

Challenges on E-Learning of Basilan State College Faculty Members During Post-Pandemic

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Abstract— *E-learning provides an advantageous remedy for teachers to enhance or augment the learning activities of the students. However, the presence of many challenges hinders the effectiveness of E-learning during the post-pandemic. The common denominator of all challenges emanates from the weak or non-availability of internet connectivity. Moreover, the attitude and behaviors of students supplement the uncertainties in providing quality instructions during online activities.*

Keywords— *E-learning, Basilan State College, Challenges, Post-COVID-19, Faculty.*

I. INTRODUCTION

This Covid-19 pandemic had created a barrier in the educational system. To continue learning in times of pandemic, E-learning was introduced by almost all higher institutions across the globe. E-learning is an effective tool for teaching and learning environments, especially during the pandemic. According to Kearsley [2], online learning as a social activity is more on an individual aspect. However, the quality and quantity of interactivity can vary dramatically from course to course [11]. One more thing, the delivery of learning at home has been challenging for teachers, in which the accessibility, availability, and use of generation in training aren't widespread [3]. Apart from this, teachers' negative virtual talents are among the challenges in turning in powerful learning [4], and little notion has been given to teach them a way to control students' social, physiological, and mental issues. While better schooling establishments have normally controlled to enforce coaching and studying where the use of online methods is geared globally but the structures and assets in growing international locations are inadequate [5]. University instructors in growing international locations frequently mold the usage of technological sources to deal with demanding situations and to enhance their coaching and learning [10]. Consequently, the transition to online coaching became smoother in growing nations as compared to advanced nations [9]. Kearsley [2] points to the importance of instructor skills in creating and managing interaction in online classes, particularly when collaborative learning is required.

On the other hand, Information Technology (IT) is an important mechanism in the development of learners. Nowadays, the demanding situations to get the right of entry to E-learning are much less due to the fact each newbie and instructors are not skilled in technology. However, the superb possibility of understanding and interacting with the integration of IT by teachers are commendable during the

pandemic [7]. According to Prensky [8], today's novices are specific from their predecessors due to the fact they're a local audio system of the technological language. The interplay with the digital and virtual global through interactions of today's inexperienced persons with exceptional types of generation for numerous functions enabled the teachers to be energetic recipients of e-learning [12].

Even before the COVID-19 Pandemic, the use of IT is already well-known in western countries. As technology becomes more readily available in many parts of the globe, virtual communities, as well as new types of student population, have emerged, resulting in a need for more online learning opportunities for students [1]. Due to these technological advancements in online education, e-learning has become an integral part of distance education and virtual classrooms that incorporate the use of various new technologies and infrastructures [6].

The main purpose of this paper is to evaluate challenges encountered by faculty members during the post-pandemic. It is to identify problems or difficulties experienced by the faculty members during the implementation of limited face-to-face classes.

II. METHODOLOGY

This paper employed a qualitative research design. Data were gathered through focus group discussions. The participants were purposely selected following certain criteria such as knowledge of ICT and the use of e-learning for the learning-teaching environment. Before the interview, proper health protocol was strictly observed.

III. FINDINGS AND DISCUSSIONS

At present, the Basilan State College is not readily available for full face-to-face classes due to limitations set by the government. Due to clearances and other necessary documents as part of the government health protocol, the institution shifts to adopt blended learning in which only 50% of the students are allowed to attend their classes. Faculty members regardless of their specialization are required to use E-learning for those students that are not required to attend the face-to-face.

Computer Managed Learning (CML)

The computer-managed learning is the use of computers to manage and assess the learning processes of the students. One of the most common challenges in using the CML is the

retrieval of the learning materials due to internet connectivity.

According to Respondent 4:

"The students were not able to download the lectures uploaded due to internet connectivity."

Moreover, the non-availability of the portal for the student to access any information regarding their performance is more challenging during the post-pandemic even during COVID-19.

According to Respondent 3:

"There is no available portal for us to monitor our status or grades."

Respondent 10 reiterated that:

"There is no portal developed by the institution to provide information about our status."

It seems that CML should be given emphasis even after the pandemic because this is very important for the students to access basic information needed not only for their performance but also for other purposes such as information about their grades, payments, etc.

Computer Assisted Instruction (CAI)

Computer-Assisted Learning (CAL) is the integration of ICT equipment in teaching. The use of multimedia together with the traditional teaching method. In the case of faculty, the accessibility of the faculty for ICT equipment such as a projector and computer laboratory is limited. According to Respondent 8:

"We have only one projector available in the office. Most of the time we use our personal computer in our classes."

