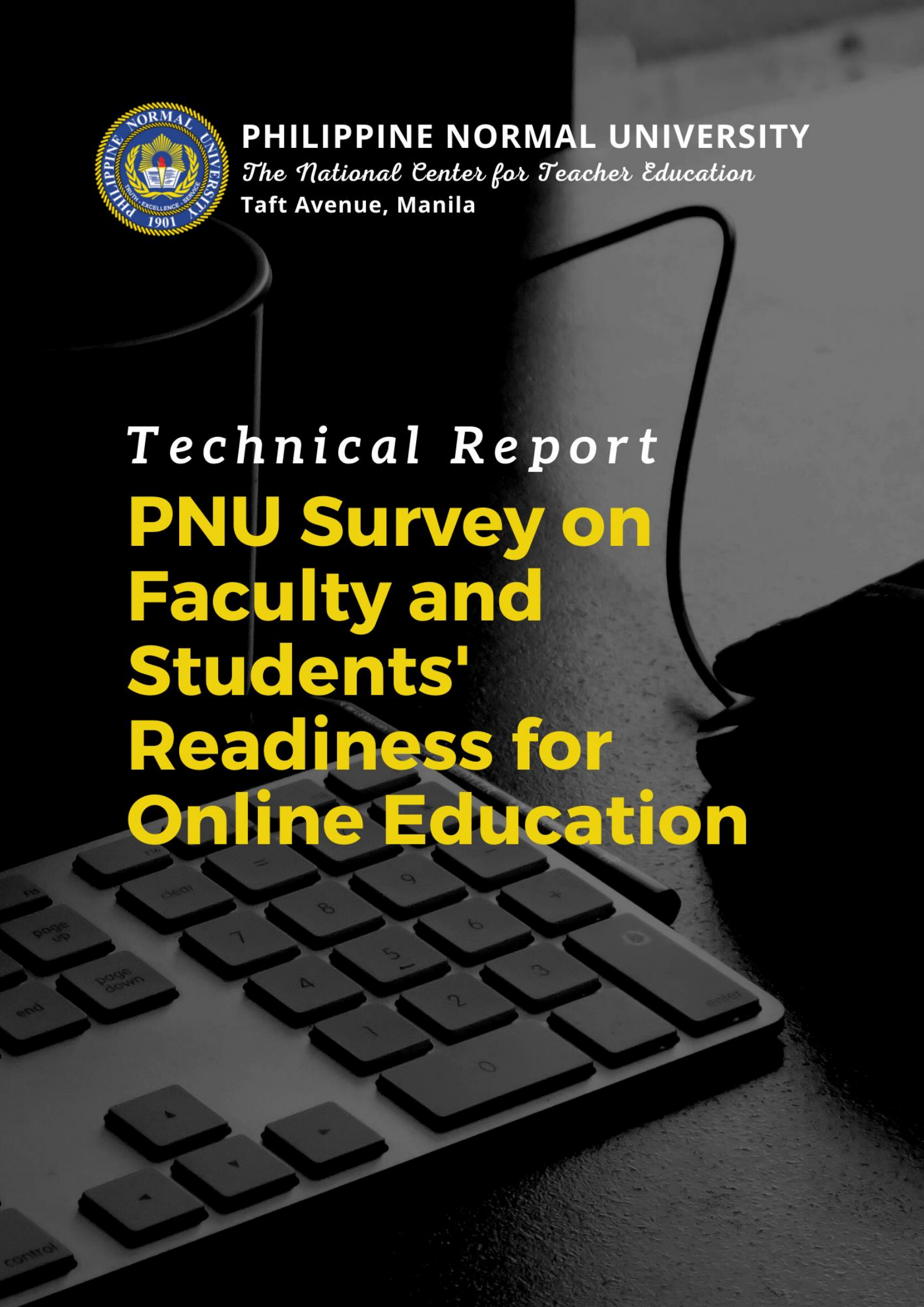

PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education
Taft Avenue, Manila

Technical Report

PNU Survey on Faculty and Students' Readiness for Online Education

Philippine Normal University
The National Center for Teacher Education
EDUCATIONAL POLICY RESEARCH AND DEVELOPMENT CENTER
Taft Avenue, Manila 1000, Philippines
Tel: 5317-1768 loc.750/751 e-mail: eprdc@pnu.edu.ph

PNU SURVEY ON FACULTY AND STUDENTS' READINESS FOR ONLINE EDUCATION

MAY 2020

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PHILIPPINE NORMAL UNIVERSITY

V I S I O N

PNU shall become internationally recognized and nationally responsive teacher education university. As the established producer of knowledge workers in the field of education, it shall be the primary source of high-quality teachers and education managers that can directly inspire and shape the quality of Filipino students and graduates in the country and the world.

M I S S I O N

PNU is dedicated to nurturing innovative teachers and education leaders.

EDUCATIONAL POLICY RESEARCH and DEVELOPMENT CENTER

V I S I O N

The Philippine Normal University through the EPRDC aims to be the innovation hub of teacher education research and educational policy studies.

M I S S I O N

To strengthen the culture of excellence in teacher education research and educational policy study.

Project Working Committee

Project Management:

BERT J. TUGA, PhD.
University President

RONALD ALLAN S. MABUNGA, PhD.
Vice President for Research, Planning and Quality Assurance

ADONIS P. DAVID, PhD.
Director, Educational Policy Research and Development Center

Technical Report Working Group:

Coordinator-Writer
ADONIS P. DAVID, PhD.

Writers
EDNA LUZ R. ABULON, PhD.
ARLYNE C. MARASIGAN, PhD.
TERESITA T. RUNGDUIN, PhD.
MARIA LUZ V. RANTAEL
MARIANE KENNETH S. LAGANAS

Technical Support
ROY C. VILLOCILLO

Survey and Data Management Group:

Coordinator
EDNA LUZ R. ABULON, PhD.

Instrument Design and Validation
EDNA LUZ R. ABULON, PhD.
MARILYN U. BALAGTAS, PhD.
ADONIS P. DAVID, PhD.
NIÑO D. NALDOZA, PhD.
TERESITA T. RUNGDUIN, PhD.

Technical Support
MARIA LUZ V. RANTAEL
MARIANE KENNETH S. LAGANAS

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FOREWORD

Perhaps the most complex problems in the century are caused by COVID-19. It hit us beyond imaginable. Novel coronavirus (SARS-CoV-2) as first reported in China rapidly spread like wildfire to many countries. Before the end of January the Philippines reported its first case of disease transmission. From then on, the country has faced the daunting task of controlling the spread of the virus. As a result, on March 16, 2020, President Rodrigo R. Duterte imposed the enhanced community quarantine (ECQ) in Luzon while placing Visayas and Mindanao in general community quarantine. The Philippines was changed; the whole world was changed.

COVID-19 ushered the "new normal," which drastically shifted the foci of education systems and academic institutions. It prompted education leaders to confront challenges towards finding ways to manage and continue the operation of educational institutions amidst the crisis conscious of the total well-being of their employees, students, and stakeholders. Quality education must not be disrupted even at times like this.

As the National Center for Teacher Education, the Philippine Normal University is given the herculean task of determining appropriate innovative strategies and practical alternative modalities for teaching and learning. To fully adapt to this inevitable change and to provide sustainable solutions to a formidable challenge, careful preparation and methodical planning are crucial.

Thus, to respond to the challenge, the Office of the Vice President for Research, Planning, and Quality Assurance (OVPRPQA) led by Dr. Ronald Allan S. Mabunga conducted a survey on the readiness and capability of faculty members and students to engage in online education. This survey is a head start of a series of research on similar issues to provide inputs as bases for data-driven decision making and implementation of academic programs in the University. Furthermore, these findings may be used as bases to formulate guidelines for universities and colleges in migration from traditional face-to-face instruction to flexible learning modalities.

In view of the above, I am pleased to present the Technical Report for the Readiness of Faculty and Students to Online Education. We hope that this will provide our stakeholders and partners with significant insights on the current situation at PNU, which may be reflective of similar issues experienced by other higher education institutions.

Together, we can traverse this pandemic and emerge stronger, better equipped, and more resilient.

BERT JAZMIN TUGA, PhD

EXECUTIVE SUMMARY

The current COVID-19 pandemic is forcing academic institutions to adapt to the "new normal" and has prompted debates on how academic communities should deliver instruction to learners. In light of the global and national health crisis, the Philippine Normal University (PNU) is committed to respond to the need for a more flexible learning environment given the challenging circumstances brought about by the pandemic. Hence, a survey which aimed to determine the readiness of the PNU faculty and students for the adaptation and implementation of online education was conducted by the University through the Office of the Vice President for Research, Planning and Quality Assurance (OVPRPQA) with assistance from the Educational Policy Research and Development Center (EPRDC) and the Graduate Research Office (GResO).

To determine the readiness of faculty members and students for a full online or blended teaching and learning environment, two parallel survey questionnaires were developed and disseminated to target respondents from April 5 to 24, 2020. A total of 233 faculty and 1, 952 students participated in the survey.

The following are the key results for the faculty respondents: (1) majority have access to technological devices required for online teaching in terms of smartphones and laptops; (2) majority have access to connectivity through mobile data and a stable provider; (3) they have basic experiences in the use of technology for instruction but some faculty have no experience in using any LMS; (4) the situation that they perceived as most challenging in online teaching is about their access to a stable internet connection; (5) majority have average perceived level of readiness for online teaching; and (6) the support that they need from the university centers on training for online teaching, support for devices and internet connectivity, provision for an effective and efficient learning management system or platform, need for policies and guidelines for online education, and technical support in the conduct of online instruction.

The following are the key results for the student respondents: (1) majority have access to technological devices required for online learning in terms of smartphones and laptops; (2) majority have access to connectivity through mobile data and a stable provider; (3) they have basic experiences in the use of technology for learning but many do not have training or actual experience in using any LMS; (4) the situation that they perceived as most challenging in online learning is about their access to a stable internet connection; (5) majority have average perceived level of readiness for online learning; and (6) the support that they need from the university centers on support for devices and internet connectivity, student-friendly policies in the conduct of online classes, understanding and support from faculty, provision for an effective and efficient learning management system or platform, availability of online learning resources, and quality assurance in the delivery of instruction.

From the survey results, conclusions and recommendations to the PNU management were proposed. This report ends with the view that a shared understanding among all university stakeholders on the need to be flexible and online (most of the time) in the "new normal" is the first critical step towards the successful design and delivery of education amidst the current global crisis.


