
Stick to Click: Challenges and Approaches from Traditional Education to Virtual Education Among Selected Private Schools in Baguio City

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ABSTRACT

This descriptive study was conducted to assess the level of challenges and approaches from traditional education to virtual education among selected private schools in Baguio City for the school year 2020 – 2021 in the aspects of instruction, psychology, and resources which became the basis for a proposed framework for private schools from the shift to traditional education to virtual education.

This study covered the population of 107 teachers and 14 principals who experienced the transition of traditional education to virtual education in selected private schools. Mean, ranking, and Pearson correlation were used as statistical tools to quantify the data. It utilized survey questionnaire which was adopted from Reimers and Schleicher, QuestionPro, the Hanover Research and Council Creative Commons Attribution 4.0 International License. Themes were identified from the qualitative responses.

The findings of the study revealed that the teachers experienced high level of challenges in the transition from traditional education to virtual education. It is also interesting to know that the teachers also observed high level of approaches in the transition from traditional education to virtual education. Findings imply that there was no significant relationship between the challenges experienced to the observed approaches by the teachers to the transition from traditional education to virtual education. It revealed that the approaches executed in the transition were just enough to aid the challenges in the transition from traditional to virtual education.

This study, thereby, recommends to reinforce school transitions on learning modalities, inventory of school resources, planning for school marketing, online distance learning, curriculum evaluation, teachers' training according to the educational trends, improving facilities, data privacy, and improvement of buildings and laboratories to advance schools in the new normal.

- **Keywords:** *Principals or administrators*
 - *Traditional education*
 - *Virtual education*
 - *Online Distance Learning*
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INTRODUCTION

Teachers use pointing sticks to direct students in their lessons in Face to Face learning set - up. Pointing sticks helps students focus on concepts that the teachers teach in the usual classroom set - up. Pointing sticks is used to direct students' gazes (Dreblor 2018). The pandemic shifted this strategy into clicking lessons through the web in order to deliver learning. Teachers in the present are able to engage students through the challenges of the stroke of a digital pen or by clicking a remote hand - held device which is called a mous (David, 2017). The use of information and communication technology in education enhances education and learning by enhancing learning effectiveness and playing a catalytic role (Asare, 2020). The transition of these platforms during the pandemic has been a roller coaster ride for administrators, teachers, and students.

Classes in all schools in Baguio City were suspended from April to May in 2020. There were 14 positive cases that were recorded and Mayor Benjamin Magalong implemented stringest measure to prevent the spread of the virus (Cabreza, 2020). Due to this imposed strict precaution by Mayor Benjamin Magalong, schools were shut down and forced to plan

for remediation program since the school year 2019 – 2020 was not yet done. School leaders had regular online meetings and plannings to finish the school year.

The schools in Baguio City were set to take virtual education in the remaining school year 2019 -2020 and the coming school years to forestall the conceivable spread of the new infection that caused the Covid sickness (Coronavirus). Carol Verano, DepEd Baguio City Schools superintendent, said technical modalities would be involved by the instruction office in the City until such time that a face-to-face system for learning would be permitted by the office (Llanes, 2020). The coronavirus (COVID-19) widespread required workforce and learners to adjust to an uncommon challenge and quickly move from conventional face-to-face instruction to remove learning designs through virtual classrooms.

Basic education made a sudden shift from traditional education to virtual education. It had been a continuous struggle in 2020 on how to continue education amid the country's health emergency (Khalil et al., 2020). Instructions after Covid-19 were considerably diverse in numerous regards (Beale, 2020). Long-term plans for this season of online learning are vital. It takes some time to control the country's current situation and it is best to plan according to the welfare of the learners.

Learners proceed with instruction outside the school building. (Ahmed et al., 2017). With these unexpected circumstances, virtual education plays a big role for continuous and innovative learning in the future. This supports the advocacy of education for all.

As the DepEd mandates education for all, students' learning goals and accessibility of resources are limited. Virtual learning offers numerous benefits that conventional programs do not give, such as openness from anyplace at any time, nonconcurrent talks with classmates, prompt criticism on tests, and adaptability. Be that as it may, despite the benefits of virtual learning, it is not continuously simple to actualize (Ahmady, Shahbazi, & Heidari, 2020). Due to COVID-19, virtual education might be considered as a watershed moment in education. Traditional college degree programs lack numerous advantages, like access from anywhere at any time, asynchronous chats with peers, rapid feedback on examinations, and flexibility (Ahmady, Shahbazi, & Heidari, 2020).

The proposed study could add to research on the factors previously mentioned and further the understanding of online learning transitions as virtual education in basic education. The core goal of the current study is to enhance and detail the understanding of adapting virtual education in basic education.