Moreover, some faculty members are not well equipped with knowledge and skills in using ICT such as preparation of presentations and lessons. According to Respondent 3:

"We have no training in computers, and we find it hard in making our presentation."

During the pandemic, it seems that faculty members preferred to use the modular approach using traditional methods rather than integrating computer-aided instruction.

Synchronous Online Learning

Synchronous online learning is about teleconferencing or videoconferencing during classes. The most commonly used for online classes are zoom and google classroom. According to Respondent 5:

"I used both zoom and google classroom. I used google classroom for the exam and assignment, and for giving advance instructions. However, during reporting, they prefer zoom."

Asynchronous Online Learning

Asynchronous online learning uses real-time communication during classes. The most common application used is Facebook messenger. The application becomes popular because of weak internet connectivity. According to Respondent 1:

"Students prefer Facebook messenger because of accessibility."

According to Respondent 9:

"Messenger is easy to use for the student and no need to have a stronger internet signal."

Fixed E-Learning

Fixed e-learning provides the students with the same information during the learning process. The challenging part for the faculty members is that not all students received the information. According to Respondent 7:

"Most of the time, the student did not receive the information we provided."

In addition, almost all areas outside the city limit do not internet signal. Thus, it is challenging for both students and teachers to maintain online communication. According to Respondent 1:

"Some of our students reside in far-flung areas in which no internet signal is available in that area."

Adaptive E-Learning

Adaptive learning is an innovative e-learning method that allows students to learn individually. This method is effective to determine individual unique performance. However, it is challenging on the part of the teachers because they need to thoroughly check and prepare unique assessment tools. According to Respondent 4:

"Sometimes we give unique activities to students but it is challenging for us to check the output due to time constraints."

Respondent 2 re-iterated that:

"We find it difficult to check the output by using individualized activities because we need to use different rubrics."

Adaptive learning is good but cannot be used oftentimes because of the teacher's difficulty in monitoring the output and providing the appropriate teaching techniques. According to Respondent 10:

"We need to adapt unique teaching techniques for each student in using adaptive learning."

According to Respondent 9:

"It is difficult to monitor the output of the students because of differences."

Linear E-Learning

Linear e-learning is a one-way communication in which the teachers provide learning materials through multimedia such as television. The learning materials are pre-recorded and students cannot interact freely during the session. On the part of the faculty, uploading the video and other learning materials takes time. Respondent 1 says:

"It is difficult to upload video on my part and sometimes I need to wake up late at night just to upload the learning materials."

Also, Respondent 1 says:

"In the secondary, they have official TV stations because the lectures all over the country are the same. However, in our case,

each teacher must prepare a video intended only for his/her class.”

Interactive Online Learning

Interactive online learning provides a good avenue for both teachers and students because it allows the teachers and students to communicate with each other through the use of online communication. The most commonly used platform by teachers in communicating with students is Facebook messenger. The most common challenge using interactive online learning is the punctuality of the students. The difficulty of checking the presence of the students during the discussion and the absence of some motivational factors hinder them to participate in the chat. According to Respondent 5:

“It is very challenging to motivate the students.”

Respondent 8 says:

“It is hard for me to detect whether the student is reading the discussion in the messenger, and some of them simply sign in but have no reaction for the duration of our online classes.”

Individual Online Learning

Individual online learning refers to the number of students participating in achieving the learning goals through individual participation. The similarity and plagiarism of the output is the most challenging task for teachers. According to Respondent 10:

“The student didn’t read the lecture but rather they use google to search for the answers.”

Also, Respondent 7 says:

“During actual the score in assessment is low but during the online quiz they scored higher because student shared their opinion.”

Collaborative Online Learning

Collaborative online learning refers to multiple students learning and achieving their learning objectives together as a group. The students work together and practice teamwork to achieve their common learning objectives. However, some students rely on the output of their peers and sometimes copied the work of others. According to Respondent 2:

“During grouping, some students rely on others. The usual practice is that the students copied the work of others.”

IV. CONCLUSION

E-learning provides an advantageous remedy for teachers to enhance or augment the learning activities of the students. However, the presence of many challenges hinders the effectiveness of E-learning during the post-pandemic. The common denominator of all challenges emanates from the weak or non-availability of internet connectivity. Moreover, the attitude and behaviors of the students supplement the uncertainties in providing quality instructions during online activities.

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