ONLINE
EDUCATION

INTRODUCTION

To address the country's numerous socio-political, socio-cultural, socio-environmental and socio-cultural education challenges and barriers, the Philippines is one of the countries actively participating in many global education movements and making them relevant to the country's contexts. There are several global education movements that the Philippines previously or are currently participating in such as Education for All (EFA) that was adopted during the Dakar Framework in 2000 with the aim that all children would finish primary education by 2015. Another is the Decade of Education for Sustainable Development, which ended last 2014, and the most recent one is the Sustainable Development Goals where 17 targets highlighted a more inclusive and quality education for all. The Philippine Normal University (PNU) as the National Center for Teacher Education (NCTE) plays a crucial role on how to address challenges, lifting the barriers and delivering education movements making it more relevant to the country's contexts.

The current COVID-19 pandemic entailed a new definition of how communities should function. Specifically, the public health crisis prompted changes in how academic communities deliver instruction to their students. Now that the entire world is facing the COVID-19 pandemic which greatly affects delivery of teaching and learning of many educational institutions across the globe, the “NEW NORMAL” that was coined last 2008 during the global economic crisis resurfaces again. The mode of instructional delivery is now central in discussions among higher education institutions with the need to immediately shift from a traditional face-to-face learning environment to a more remote one. This is now a question of how HEIs and basic education schools will redesign or re-formulate “NEW NORMAL” in the context of COVID-19 pandemic. How to address challenges and how to lift barriers when it comes to teaching and learning delivery across levels and disciplines? How will educational institutions ensure that quality and inclusive education is well served to all and for all?

Given the current global situation, many educators agreed to move to a more flexible learning environment with technology as a central feature. Many terms have been used before: e-learning, distance learning, online learning, blended learning, online blended learning (OBL), remote learning and many more. Not all remote or flexible learning systems require online or electronic technology, but online education is at the

forefront in many modalities. While e-learning is not an entirely new concept in academic institutions (Hung, Chou, Chen, & Own, 2010), the deleterious effects on worldwide population health of the public health crises (Garfin, Silver, & Holman, 2020) made the need to shift to online education or other alternative remote learning modalities imperative.

Since online learning has become highly popular in educational institutions (Hung et al., 2010) prior to the pandemic, it has been expected that students and faculty members are equipped to use and implement this modality. The blended modality of instructional delivery is used in higher education institutions to complement face to face delivery with online learning via advanced readings, submission of requirements, and online discussions (Tucker, 2012). Meanwhile, Sun and Chen (2016, p. 157) argued that "effective online instruction is dependent upon (1) well-designed course content, motivated interaction between the instructor and learners, well-prepared and fully-supported instructors; 2) creation of a sense of online learning community; and 3) rapid advancement of technology."

In view of the need to shift towards a more remote learning environment, there is a need for school administrators and faculty to examine students' readiness for remote learning, especially for online learning where technology is central. By undertaking this task, teachers can design better online courses and guide students toward successful and fruitful online learning experiences. There is also a need to assess faculty members' readiness for online learning as their readiness to shift from the traditional face-to-face instruction to online instruction will weigh heavily on the success of student learning in an online environment.

Students' readiness for online learning is defined in terms of three aspects: (1) students' preferences for the form of delivery as opposed to face-to-face classroom instruction; (2) student confidence in using electronic communication for learning and, in particular, competence and confidence in the use of Internet and computer-mediated communication; and (3) ability to engage in autonomous learning (Hung et al., 2010). In the traditional classroom, student engagement is perceived to be revolving around teacher-student interaction, collaborative learning and maximizing environmental resources in the classroom (Paulsen & McCormick, 2020). How teachers and students perceive student engagement may change with regard to perceived academic challenge, learning gains, satisfaction, and better study habits. Moreover, students' readiness for online education

may be affected by the available resources one has in as far as availability of devices and access to internet connectivity are concerned. Previous research has shown that students who own computers at home have a more favorable computer attitude and reported a lower level of computer anxiety compared to those who do not (Teo, 2008). Attitude towards computer use is also important as students' attitude towards using computers is widely recognized as associated with effective use of technology in the classroom (Teo & Noyes, 2008).

In terms of faculty, previous studies indicated that successful pedagogical use of technology depends on the teachers' attitude and motivation to use technology. For instance, perceived usefulness, perceived ease of use, facilitating conditions, and attitude towards use were found to be predictors of teachers' intention to use technology (Teo, 2011), while teachers' subjective norm, computer self-efficacy, and perceived ease of use were shown to explain their intention to use an e-learning platform (Yuen & Ma, 2008). Indeed, teachers' mindset and motivation to adopt technology-oriented instruction are critical components for online instruction to be successful. As Teo (2104, p. 134) argued, "... adoption and integration of technology in teaching and learning requires considerable and sustained commitment on the part of the teacher who has to work within the constraints imposed by the workplace, colleagues, and students to optimise technological resources for effective teaching." Teo (2015) also noted the importance of institutional support and suggested that school leaders should provide the resources and training needed to support technology-based teaching and learning. This is consistent with the World Bank (2020a) view that supporting teachers so that they can in turn support students in a new learning environment is one important factor in transitioning to online learning.

As NCTE, PNU is committed to respond to the need for a more flexible learning environment given the challenging circumstances brought about by the COVID-19 pandemic. At the forefront is the need to design a comprehensive plan for a flexible learning system for the coming SY 2020-2021 where it is widely expected that the threat of the pandemic would still provide clear and present danger to PNU stakeholders. Given that online learning is the predominant remote learning mode for higher education (World Bank, 2020b), a survey which purports to determine the readiness of the PNU System faculty members and students for the implementation of full online or blended modality of teaching and learning was prepared and disseminated by the Office of the Vice President

for Research, Planning and Quality Assurance (OVPRPQA) with the assistance of the Educational Policy Research and Development Center (EPRDC) and the Graduate Research Office (GResO).

METHODOLOGY

Survey Instrument

To determine the readiness of faculty members and students for online education, two parallel survey questionnaires were developed by the directors of EPRDC and GReSO. Both forms of the questionnaire have five parts. The first part asked for the demographic characteristics of the respondents while the succeeding parts elicited the respondents' status in terms of access to device and connectivity, their experiences with technology, the challenges they may encounter in teaching or learning in an online learning environment, and their perceived level of readiness for online education. An open-ended question on the support they need from the university was asked in the last part of both questionnaires. The developed questionnaires were then validated by a full professor from the Graduate Teacher Education Faculty (GTEF), followed by another round of validation by two administrative officials from the College of Flexible Learning and e-PNU (CFleX) and from the School of Information and Knowledge Management (SIKM). Relevant comments and recommendations were incorporated in the revised versions of the two forms which were finalized in Google forms. The two forms of the survey questionnaire are exhibited in Appendix A and B.

Survey Participants

The survey on online education using the Google form was disseminated to all faculty members in the main campus and the hubs; and all enrolled students (graduate and undergraduate) from April 5 to 24, 2020 via email using the PNU Gmail addresses. To reach more students, the survey's link was further posted in the Facebook pages of EPRDC, GResO, and PNU Graduate Student Council (PNU GSC). Assistance from the various heads (e.g. Deans, Associate Deans, Provosts) was also sought to disseminate the link to faculty and students though email or social media (e.g. Facebook Messenger).

From the 338 full-time PNU faculty members as of March 26, 2020, 233 (around 69% of the target population) were able to participate in the survey. Distribution of the faculty respondents per campus is presented in Table 1.

Table 1

Frequency and percentage distribution of PNU System faculty respondents by campus

Campus	Total number of faculty	Total number of actual respondents	Percentage of actual respondents
Manila	205	144	70.24
Mindanao	42	32	76.19
North Luzon	36	23	63.89
South Luzon	15	12	80.00
Visayas	40	22	55.00
Total	**338**	**233**	**68.93**

In PNU Manila (main campus), the distribution of the faculty respondents by unit is depicted in Table 2. The 144 faculty respondents is equivalent to about 70% of the total faculty population in the main campus. The Faculty of Behavioral and Social Sciences (FBeSS) has the highest number of survey respondents.

Table 2

Frequency distribution of PNU System faculty respondents in Manila Campus by unit

UNIT	Frequency	%
College of Graduate Studies and Teacher Education Research-Graduate Teacher Education Faculty	21	14.58
College of Flexible Learning and ePNU & School of Information and Knowledge Management	9	6.25
College of Teacher Development (Specific Faculty not indicated)	15	10.42
CTD – Faculty of Arts and Languages	15	10.42

UNIT	Frequency	%
CTD – Faculty of Behavioral and Social Sciences	23	15.97
CTD – Faculty of Education Sciences	14	9.72
CTD – Faculty of Science, Technology and Mathematics	17	11.81
Institute of Teaching and Learning	18	12.50
Institute of Physical Education, Health, Recreation, Dance and Sports	5	3.47
Office of Student Affairs and Student Services	4	2.78
Educational Policy Research and Development Center	2	1.39
Office of the Vice President for Research, Planning, and Quality Assurance	1	0.69
Total	**144**	**100**

A total of 1,952 students from the five campuses answered the survey. Of this number, 1,503 students are from the main campus, 146 from Mindanao, 121 from Visayas, 119 from South Luzon and 63 from North Luzon. In the main campus, a total of 418 graduate students, 34 who were enrolled in the CTP program, and 1,051 undergraduate students completed the online survey questionnaire. In PNU Manila, the distribution of the student respondents by unit is depicted in Table 3.

Table 3

Frequency distribution of PNU System student respondents in Manila Campus by unit

Unit	Frequency	%
College of Graduate Studies and Teacher Education Research-Graduate Teacher Education Faculty	370	24.62
CGSTER – CTD (BSMA)	48	3.19
CTD – Faculty of Arts and Languages	149	9.91
CTD – Faculty of Behavioral and Social Sciences	110	7.32
CTD – Faculty of Science, Technology and Mathematics	235	15.64
CTD- Faculty of Education Sciences (UG)	114	7.58
CTD – Faculty of Education Sciences (CTP)	34	2.26

Unit	Frequency	%
Institute of Physical Education, Health, Recreation, Dance and Sports	51	3.39
School of Information and Knowledge Management	64	4.26
General Education/First Year	328	21.82
Total	**1,503**	**100**

Data Analysis

The quantitative data gathered from the survey were analyzed using descriptive statistics (frequency count and percentages). Thematic analysis was done with the respondents' qualitative responses in the open-ended question.