METHODOLOGY

In this study, the researcher employed mixed – method triangulation design. Quantitative and qualitative research were used to gather data to verify the result. Quantitative research method was used in the first part of the study to determine the level of the challenges experienced and the approaches observed by the private school teachers from traditional education to virtual education. On the second part of the study, qualitative research in the form of interview was used to obtain the experiences and approaches from traditional education to virtual education by the principals or administrators.

The information derived from the study utilized both the research methods to provide a clearer perspective on the experiences in challenges and observed approaches of the respondents which became very vital for the framework guide for private school in the shift from traditional education to virtual education.

Population and Sampling

The respondents of the study were 107 Grade 10 teachers and 14 principals/administrators in selected private schools in Baguio City for the school year 2020 – 2021. The researcher used total enumeration to determine the population of the respondents.

Data Gathering Procedure

In gathering the data of the study through questionnaires, the following steps were observed:

1. The researcher waited for the approval of the school head to utilize the survey questionnaire to the teachers.
2. The researcher distributed the questionnaires through online or e-mail.
3. After a week, the researcher checked all the data through the internet.
4. Interpretations and results were prepared and computed by the researcher.

The researcher went to the school to interview the principals/ administrators face-to-face or interviewed online and used Google forms for the survey questionnaire. The researcher interviewed all the principals/administrators in months. The researcher was able to finish the process in a month. The interview questions and answers were transcribed. With this, the themes were formed to confirm the results in the survey questionnaire.

RESULTS AND DISCUSSION

The study sought to assess the transition level of challenges and approaches of private schools from traditional to virtual education in the school year 2020 -2021 on the selected private schools in Baguio City. This is to gather information on the level of challenges experienced by the teachers and the approaches they have observed on the approaches to these

challenges. Interviews were conducted to the principals or administrators to confirm the transitions on the challenges experienced and the approaches observed by the teachers. The hypothesis sought to find the significant relationship between the challenges and approaches in traditional education to virtual education. From these findings, an enhanced framework from traditional to virtual education is developed.

1. The level of challenges experienced by the teachers

1.1. Instructional aspect

The challenges in instructional aspect that the teachers mostly experienced is working time to organize and structure the materials of the lessons for online distance learning which has a mean of 3.11 while the challenge that they least experienced is supervision of oral examination with mean of 2.20. The total average mean of the challenges in the shift of modality from traditional to virtual mode of learning in instructional aspect is 2.72 wherein the teachers experienced a high challenge.

1.2. Psychological aspect

The challenge in psychological aspect that the teachers mostly experienced is speaking “in the void” through a camera, without face-to-face contact with the students which has a mean of 3.06 while the challenge that they least experienced is awareness of being observed in one’s own private household with mean of 2.45. The total average mean of the challenges in the shift of modality from traditional to virtual mode of learning in psychological aspect is 2.72 wherein the teachers experienced a high challenge.

1.3. Resources aspect

The challenge in resources aspect that the teachers mostly experienced is purchase of online distance learning gadgets which has a mean of 2.91 while the challenge that they least experienced is usage fees for software, repairs, and IT adaptations with a mean of 2.68. The total average mean of the challenges in the shift of modality from traditional to virtual mode of learning in resources aspect is 2.82 wherein the teachers experienced a high challenge.

1.4. The overall summary computation of the mean is 2.754 where in the teachers experienced high challenges.

COVID-19 significantly has altered the duties and responsibilities of teachers. Children and educators are expected to require more mental health help when they return to school (Schaffer et al., 2021). Private schools face greater hurdles in the evaluation domain. A key finding, in addition to the schools' administrative and financial governance systems, is the low priority given to the curriculum as a difficult topic, as well as an overemphasis on the methodological area, indicating a dominant logic of efficiency in the learning process (Cuéllar et al., 2021). Psychological safety, evaluation mechanisms, and organizing curriculum are few of the challenges that the teachers experienced.

2. The level of approaches observed by the teachers

2.1. Instructional aspect

The most observed approach in instructional aspect is identify means of education delivery with a mean of 3.20. The lowest observed approach in instructional aspect is supervision of oral examination with a mean of 2.28. The total average mean of the approaches in the shift of modality from traditional to virtual mode of learning in instructional aspect is 2.97 wherein the teachers had observed high approach.

2.2. Psychological aspect

The most observed approach in psychological aspect is awareness of being observed in one’s own private household with a mean of 3.34. The lowest observed approach in psychological aspect is perception that students are only waiting for the uploaded materials and losing the interest on the online lesson with a mean of 2.90. The total average mean of the approaches in the shift of modality from traditional to virtual mode of learning in psychological aspect is 3.11.

2.3. Resources aspect

The most observed approach in resource aspect is establishing a steering committee that will have responsibility to develop and implement the education response to the Covid - 19 Pandemic with a mean of 3.34. The lowest observed approach in resource aspect is perception that students only wait for the uploaded materials and lose interest in the online lesson with a mean of 2.90. The total average mean of the approaches in the shift of modality from traditional to virtual mode of learning in psychological aspect is 3.11 wherein teachers observed high approach.

