digital tools in villages or rural areas was a barrier to online courses.

Is There a Significant Difference Between the Teachers' Levels of Challenges When They Are Grouped According to Profile?

School

Table 4 shows the significant difference in the participants' level of challenges when grouped according to their schools.

Table 4. Significant Difference between the Participants' Level of Challenges when grouped According to School Taught

Participants	*P* value	Remarks	Decision
School A and School B	.274	Not Significant	Do Not Reject Ho

*tested at 0.05 level of significance

The table shows that there is no significant difference in the level of challenges between groups having significant values which are higher than 0.05 levels of significance tested for analysis. Thus, the null hypothesis is not rejected. The data means that the participants have similar level of challenges in the implementation of online learning classes regardless of the schools where they are affiliated with.

Gender

Table 5 presents the significant difference in the participants' level of challenges when grouped according to gender.

The results show that there is no significant difference between the teachers' level of challenges when grouped according to gender. This was verified by a *p* value of 0.217 that is higher than the 0.05 level of significance set for analysis. Thus, the null hypothesis is not to be rejected.

Table 5. Significant Difference on the Participants' Level of Challenges when grouped According to Gender

Participants	*P* value	Remarks	Decision
Male and Female	.217	Not Significant	Do Not Reject Ho

*tested at 0.05 level of significance

The data entails that the participants have similar level of challenges in the implementation of online learning classes regardless of their gender.

Conclusions

In terms of assessing students' progress, technology access and preparing online content, most of the teachers in the select private schools agreed that it is difficult for them to integrate technology in class when internet connectivity is poor. When there is a barrier between the student and teachers during online class, teachers have difficulty in using the ICT for their online class, they have a hard time giving assessments to learners to monitor their progress, and they also have difficulty in designing their lessons or content via the online platform. The study further reveals the challenges experienced by the teachers may be caused by the abrupt implementation of an online class. Teachers are still adjusting and learning how to integrate technology in the teaching and learning process. Hence, teachers should exert some more effort to learn how to integrate e-learning tools and try to explore and not just stick to the basics as it will give students also a sense of excitement having to meet a different kind of assessment while browsing the lesson on the web. Also, the teachers is having difficulty when it comes to

preparing content for online learning due to poor connectivity, inequality of opportunities such as technology, and other resources to create creative content. During this COVID-19 pandemic, people can realize the difficulties faced by the teachers and students and create a humanizing pedagogy approach that is inclusive and sensitive for both teachers' and students' needs. It is important and necessary to support the enhancement of technological knowledge and skills of teachers in order to make them more equipped and to remove barriers to online teaching and learning**.**

Recommendations

Based on the results of this study, the following recommendations are forwarded: (1) the school may initiate and fund a seminar-workshop for ICT integration in online learning for teachers every quarter of the School Year for them to learn ICT integration while also teaching a class; (2) the school administrators may use the training design developed in this study as their guide in honing their teachers' skills in integrating ICT in teaching and learning process. They may give emphasis on the importance of ICT literacy skills by providing and allowing students to use schools' computer units with free internet services; (3) teachers may allocate an effort to learn how to integrate computer and internet tools and try to explore and not just stick to the basics as it gives student also a sense of excitement having to meet different kinds of assessments while browsing the lesson on the web; (4) teachers and pre-service teachers may also benefit from using the training design as their guide. They are highly encouraged to participate in such training related in ICT integration for them to be more equipped with appropriate knowledge and skills on online teaching and learning; (5) parents could be the source of motivation for the learners to do well in class and they could teach their children how to operate the computer. Parents may act as facilitators during a virtual classroom and it would be a great advantage if they could give their full support; (6) Department of Education may focus on producing quality and globally competitive teachers; ones that are competent to maneuver ICT tools; and (7) future researchers who wished to address the challenges and needs of the online teachers, are encouraged to consider increasing the scope as well the number of participants in their future study. The result of this study may differ from others, thus, the researchers highly encouraged the future researchers to explore other ways where they could get authentic responses from the participants.

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