Methodological Limitation

The survey was conducted with the enhanced community quarantine (ECQ) in effect in Luzon and other provinces in the country. Therefore, the survey was conducted through online mode only. It is possible that some of the faculty and students who have not responded in the survey were not able to do so because of limited access or problems with their internet connectivity. One can argue that the survey results could have some minor to major variations if the faculty and students who did not participate due to issues with internet connectivity were able to respond to the survey. It can also be argued that the faculty and students who did not participate in the survey due to issues with internet connectivity are not ready for online teaching or online learning because of their limited access to connectivity. Nevertheless, in spite of the methodological limitation described, the survey yielded results that provide vital information on the readiness of faculty and students to participate in online education.

RESULTS and DISCUSSION

The results of the survey on PNU Faculty and Students' Readiness for Online Education are presented in three parts. For Part 1, survey results from faculty and student respondents in the entire PNU system are presented and discussed. For Part 2, only survey results from the PNU Manila Campus are presented with specific information from various academic units. Part 3 presents survey results from the four PNU Hubs or campuses outside of the main campus.

PART I. PNU SYSTEM

Out of the 233 faculty respondents from the entire PNU system, 161 are females (69.10%). Out of the 1, 952 student respondents from the entire PNU system, 1435 are females (73.51%).

PNU Faculty's Access to Devices and Connectivity

Table 4.1 presents the PNU faculty's access to devices and connectivity.

Table 4.1

PNU faculty's access to technological devices and connectivity

Technological Devices	Personally Owned/ Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	204	7	0	21
Tablet	79	33	6	103
Laptop	199	19	6	1
Desktop PC	26	28	55	110
Internet Connection via Stable Provider	82	74	14	28
Internet Connection via Mobile Data	172	20	1	33

Table 1 shows that the majority of the faculty respondents personally owned a smartphone and laptop, but almost half have no access to desktop PC and tablet. Nevertheless, the data suggest that almost all faculty respondents have the basic devices needed for online instruction as having a laptop or a PC is essential in online teaching and even when it comes to preparing online learning materials. In terms of connectivity, the majority of the respondents have access to the internet via mobile data and a stable provider (e.g. LAN through PLDT). Interestingly, there are a number of respondents who reported not having access to internet connection via mobile data or stable provider. These results seem to indicate that among faculty, stable connectivity will be a bigger challenge than the availability of devices for online education.

Majority of the faculty respondents also reported that they have unlimited access to their devices to use for work in a day, that they typically use their devices for creating documents (e.g. PowerPoint, Excel) and searching for content or literature for their classes, and that they do not go to places outside of home and school to access the internet (see Appendix C.1.1 to C.1.3). These results seem to suggest that the faculty have adequate access to their devices to be used for work (i.e. online classes).

PNU Faculty's Experiences with Technology

Figure 1 illustrates the PNU faculty's experiences with technology that they are using or can be used in online classes.

Figure 1

PNU faculty's utilization of different learning management systems

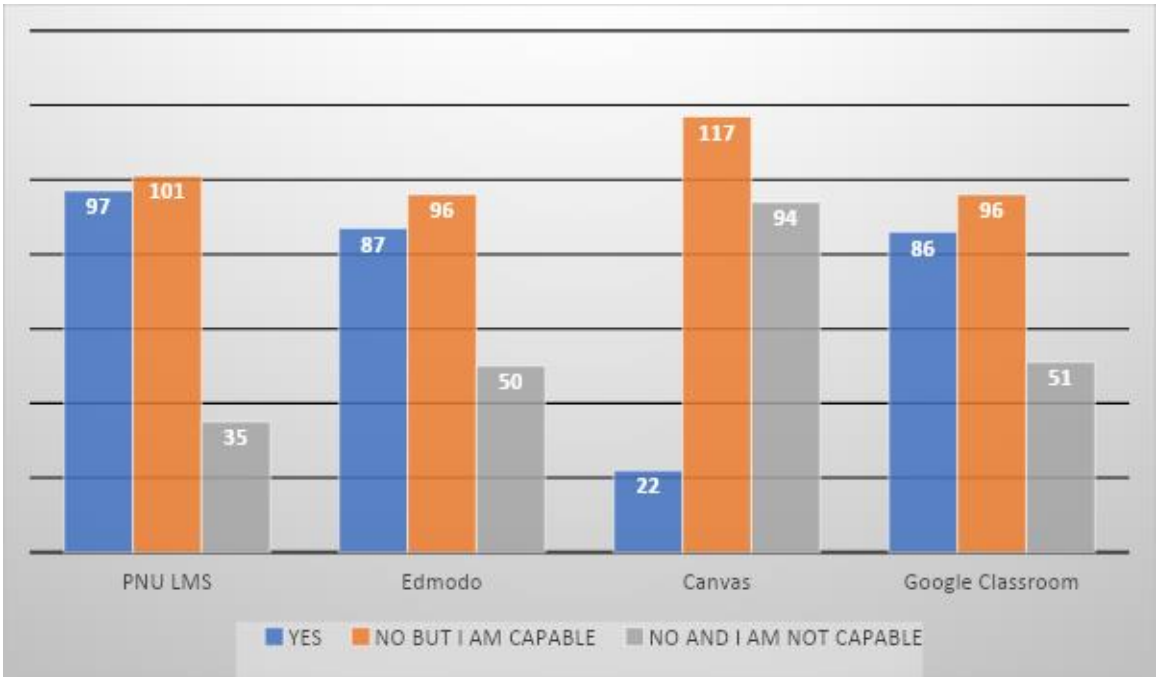


Figure 1 shows the faculty respondents' utilization of different Learning Management Systems (LMS) for their classes. Majority of the respondents reported that they do not use PNU LMS, Edmodo, Canvas and Google Classroom. However, the majority of the faculty who have no experience in using the four LMS reported that they have the capability to use them. Among the four LMS listed in the survey, almost all of the respondents reported not using Canvas. In addition, many faculty reported using other LMS like Schoology and Facebook groups. On one hand, these results are indicative that faculty can use LMS outside of what is provided by the university. On the other hand, these results may also indicate that many faculty do not find the PNU LMS as fit to the needs of their classes. The results also suggest that a significant number of those who do not use LMS may need training to capacitate them.

Results from faculty respondents also indicate that almost all use YouTube videos in their classes, majority use videos from Ted Talk, and many do not use videos from Khan Academy (see Appendix C.1.4). Moreover, results indicate that almost all respondents use e-mail and instant messaging (e.g. Messenger, Viber) to communicate with students in their classes. On the other hand, data suggest that faculty respondents are not using Zoom (see Appendix C.1.5). These results suggest that most faculty utilize available resources from different websites and different applications for their classes.

In terms of training, 145 (62.23%) faculty respondents reported that they have attended a training or workshop on online/distance education management or e-learning/teaching platforms. Among these respondents, 131 reported attending between one to three training. On the other hand, only 56 (24.03%) reported that they have conducted or facilitated a training/workshop online/distance education management or e-learning/teaching platforms. Among these respondents, 49 reported facilitating between one to three training. There were 128 (54.94%) faculty who reported using supplementary materials for online/distance learning through online subscriptions or online libraries. In general, these results suggest that many faculty will need capacity building to be able to effectively manage an online class, especially when an unfamiliar LMS is used.

PNU Faculty's Perceived Challenges and Readiness for Online Teaching

Table 4.2

PNU faculty's challenges in conducting online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in delivering online classes	27	77	97	32
Having stable internet access intended for my online classes	25	58	68	82
Using devices for my online classes	55	66	68	44
Using any of the available Learning Management System	30	82	84	37
Using social media or any online modalities to communicate with my students	68	65	52	48

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
Encouraging learners' participation and utilization of features of an online learning environment	27	84	76	46
Managing my time in the conduct of classes	33	78	82	40
Monitoring of attendance, participation, and submission of outputs	37	76	79	40
Preparing my area/room to be conducive for online classes	35	79	75	44
Assessing students' performance in an online learning environment	25	80	83	45
Fostering a positive online learning environment with students	33	81	74	45

Table 4.2 presents the faculty respondents' rating of situations or conditions they consider as challenges. By and large, faculty viewed the need to have a stable internet access for online classes as the most challenging. The faculty rated the other conditions as roughly similar in terms of being a challenge in their conduct of online classes. Interestingly, "using devices for my online classes" and "using social media or any online modalities to communicate with my students" were viewed as the least of their concerns in terms of posing challenges in their conduct of online classes. These results are consistent with results presented earlier indicating that most faculty have no problems in accessing technological devices for classroom use and in communicating with their students using social media. Overall, while all conditions articulated were considered as challenges to varying degrees by the faculty, access to connectivity was viewed as a bigger challenge than pedagogy-related challenges.

Table 4.3

PNU faculty's self-reported readiness for online teaching

UNIT	1	2	3	4	5	6	7	8	9	10	TOTAL
CFleX/ SIKM	0	0	0	0	0	0	1	3	4	1	**9**
CGSTER-GTEF	1	1	0	1	3	4	5	5	3	1	**24**
CTD	0	0	0	0	4	3	3	3	1	1	**15**

UNIT	1	2	3	4	5	6	7	8	9	10	TOTAL
FAL	0	0	0	0	2	4	3	3	2	1	**15**
FBeSS	0	1	2	1	3	2	7	7	3	1	**27**
FES	1	0	0	0	1	3	4	3	2	0	**14**
FSTeM	1	0	0	1	3	3	6	2	1	0	**17**
IPEHRDS	0	0	1	0	0	1	2	1	0	0	**5**
ITL	0	0	0	0	1	3	5	7	1	1	**18**
PNU Min	1	0	3	4	7	3	8	5	1	0	**32**
PNU NL	0	0	1	1	7	5	6	3	0	0	**23**
PNU SL	0	0	1	2	2	1	3	2	1	0	**12**
PNU Vis	0	0	2	3	6	2	5	3	0	1	**22**
TOTAL	**4**	**2**	**10**	**13**	**39**	**34**	**58**	**47**	**19**	**7**	**233**

Table 4.3 presents the faculty respondents self-reported readiness for online teaching from a scale of 1 (lowest readiness) to 10 (highest readiness). Majority (n= 144, 61.80%) of the respondents rated themselves between the scales of 4 to 7 which may be considered as average level of readiness. There are some faculty who rated themselves low in readiness (from a scale of 1 to 3, n = 16, 6.87%). Not surprisingly, all respondents from CFleX/SIKM rated their readiness relatively high compared with the other academic units. Nevertheless, the results suggest that many faculty do not seem to be highly confident with their ability to do online teaching. This echoes the need for institutional support for resources (e.g. connectivity) and capacity building that would allow faculty to be more confident with their competence to do online teaching. Providing alternative flexible delivery of instruction (e.g. non-online remote teaching) must also be considered for some faculty, especially for those with limited experience or have limited access to devices and connectivity.