2.4. The overall summary computation of the mean is 2.989 where in the teachers observed high approach.

The extent of parental involvement in the educational system and the variety of new technologically are an important legacy of COVID19 that should not be overlooked. Technology advancement and proper scheduling of lessons are the factors that can help ODL work. For teachers, this means a change in the way they teach, as many schools around the world were closed for a long time and have switched to an "online" format. This requires teachers to quickly adjust their teaching practices, adding to the already stressful environment (Lab, n.d.; Billett, Turner, & Li 2022). Given the drastic move to online teaching, teachers need aid to the stress that they encounter in the shift of teaching modality.

3. Significant relationship of challenges experienced and approaches to challenges observed by the teachers

3.1. Instructional Aspect

In the instructional aspect, the null hypothesis is accepted that there is no significant relationship between the challenges experienced and approaches observed by the teachers with r value of 0.815 and p value to 0.929823 with the degrees of freedom of p less than 0.05.

3.2. Psychological Aspect

In the psychological aspect, the null hypothesis is accepted that there is no significant relationship between the challenges experienced and approaches observed by the teachers with r value of 0.343 and p value to 0.572 with the degrees of freedom of p less than 0.05.

3.3. Resources Aspect

In the resources aspect, the null hypothesis is accepted that there is no significant relationship between the challenges experienced and approaches observed by the teachers with r value of 0.660 and p value to 0.225454 with the degrees of freedom of p less than 0.05.

3.4. In the summary, the null hypothesis is accepted that there is no significant relationship between the challenges experienced and approaches observed by the teachers with r value of 0.239 and p value to 0.390963 with the degrees of freedom of p less than 0.05.

Relationships are the foundation of schooling. Progress and relationships are rooted in a new transparency between the home and the school. Openness should be the motto for this new digitally enabled partnership. Lockdown has resulted in some incredible examples of successful parent engagement and, more broadly, an increase in empathy between parents and schools. For certain schools and parents, the conventional parents' evening may still be appropriate, but it is unlikely to be sufficient for the majority (Reich & Mehta, n.d.; Breslin, 2021). Approaches to challenges are very essential factors for online distance learning. This also brings significant relationship not only from school to parents but also from the school leaders to teachers.

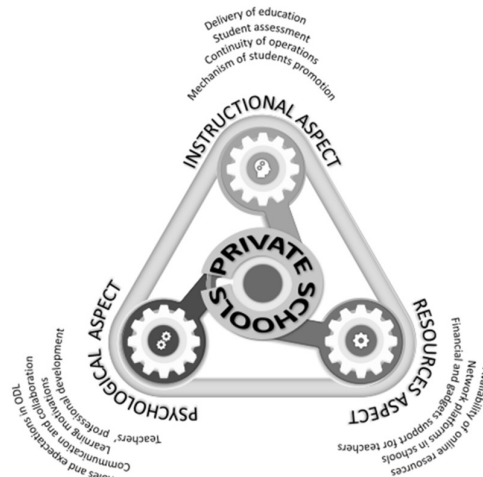


Fig 1: Proposed framework that will support private schools shift from traditional education to virtual education.

For the selected private schools, as presented in Fig 1, the proposed framework that resulted to their challenges and approaches in the transition from traditional to virtual education will help gear up in the next phase of virtual education during the pandemic. The framework presents the three aspects such as instructional aspect, psychological aspect, and resource aspect.

In instructional aspect, delivery of education, student assessment, continuity of operations, and mechanism of students' promotion are the concerned areas to consider in improving in the transition from traditional to virtual education. There are a lot of online mechanism that can be used online and these need to be utilized to usher learners to a higher edge of discovery and learning with proper criterion on the context and curriculum alignment of the applications and soft wares.

In psychological aspect, roles and expectations in online distance learning, communication and collaboration, learning motivations, and teachers' professional development are the areas to consider in improving the transition from traditional to virtual education. These areas assist the transition on the importance of reaching goals and objectives in learning and teaching process. Balancing the structure and psychological programs leads to better transition to virtual education.

In resource aspect, availability of online resources, network platforms in schools, and financial and gadgets supports for teacher are needed. Because of the fast-paced of virtual education and online mechanism on teaching and learning, vital areas such these are important considerations to assist the entire school institutions transition from traditional to virtual education.

The widespread school closures caused by the COVID-19 pandemic hastened decisions on formal online learning. To what extent education should be digitalized has become an expectation. Secondary schools will provide not only blended, but online learning, as well (Lab, 2021).

The framework can be utilized by the private schools by reforming the school systems by using the three aspects as guide in the transition from traditional to virtual education. Online platform is already an option to enhance education in Baguio City.

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