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ASSESSMENTS OF COLLEGE INSTRUCTORS TO ONLINE TEACHING STRATEGIES AND ITS RELATIONS TO THE STUDENTS' PERFORMANCE OF PROFESSIONAL SKILLED COURSES

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Abstract

The transition to online education necessitated innovative pedagogical strategies and support mechanisms to enhance teaching effectiveness and student engagement during the COVID-19 pandemic. This study examined the impact of various online teaching methods on both instructor performance and student academic outcomes. A mixed-methods approach was employed, utilizing surveys and interviews with college instructors and students to gather data on perceptions of online learning, teaching strategies, and support needs. The sample included educators from diverse disciplines across multiple institutions. The findings revealed a significant correlation between the professional development of instructors and student satisfaction. Instructors who participated in reorientation seminars on effective online teaching reported improved engagement and performance in their courses. Additionally, students highlighted the importance of technical and psychological support in adapting to the online learning environment. The study emphasized the need for continuous professional development and institutional support to address the challenges of online education. Recommendations included prioritizing training in ICT skills for educators and fostering a collaborative environment that supported both teachers and students. As educational institutions navigated the aftermath of the pandemic, implementing comprehensive training and support systems proved crucial for enhancing the effectiveness of online teaching and improving student outcomes. Future research should explore long-term impacts and adaptations in online education practices beyond the pandemic context.

Keywords: Online Education, Teaching Strategies, Student Engagement, Professional Development, COVID-19, Academic Performance, Support Mechanisms.

Introduction

The COVID-19 pandemic significantly transformed education, compelling instructors to adopt online teaching strategies essential for engaging students in a challenging environment. Research by Halawa et al. (2020) underscored the importance of teaching methods that addressed cognitive, emotional, and social needs, advocating for student-centered approaches like experimentation and discussion.

As schools adapted, technology played a vital role in lesson delivery, with various government initiatives introduced to maintain educational continuity (Department of Education, 2020). However, unequal access to technology created barriers, affecting the learning quality for many, with De Giusti (2020) noting that around 1.6 billion learners were impacted globally.

Instructors needed to embrace new teaching methods and technologies, though many faced increased workloads while transitioning to online platforms (Jimenez, 2021). This shift transformed educators' roles from in-person instructors to virtual facilitators, often without adequate preparation or training (Hyndman, 2018).

This study explored college instructors' assessments of online teaching strategies and their impact on student performance in professional skilled courses at a public college in City of Malolos during the 2020-2021 academic year, utilizing a quantitative approach with descriptive correlation analyses and survey data.

Theoretical Framework

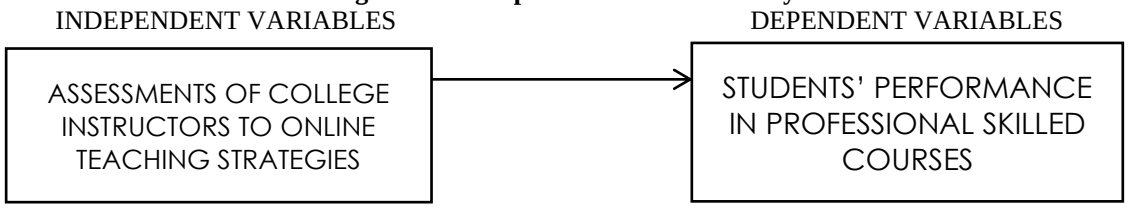
This study was grounded in the e-learning theory developed by Räihä and Tirri (1984), which outlined key variables and their relationships in online learning. It identified two main modes of online learning: collaborative and community-of-inquiry models. The theory emphasized the interactions between learners and teachers, highlighting that learners could engage with content in various formats, particularly on the web. This interaction occurred within communities that fostered social skills, collaboration, and personal relationships among participants. The study posited that effective online learning strategies relied on the strength of the relationship between college instructors' assessments of teaching strategies and student performance.

Conceptual Framework

This research incorporated the Multimodal Model of Online Education, proposed by Anderson (2010), which addressed challenges in integrating online education. This model highlighted the interactions between learners and teachers, emphasizing that students could access diverse content online while facilitators guided the learning process. The model advocated for a comprehensive approach to online education, grounded in pedagogical principles.

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Figure 1: Conceptual Model of the Study



The study postulated that the perceptions of college instructors regarding online teaching strategies significantly influenced students' performance in professional skilled courses. Figure 1 presented the conceptual model of the study, which was utilized to identify the perceptions of college instructors about teaching strategies and their relationship to students' performance in handling professional skilled courses.

Statement of the Problem

The study aimed to identify the assessments of college instructors to online teaching strategies and its relationship to the students' performance of professional skilled courses.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents as to:
   1.1 years in teaching;
   1.2 gender: and
   1.2 educational attainment?
2. What are the assessments of college instructors regarding the principles of online teaching-learning?
3. What is the level of academic performance of students in professional skilled courses?
4. Do assessments of college instructors to online strategies have significant differences to students' academic performance when grouped according to demographic profile?
5. Do assessments of college instructors to online teaching strategies have significant relationship to students' academic performance in Professional Skilled Courses?
6. What management implications might be drawn based from the findings of the study?

Scope and Delimitation

The focus of the study was to identify the assessments of college instructors to online teaching strategies and its relation to students' performance in Professionals Skilled Courses. Assessments of college instructions was assessed through the principles of teaching and learning while the online teaching strategies was assessed using the Online Teaching and Learning survey.