PNU Faculty's Support Needed for Online Teaching

Table 4.4 presents the major themes that emerged from the thematic analysis of the faculty respondents' qualitative responses on the support that they need from the University in relation to online teaching.

Table 4.4

Major themes of support needed by faculty from the university

THEMES	SAMPLE STATEMENTS
Training for online teaching	Retooling of faculty especially for the digital immigrants. Training on doing online assessment. An intensive orientation and training must be provided for students and faculty to ensure the sustainability of online teaching in the university.
Support for device and internet connectivity	ICT allowance to pay for internet subscription. Necessary tools must be provided by the school such as tablets or other gadgets. If PNU budget allows, financial support for faculty to purchase new equipment, such as laptops or devices for internet connectivity.
Provision for an effective and efficient learning management system/platform	A well-designed LMS that meets the needs of all disciplines, can be accessed using any device, has a mobile app, and does not consume too much bandwidth. I would expect that the infrastructure is ready to facilitate online teaching as well as giving the faculty ample time to prepare IMs to be used for these classes. Familiarity with the LMS is essential for ease of use of the different features of the virtual learning environment.
Need for institutional policies for online education	Policies and guidelines on the conduct of online activities. A clear, detailed guidelines for teachers and students to follow (policies on what are allowed, what are not allowed, etc.). Specific instructions for the online classes and the platform to be used for it.

THEMES	SAMPLE STATEMENTS
Technical support	Technical assistance should be made available all the time to address difficulties particularly in the beginning. Access to tech support in case we encounter technical problems are vital. A capable, accessible MIS experts from our university to assist us in the conduct of a consistent on-line teaching and learning.

The key results from Table 4.4 suggest that the faculty will require strong institutional support in order to be successful or effective in moving from the more traditional face-to-face instruction to a full online or blended/hybrid instruction. Indeed, the survey results indicate that the readiness of faculty for online education depends largely on the system and support that PNU can provide.

PNU Students' Access to Devices and Connectivity

Table 4.5 presents the PNU students access to devices and connectivity.

Table 4.5

PNU students' access to technological devices and connectivity

Technological Device	Personally Owned/ Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	1816	100	1	34
Tablet	198	264	49	1434
Laptop	929	594	29	400
Desktop PC	124	317	147	1364
Internet Connection via Stable Provider	348	792	75	737
Internet Connection via Mobile Data	1144	369	39	400

Table 4.5 shows that the majority of the student respondents personally owned a smartphone and laptop, but more than half have no access to desktop PC and tablet. The data suggest that many of the student respondents have the basic devices needed for online instruction, but a significant number of them (20.49%) do not have a laptop. In terms of connectivity, the majority have access to the internet through mobile data and through a stable provider, but a significant number of the students reported not having internet connection through mobile data (20.49%) or a stable provider (37.76%). Similar with the faculty respondents, these results seem to indicate that among the student respondents, internet connectivity will be a bigger challenge than the availability of devices for online education. However, the survey did not probe on the type of smartphones that the students have. It is possible that many students have smartphones that do not have the technology needed to be used effectively for online learning.

The data likewise indicate that many students reported that they have unlimited access or have access of about three to four hours to use their devices for school work, many use their devices for creating documents (e.g. PowerPoint, Excel) and searching for content or literature for their classes, and majority go to internet cafes to access the internet, although many also reported that they do not go to places outside of home and school to access the internet (see Appendix C.2.1 to C.2.3). These results seem to suggest that the students have adequate access to their devices to be used for schoolwork (i.e. online classes). However, faculty should not expect that students will have a whole-day access to their devices, especially for laptops and desktop PC which are typically shared with other family members.

PNU Students' Experiences with Technology

Figure 2

PNU students' participation in classes using learning management systems

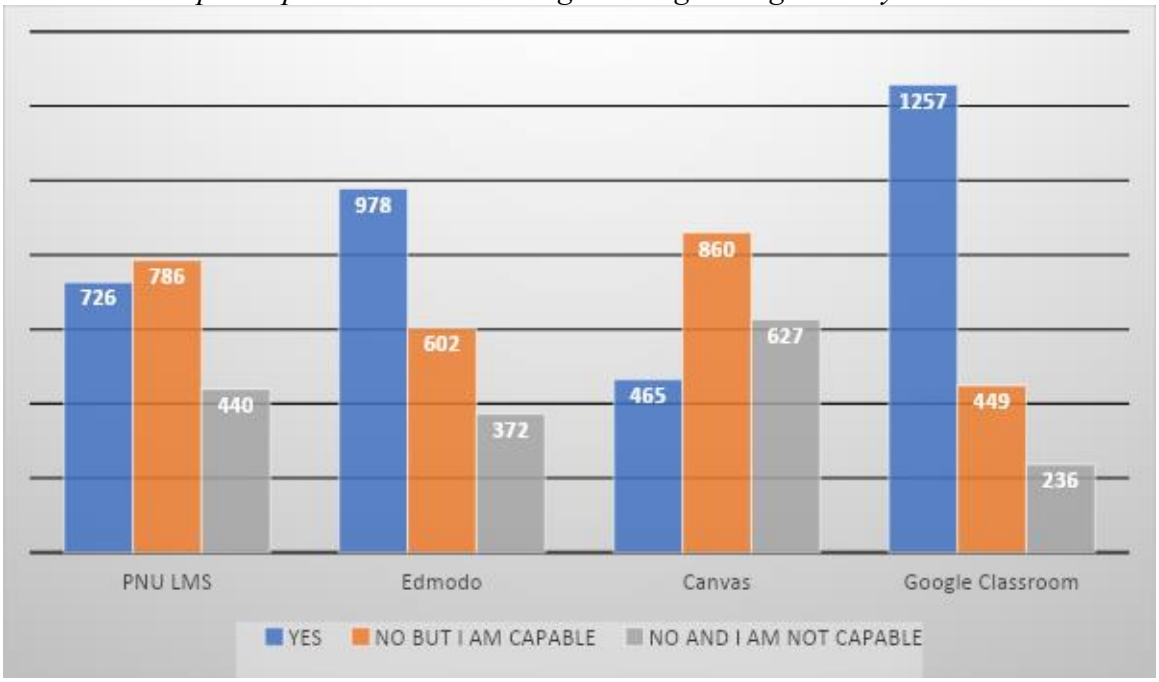


Figure 2 shows the student respondents' experiences in participating in different Learning Management Systems (LMS) in their classes. Majority of the respondents reported that they have experience in Google Classroom and Edmodo while less than the majority reported having an experience in the PNU LMS and Canvas. Surprisingly, there are more students who reported participating in Google Classroom and Edmodo than participating in the PNU LMS. Among the four LMS listed in the survey, more respondents reported not having an experience in Canvas. Similar with the faculty respondents, many students reported using Schoology as an LMS. The results are indicative that while many students have experiences in using LMS outside of what is provided by the university, a significant number of students have no experience in using any LMS.

Data from students respondents also indicate that almost all use YouTube videos in their classes, half of them use videos from Ted Talk, and majority do not use videos from Khan Academy (see Appendix C.2.4). Moreover, data indicate that almost all respondents use e-mail, social media (e.g. Facebook, Twitter), and instant messaging (e.g. Messenger, Viber) to communicate with their teachers and classmates, but very few use Zoom (see Appendix C.2.5). The results provide evidence that students have experiences

in utilizing available resources from different websites and different applications for their classes.

In terms of training, only 434 (22.23%) student respondents reported that they have attended a training or workshop on online/distance education management or e-learning/teaching platforms. Among these respondents, 409 reported attending between one to three training. On the other hand, only 690 (35.35%) have attended a course in basic education or college/graduate school that covered online/distance education management or e-learning/teaching platforms. Among these respondents, 639 reported attending between one to three courses. There were 1,187 (60.81%) students who reported having experience in using supplementary online subscriptions or online libraries for schoolwork. In general, these results suggest that many students will probably find participating in a full online or hybrid/blended class challenging, especially when an unfamiliar LMS is used.

PNU Students' Perceived Challenges and Readiness for Online Learning

Table 4.6

PNU students' challenges in attending online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in participating in online classes	356	547	787	247
Having stable internet access intended for my online classes	296	564	545	547
Using devices (smartphone, laptop, tablets) for my online classes	394	460	629	469
Using any of the available Learning Management System (LMS)	300	653	677	309
Using social media or any online modalities to communicate with my teachers and classmates	478	459	592	417
Motivating myself to participate and utilize features of an online learning environment	369	545	698	328
Managing my time in the conduct of classes (e.g. starting and ending the online class' meetings on an agreed period of time)	233	630	694	383

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
Monitoring of attendance, participation, and submission of outputs	285	572	719	376
Preparing my area/room to be conducive for online classes	274	585	619	466
Preparing and submitting my outputs/requirements	231	543	752	422
Fostering a positive online learning environment with my teacher and classmates	334	519	655	430

Table 4.6 presents the student respondents' rating of situations or conditions they consider as challenges. The top three challenges for the students are "Having stable internet access intended for my online classes", "Using devices (smartphone, laptop, tablets) for my online classes", and "Preparing my area/room to be conducive for online classes". Interestingly, "Using social media or any online modalities to communicate with my teachers and classmates" were viewed as the least of their concerns in terms of posing challenges in their participation in online classes. Overall, while all conditions articulated were considered as challenges to varying degrees by the students, access to devices and internet connectivity was viewed as a bigger challenge than motivation or learning-related challenges.

Table 4.7

PNU students' self-reported readiness for online learning

UNIT	1	2	3	4	5	6	7	8	9	10	TOTAL
FAL	2	4	11	17	29	33	31	14	3	2	**146**
FBeSS	3	2	7	7	19	22	24	18	3	3	**108**
FES	1	2	3	5	28	11	29	25	5	3	**112**
FSTeM	7	7	18	25	32	45	44	40	12	3	**233**
GE/First Year	7	6	21	35	69	45	71	48	16	4	**322**
IPEHRDS	1	1	0	7	12	7	13	7	2	0	**50**
SIKM	2	1	2	7	16	8	10	11	3	3	**63**

UNIT	1	2	3	4	5	6	7	8	9	10	TOTAL
BSMA	1	1	0	5	7	10	15	7	2	0	**48**
CTP	0	1	0	0	1	4	6	8	3	11	**34**
GTEF-MA	7	2	10	7	19	29	66	79	24	34	**277**
GTEF-PHD	0	2	1	1	12	9	17	21	17	12	**92**
PNU Min	3	6	14	10	34	22	25	18	6	7	**145**
PNU NL	3	3	7	12	14	8	9	6	1	0	**63**
PNU SL	10	2	5	14	31	13	19	16	6	0	**116**
PNU Vis	5	4	6	16	24	16	24	20	4	1	**120**
TOTAL	**52**	**44**	**105**	**168**	**347**	**282**	**403**	**338**	**107**	**83**	**1,929***

** Some responses were removed due to multiple answers*

Table 4.7 presents the student respondents' self-reported readiness for online learning from a scale of 1 (lowest readiness) to 10 (highest readiness). Majority (n= 1,200, 62.21%) of the respondents rated themselves between the scales of 4 to 7 which may be considered as average level of readiness. There are some students who rated themselves low in readiness (from a scale of 1 to 3, n =201, 10.42%). The results echo the need for an institutional support for resources (e.g. device and connectivity) and for a learner-friendly online learning environment that would allow students to be more confident with their ability to participate in online classes. Providing students with flexible learning options that require little or no online learning sessions (e.g. non-online modular mode) seems to be important to address the needs of some students.

PNU Students' Support Needed for Online Learning

Table 4.8 presents the major themes that emerged from the thematic analysis of the student respondents' qualitative responses on the support that they need from the University in relation to online learning.

Table 4.8

Major themes of support needed by students from the university

THEMES	SAMPLE STATEMENTS
Support for device and internet connectivity	I think I would need support in terms of having the necessary devices that I will need in order to partake in online classes. Frankly, what I would need the most if we will be doing online classes would be internet connection since ours is not promising. I need financial help for me to be able to sustain enough data to comply in the activities given especially if it requires to watch videos, download, upload and virtual discussions which consumes higher data allowance.
Student-friendly policies in the conduct of online classes	Thorough guidelines that must be also consulted with the students to avoid any inconvenience. Consideration that everyone is at home and has multiple responsibilities to attend to aside from the online classes. I do hope that the University would also be flexible and humanist due to the fact that learning capabilities are entrusted to electricity, internet providers and laptop/hardware limitations.
Understanding and support from faculty	May I request all the professors to be understanding and considerate especially in setting a time for online classes and submission of requirements not limited to what the student can access. It will be helpful if the professor handling the online class is understanding and flexible when it comes to setting the time of the lecture. I think I would need clear and responsive communication with professors and an easier way to reach out to professors when we have questions.

THEMES	SAMPLE STATEMENTS
Provision for an effective and efficient learning management system/platform	Having an easy access to a student portal or the platform that will be used in an online course. A decent platform for conducting online classes other than social media. Accessible learning platforms that don't consume a large amount of mobile data.
Availability of online learning resources	Provide the learning or resource materials that the students will be needing. Downloadable videos or documents so that when the internet connection is stable, we may be able to download and learn at our own pace. The Philippine Normal University must provide all the reading materials and visual presentations associated to our learning; in a form of electronic books or video file format.
Quality assurance in the delivery of instruction	I need to make sure that we learn properly. It should not just be all about submitting requirements, the professors should also teach and the university should make sure of that. The support which I probably need from the University is to provide professors who are also experts to teach online. If not really experts, at least they are trained before teaching. They must have the online passion to teach students and be resourceful in case of technical problems. I hope that the university regularly checks how the online classes will be implemented. They should always monitor the content of the class to make sure the students are learning. The method of instruction should be monitored as well so that it would help ease the difficulty of learning online.

The key results from Table 4.8 suggest that the students will require strong institutional support in order to be successful or effective in moving from the more traditional face-to-face learning to a full online or blended/hybrid learning modality. Indeed, the survey results indicate that the readiness of students for online education depends largely on the system and support that PNU can provide.

PART II. PNU MANILA

A total of 144 faculty from PNU Manila responded in the survey. The respondents were from the following academic units: College of Graduate Studies and Teacher Education Research-Graduate Teacher Education Faculty (CGSTER-GTEF), College of Flexible Learning and e-PNU (CFleX), School of Information and Knowledge Management (SIKM), Faculty of Arts and Languages (FAL), Faculty and Behavioral and Social Sciences (FBeSS), Faculty of Education Sciences (FES), Faculty of Science, Technology, and Mathematics (FSTeM), Institute of Physical Education, Health, Recreation, Dance, and Sports (IPEHRDS), and Institute of Teaching and Learning (ITL). Table 5 presents the frequency and percentage distribution of faculty respondents by gender.

Table 5

Frequency and percentage distribution of PNU Manila faculty respondents by gender

UNIT	Female		Male		Total
	f	%	f	%	
CGSTER-GTEF	14	58.33	10	41.67	24
CFleX/SIKM	6	66.67	3	33.33	9
CTD*	10	66.67	5	33.33	15
FAL	9	60.00	6	40.00	15
FBeSS	21	77.78	6	22.22	27
FES	13	92.86	1	7.14	14
FSTeM	9	52.94	8	47.06	17
IPEHRDS	2	40.00	3	60.00	5
ITL	3	16.67	15	83.33	18
Total	**87**	**60.42**	**57**	**39.58**	**144**

***No specific unit indicated

PNU Manila faculty's Access to Devices and Connectivity

Tables 6.1.1 to 6.1.9 present the PNU Manila faculty respondents access to devices and connectivity per academic unit.

Table 6.1.1

CGSTER-GTEF faculty's access to technological devices and connectivity

Technological Device	Personally Owned/ Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	22	0	0	2
Tablet	9	4	1	10
Laptop	19	4	1	0
Desktop PC	3	8	2	11
Internet Connection via Stable Provider	6	16	0	2
Internet Connection via Mobile Data	16	4	0	4

Table 6.1.2

CFleX-SIKM faculty's access to technological devices and connectivity

Technological Devices	Personally Owned/ Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	9	0	0	0
Tablet	2	3	0	4
Laptop	7	2	0	0
Desktop PC	2	2	4	1
Internet Connection via Stable Provider	2	5	0	2
Internet Connection via Mobile Data	8	0	0	1

Table 6.1.3

CTD faculty's access to technological devices and connectivity*

Technological Device	Personally Owned/ Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	14	1	0	0
Tablet	7	2	1	5
Laptop	14	1	0	0
Desktop PC	1	1	3	10
Internet Connection via Stable Provider	6	7	0	2
Internet Connection via Mobile Data	13	1	0	1

Table 6.1.4

FAL faculty's access to technological devices and connectivity

Technological Device	Personally Owned/ Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	14	1	0	0
Tablet	5	2	0	8
Laptop	14	1	0	0
Desktop PC	2	3	2	8
Internet Connection via Stable Provider	5	7	1	2
Internet Connection via Mobile Data	12	2	0	1

Table 6.1.5

FBeSS faculty's access to technological devices and connectivity

Technological Device	Personally Owned /Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	26	1	0	0
Tablet	16	4	2	5
Laptop	23	4	0	0

Technological Device	Personally Owned /Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Desktop PC	4	3	5	15
Internet Connection via Stable Provider	12	12	1	2
Internet Connection via Mobile Data	22	2	0	3

Table 6.1.6

FES faculty's access to technological devices and connectivity

Technological Device	Personally Owned/ Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	14	0	0	0
Tablet	4	5	1	4
Laptop	12	2	0	0
Desktop PC	1	3	4	6
Internet Connection via Stable Provider	2	9	1	2
Internet Connection via Mobile Data	10	2	0	2

Table 6.1.7

FSTeM faculty's access to technological devices and connectivity

Technological Device	Personally Owned/ Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	16	1	0	0
Tablet	7	2	0	8
Laptop	16	1	0	0
Desktop PC	2	3	3	9
Internet Connection via Stable Provider	11	6	0	0
Internet Connection via Mobile Data	13	0	0	4

Table 6.1.8

IPEHRDS faculty's access to technological devices and connectivity

Technological Device	Personally Owned/Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	5	0	0	0
Tablet	2	0	0	3
Laptop	5	0	0	0
Desktop PC	2	0	1	2
Internet Connection via Stable Provider	3	0	1	1
Internet Connection via Mobile Data	4	0	0	1

Table 6.1.9

ITL faculty's access to technological devices and connectivity

Technological Device	Personally Owned/Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	1	0	0	17
Tablet	6	3	0	9
Laptop	16	1	0	1
Desktop PC	1	3	1	13
Internet Connection via Stable Provider	7	7	1	3
Internet Connection via Mobile Data	13	2	0	3

The preceding tables show that almost all of the faculty respondents personally owned a smartphone and laptop, but many do not have a tablet or a desktop PC. All faculty respondents from CFleX/SIKM, FES, and IPEHRDS personally owned a smartphone, while (surprisingly) 94% of the ITL faculty respondents reported that they do not own a smartphone. FES has the most faculty respondents with access to a tablet (71.43%) while IPEHRDS has the most faculty respondents with no access (60%). In terms of laptop, all faculty respondents from all units reported to have access to a laptop, except for one ITL faculty. Moreover, FSTeM has the highest percentage of faculty respondents who

personally owned a laptop (94.11%), CFleX/SIKM has the most faculty respondents with access to a desktop PC (88.89%) while ITL has the most faculty respondents with no access to a desktop PC (72.22%).

In terms of connectivity, the majority of the faculty respondents have access to the internet via mobile data and a stable provider (e.g. LAN through PLDT). Nevertheless, there are some faculty who reported not having access to internet connection via mobile data or a stable provider. All faculty respondents from FES have connectivity from a stable provider while FAL has the highest percentage of faculty respondents with connectivity from mobile data (93.33%). In terms of the other areas about access to technological devices, majority of the faculty respondents in each academic unit reported that they have unlimited access to their devices to use for work in a day, that they typically use their devices for creating documents (e.g. PowerPoint, Excel) and searching for content or literature for their classes, and that they do not go to places outside of home and school to access the internet (see figures in Appendix D).

PNU Manila faculty's experiences with technology

Figures 3.1 to 3.9 illustrate PNU Manila faculty respondents' experiences with technology.