The respondents of the study were the college instructors of a public college in the City of Malolos, Bulacan for the school year 2020-2021.

Methodology

Research Design

This study employed a quantitative research design, specifically the descriptive-correlational method, to assess college instructors' evaluations of online teaching strategies and their relationship to students' performance in professional skilled courses. Descriptive and inferential analyses were conducted to analyze the data.

Participants/Respondents of the Study

The participants were 98 college instructors from a public college in the City of Malolos, Bulacan, currently teaching various courses. The courses included Bachelor of Technical-Vocational Teacher Education, Bachelor of Science in Office Management, Bachelor of Science in Accounting Information Systems, Computer Science, Call Center Management, Hotel and Restaurant Services, and Electrical Installation Maintenance.

Instrument/s of the Study

An adopted standardized questionnaire developed by Shinn (1997) was used to assess the instructors' perceptions of online teaching principles. This questionnaire employed a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), across 25 items. The instrument's reliability was confirmed with a Cronbach's α coefficient of 0.79, indicating acceptable internal consistency.

Data Collection and Analysis

Data were collected via Google Forms, following a structured process. First, a permission letter was sent to the college president. Upon approval, the researcher coordinated with program heads to distribute the questionnaire. The completed forms were automatically generated and checked for completeness. Data were analyzed using the Statistical Package for Social Sciences (SPSS), employing descriptive statistics (mean, range, frequency, percentage) for summary measures and inferential statistics, including ANOVA for significant differences and Spearman's rho correlation for relationships between variables.

Ethical Considerations

Ethical considerations included obtaining informed consent from participants, ensuring their voluntary participation without coercion. Data confidentiality and participant anonymity were maintained throughout the study. The researcher declared any conflicts of interest and ensured transparency in all communications related to the research.

Results and Discussion

1. Respondents' Profile The study included 98 college instructors, with a gender distribution of 47 males, 48 females, and 3 identifying as other. Most respondents (81) had 1-10 years of teaching experience, and 65 held bachelor's degrees.

2. Assessments of College Instructors in Online Teaching-Learning The survey revealed that the statement "working with students in real experiences provides good motivation to enhance online learning" received the highest weighted mean score, indicating a strong agreement. Conversely, the statement "the lecture has no place in the college programs because other methods are superior" had the lowest mean score, showing uncertainty. The overall weighted mean was 4.17, suggesting that instructors generally agree with the principles of online teaching.

3. Level of Students' Academic Performance in Professional Skilled Courses

- Electrical Installation Maintenance (EIM): 100% passing rate
- Bachelor of Technical-Vocational Teacher Education (BTVTED): 97% passing rate (290 out of 300)
- Bachelor of Science in Accounting Information System (BSAIS): 95% passing rate (122 out of 128)
- Bachelor of Science in Office Management (BSOM): 92% passing rate (287 out of 312)
- Computer Secretarial (ComSec): 95% passing rate (107 out of 112)
- Hotel and Restaurant Services (HRS): 82% passing rate (338 out of 411)
- Call Center Management (CCM): 97% passing rate (153 out of 158)

4. Significant Differences between Demographic Profile and Instructors' Assessments ANOVA results indicated no significant differences among gender, years of teaching, or educational attainment regarding instructors' assessments of online teaching strategies, leading to acceptance of the null hypothesis.

5. Relationship between Assessments of College Instructors and Students' Academic Performance Spearman rho correlation analysis revealed a negative moderate relationship between EIM students' performance and instructors' assessments of online teaching strategies, rejecting the null hypothesis. However, no significant relationships were found for other courses, leading to acceptance of the null hypothesis for those.

6. Management Implications The findings suggest several management implications:

- Implement refresher webinars for instructors on effective online teaching methods.
- Upgrade instructors' ICT skills to enhance teaching effectiveness.
- Conduct seminars on methodological techniques for online courses.
- Maintain high motivation among students and instructors through real-life experiences.
- Provide contextualized assessment tools and guided tasks to enhance skill mastery.

Conclusion

Based on the study results, the following conclusions can be drawn:

1. The gender distribution among respondents was nearly equal, with most holding bachelor's degrees and having 1-10 years of teaching experience.
2. Instructors generally agree with the principles of online teaching and learning.
3. EIM achieved a 100% passing rate, while other courses had passing rates between 82% and 97%.
4. No significant differences were found between demographic profiles and instructors' perceptions of online teaching strategies.
5. A significant relationship exists between instructors' perceptions and EIM students' performance; however, no significant relationships were found for other courses.
6. Management implications highlight the need for targeted training and support for instructors.

Recommendations

Based on the results and conclusions of the study, the researcher recommends the following:

1. College and university officials should prioritize reorientation seminars focused on various online teaching methods, pedagogies, and innovations to enhance instructors' effectiveness.
2. Management should invest in improving the learning process by adhering to the protocols and guidelines set by the Commission on Higher Education, ensuring proper adjustments and coping mechanisms are in place for the current pandemic situation.

3. Colleges and universities should provide comprehensive support - technical, psychological, and logistical - to both instructors and students, collaborating with stakeholders to address their basic needs.
4. College instructors must continually strengthen their skills in ICT and modern teaching methods to effectively utilize technology in their instruction.
5. Students should actively engage in their learning process, striving for better academic performance. While the transition to online learning may be challenging, a collective effort to adapt and excel is essential.

Conflict of Interest

The author declares that there is no conflict of interest in this manuscript.

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