Figure 3.1

Utilization of different learning management systems – CGSTER-GTEF Faculty

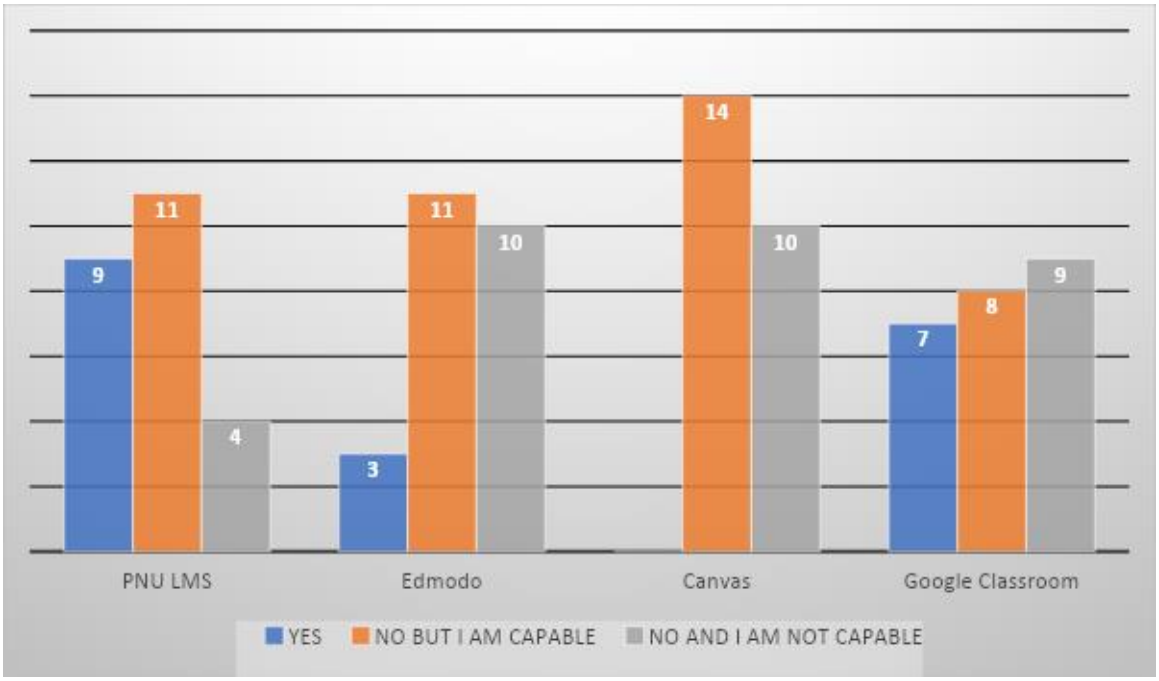


Figure 3.2

Utilization of different learning management systems – CfleX/SIKM Faculty

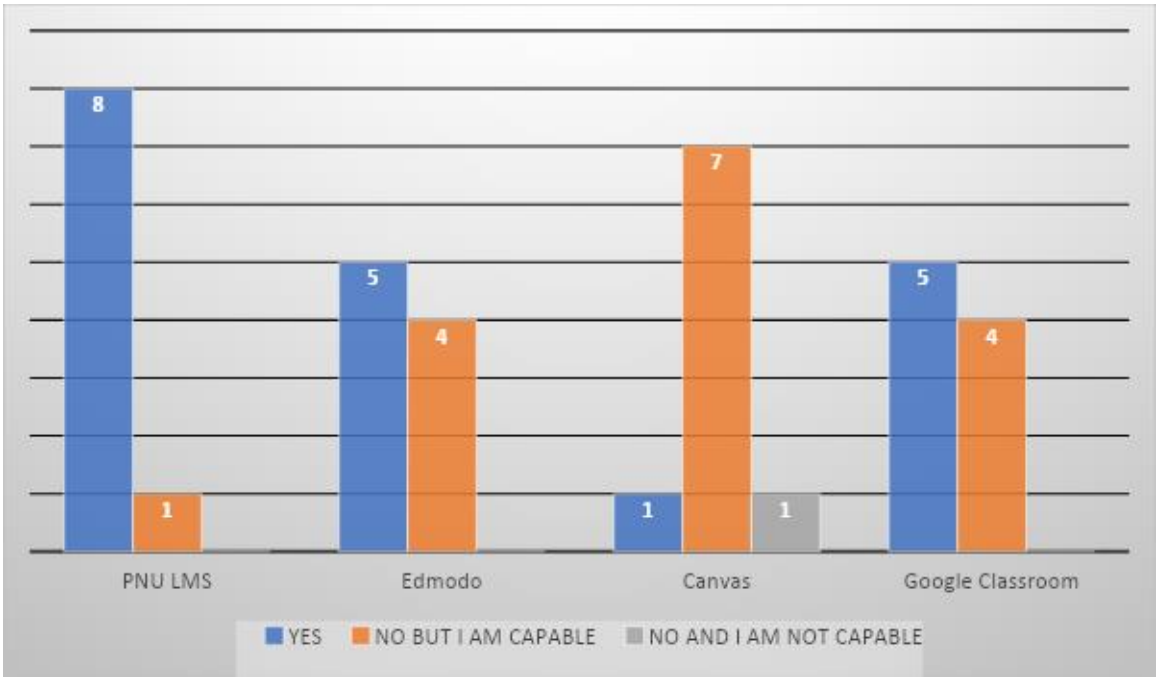


Figure 3.3

Utilization of different learning management systems – CTD Faculty

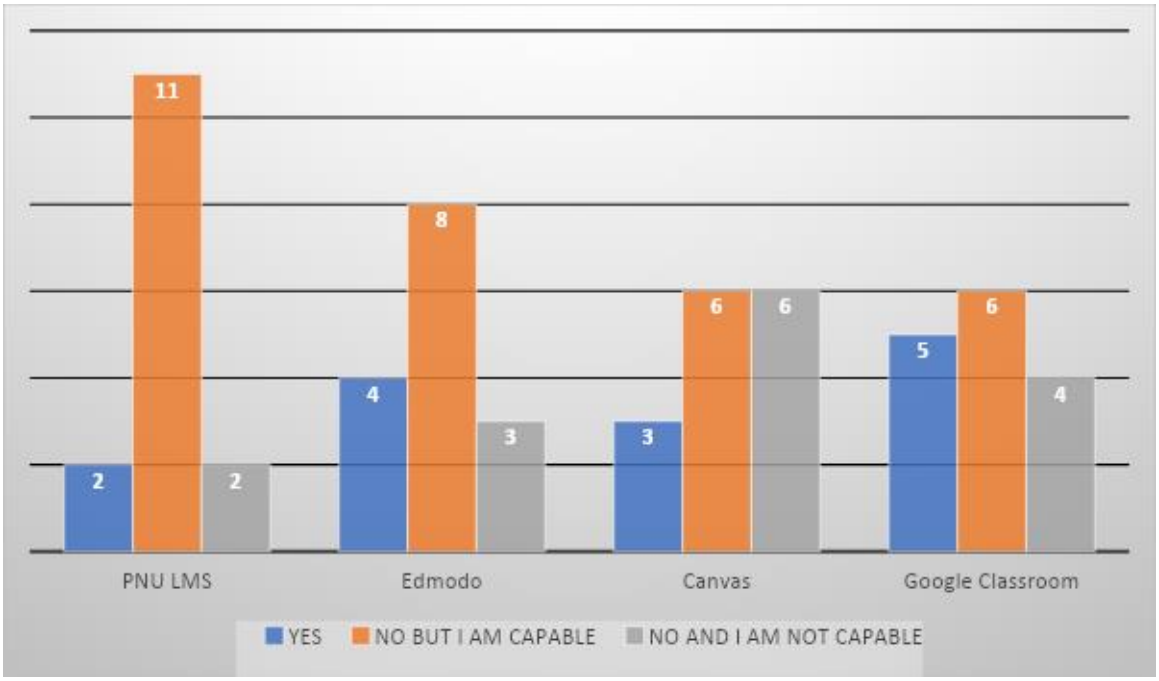


Figure 3.4

Utilization of different learning management systems – FAL Faculty

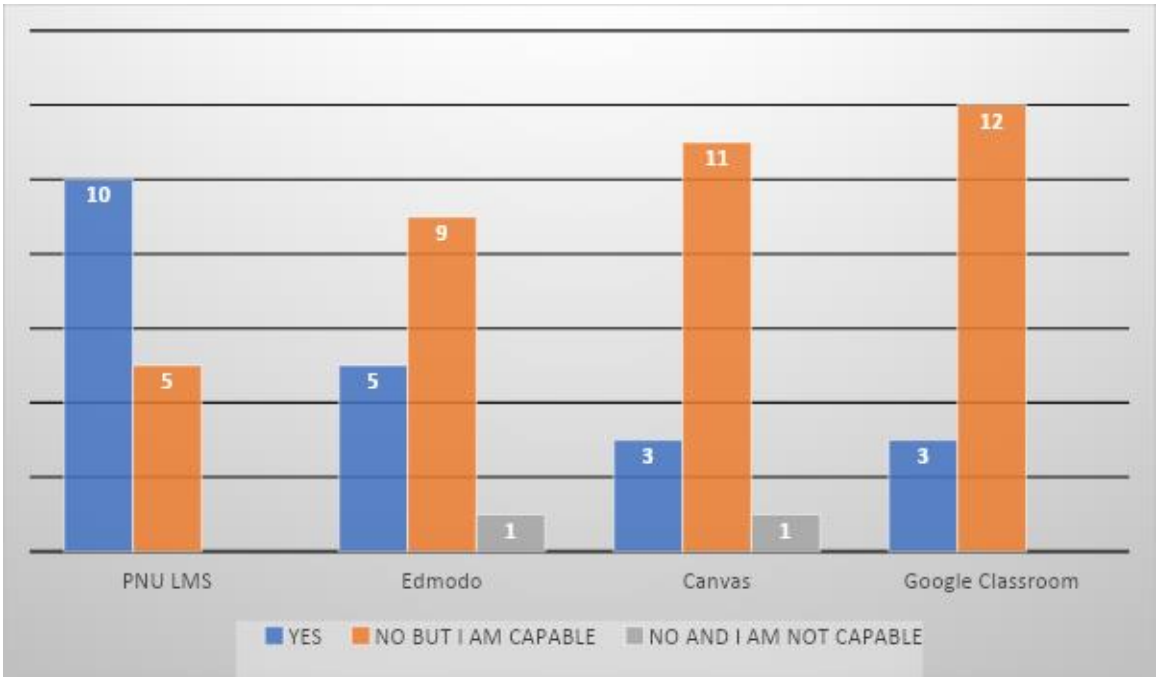


Figure 3.5

Utilization of different learning management systems – FBeSS Faculty

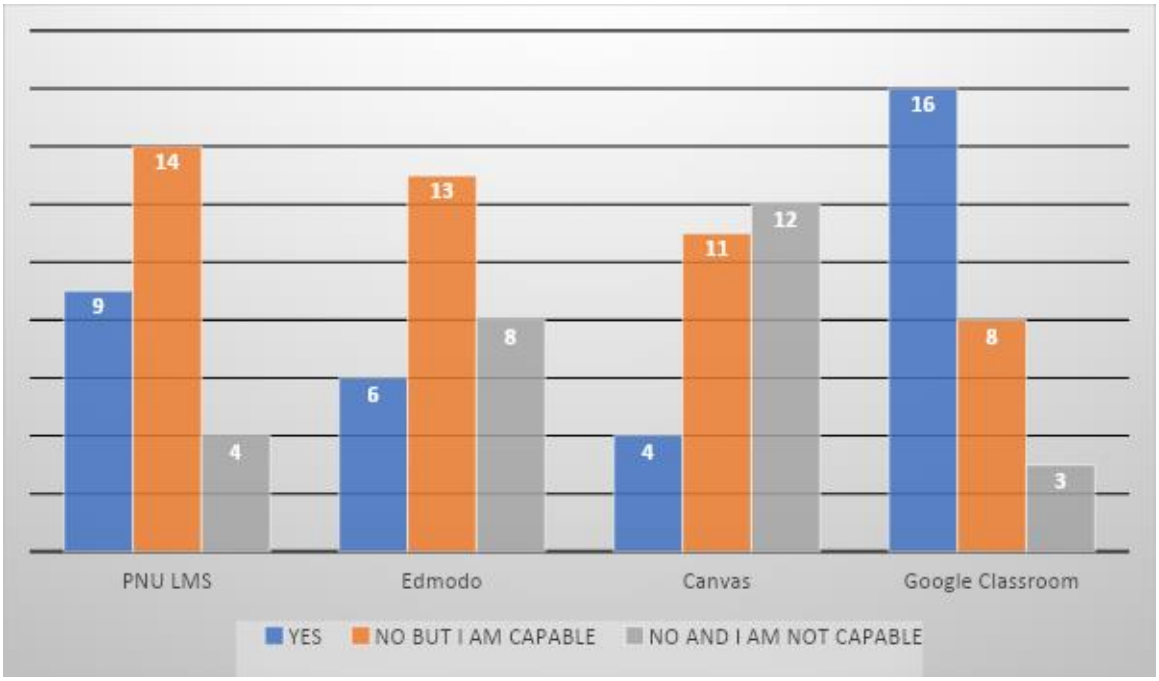


Figure 3.6

Utilization of different learning management systems – FES Faculty

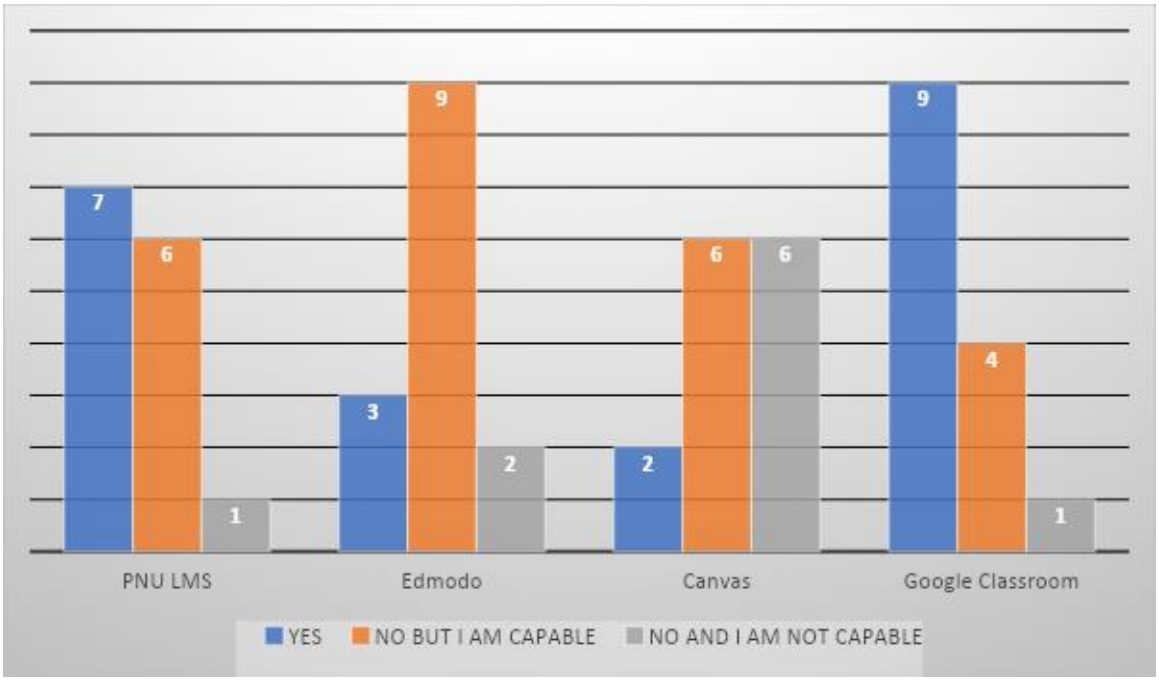


Figure 3.7

Utilization of different learning management systems – FSTeM Faculty

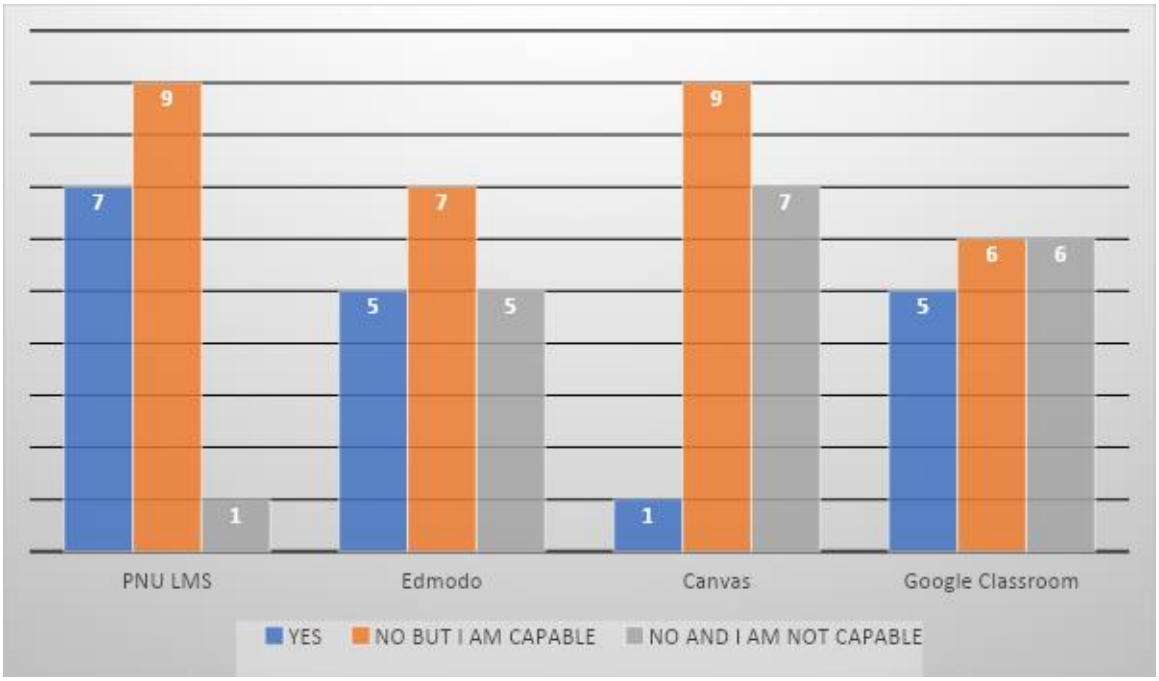


Figure 3.8

Utilization of different learning management systems – IPEHRDS Faculty

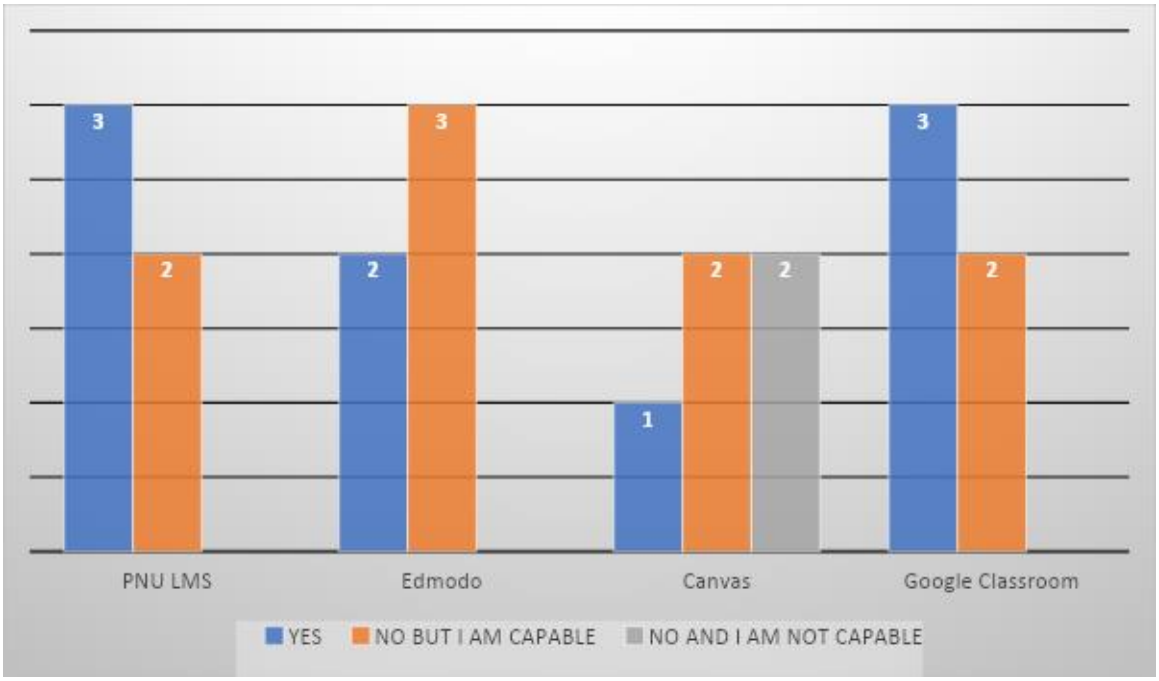
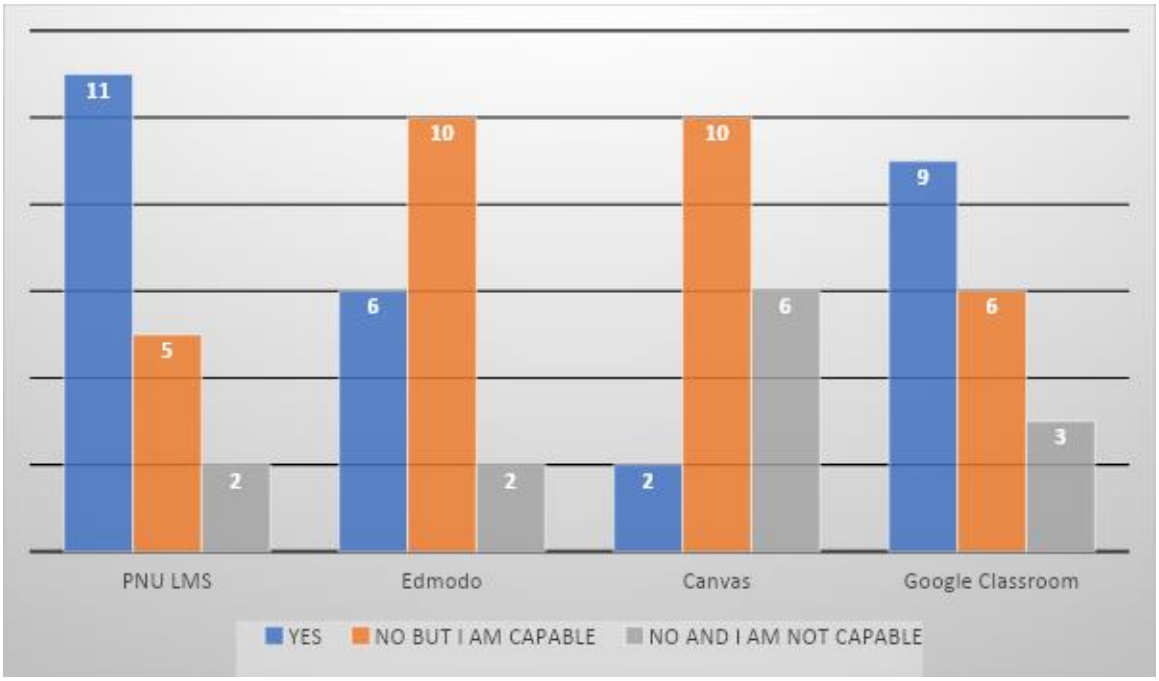


Figure 3.9

Utilization of different learning management systems – ITL Faculty



The preceding figures show the PNU Manila faculty respondents' utilization of different Learning Management Systems (LMS) for their classes. In general, the results show that many PNU Manila faculty respondents reported that they do not use the PNU LMS, Edmodo, Canvas and Google Classroom. Not surprisingly, CFleX/SIKM has the highest percentage of faculty respondents who use the PNU LMS (88.89%) while the faculty from CTD who did not indicate their specific unit are not using the PNU LMS (with only 13.33% reporting usage). In terms of Edmodo, CFleX/SIKM also has the most faculty respondents utilizing the said LMS (55.56%) while CGSTER-GTEF has the least percentage of faculty who reported using it (12.50%). For Canvas, not a single CGSTER-GTEF faculty respondents reported utilizing it while CTD, FAL, and IPEHRDS have the most faculty utilizing it (20.00%). For Google Classroom, FES and IPEHRDS have the most number of faculty respondents utilizing the said LMS (60%) while FAL has the least (20%).

As mentioned, the results indicate that many faculty respondents are not using any LMS for their classes and a good number of those who do not use LMS may need training to capacitate them. Moreover, faculty tend to use different LMS and some are more familiar with other LMS than with the PNU LMS. As mentioned in Part I of this report, many faculty also use other LMS like Facebook groups and Schoology. These results suggest that the choice of LMS depends on the faculty. Whether the choice is based on convenience or interest or some other factors is a matter that should be explored when designing a capacity building program to prepare faculty to teach online.

Other results about the PNU Manila faculty respondents show the following: (1) almost all use YouTube videos in their classes, majority use videos from Ted Talk, and many do not use videos from Khan Academy; (2) almost all respondents use e-mail and instant messaging (e.g. Messenger, Viber) to communicate with students in their classes, but many are not using Zoom; (3), majority of the faculty respondents reported that they have attended at least one training or workshop on online/distance education management or e-learning/teaching platforms; (4) only a small number of the faculty respondents have conducted or facilitated at least one training/workshop online/distance education management or e-learning/teaching platforms; and (5) around half of the faculty respondents reported using supplementary materials for online/distance learning through online subscriptions or online libraries. In general, these results suggest that many faculty

will need capacity building to be able to effectively deliver a full online or blended instruction, especially when an unfamiliar LMS is used.

PNU Manila Faculty's Perceived Challenges and Readiness for Online Teaching

Tables 6.2.1 to 6.2.9 present the PNU Manila faculty respondents' perceived challenges in conducting online classes while Table 7 presents the PNU Manila faculty's perceived readiness for online teaching.

Table 6.2.1

CGSTER-GTEF faculty's challenges in conducting online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in delivering online classes	3	9	9	3
Having stable internet access intended for my online classes	4	9	5	6
Using devices for my online classes	7	8	6	3
Using any of the available Learning Management System	4	11	7	2
Using social media or any online modalities to communicate with my students	9	8	5	2
Encouraging learners' participation and utilization of features of an online learning environment	4	9	6	5
Managing my time in the conduct of classes	4	11	7	2
Monitoring of attendance, participation, and submission of outputs	5	10	3	6
Preparing my area/room to be conducive for online classes	4	10	5	5
Assessing students' performance in an online learning environment	5	9	7	3
Fostering a positive online learning environment with students	4	9	6	5

Table 6.2.2

CFleX-SIKM faculty's challenges in conducting online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in delivering online classes	4	0	4	1
Having stable internet access intended for my online classes	1	3	2	3
Using devices for my online classes	3	2	3	1
Using any of the available Learning Management System	4	2	3	0
Using social media or any online modalities to communicate with my students	4	3	2	0
Encouraging learners' participation and utilization of features of an online learning environment	1	3	4	1
Managing my time in the conduct of classes	1	6	2	0
Monitoring of attendance, participation, and submission of outputs	3	2	4	0
Preparing my area/room to be conducive for online classes	2	4	3	0
Assessing students' performance in an online learning environment	2	4	3	0
Fostering a positive online learning environment with students	1	4	4	0

Table 6.2.3

CTD faculty's challenges in conducting online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in delivering online classes	3	6	6	0
Having stable internet access intended for my online classes	1	6	4	4
Using devices for my online classes	5	4	5	1
Using any of the available Learning Management System	3	7	4	1
Using social media or any online modalities to communicate with my students	8	2	2	3

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
Encouraging learners' participation and utilization of features of an online learning environment	4	6	3	2
Managing my time in the conduct of classes	5	4	4	2
Monitoring of attendance, participation, and submission of outputs	6	5	1	3
Preparing my area/room to be conducive for online classes	2	5	5	3
Assessing students' performance in an online learning environment	2	7	3	3
Fostering a positive online learning environment with students	6	4	3	2

Table 6.2.4

FAL faculty challenges in conducting online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in delivering online classes	2	4	8	1
Having stable internet access intended for my online classes	1	5	2	7
Using devices for my online classes	2	5	4	4
Using any of the available Learning Management System	2	2	9	2
Using social media or any online modalities to communicate with my students	3	5	3	4
Encouraging learners' participation and utilization of features of an online learning environment	2	4	7	2
Managing my time in the conduct of classes	1	5	8	1
Monitoring of attendance, participation, and submission of outputs	3	3	7	2
Preparing my area/room to be conducive for online classes	2	5	6	2
Assessing students' performance in an online learning environment	3	1	9	2

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
Fostering a positive online learning environment with students	4	2	7	2

Table 6.2.5

FBeSS faculty challenges in conducting online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in delivering online classes	4	12	10	1
Having stable internet access intended for my online classes	5	6	9	7
Using devices for my online classes	9	9	7	2
Using any of the available Learning Management System	5	14	6	2
Using social media or any online modalities to communicate with my students	8	10	5	4
Encouraging learners' participation and utilization of features of an online learning environment	7	9	7	4
Managing my time in the conduct of classes	3	12	7	5
Monitoring of attendance, participation, and submission of outputs	5	12	8	2
Preparing my area/room to be conducive for online classes	4	10	9	4
Assessing students' performance in an online learning environment	4	9	9	5
Fostering a positive online learning environment with students	5	11	7	4

Table 6.2.6

FES faculty challenges in conducting online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in delivering online classes	0	6	6	2

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
Having stable internet access intended for my online classes	0	2	7	5
Using devices for my online classes	3	2	4	5
Using any of the available Learning Management System	0	5	6	3
Using social media or any online modalities to communicate with my students	3	1	5	5
Encouraging learners' participation and utilization of features of an online learning environment	2	2	7	3
Managing my time in the conduct of classes	2	3	7	2
Monitoring of attendance, participation, and submission of outputs	2	2	7	3
Preparing my area/room to be conducive for online classes	2	4	5	3
Assessing students' performance in an online learning environment	1	5	5	3
Fostering a positive online learning environment with students	3	2	6	3

Table 6.2.7

FSTeM faculty challenges in conducting online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in delivering online classes	0	6	9	2
Having stable internet access intended for my online classes	1	7	5	4
Using devices for my online classes	4	5	7	1
Using any of the available Learning Management System	2	6	6	3
Using social media or any online modalities to communicate with my students	4	4	6	3
Encouraging learners' participation and utilization of features of an online learning environment	0	9	5	3
Managing my time in the conduct of classes	1	9	4	3

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
Monitoring of attendance, participation, and submission of outputs	0	6	10	1
Preparing my area/room to be conducive for online classes	0	8	5	4
Assessing students' performance in an online learning environment	1	8	4	4
Fostering a positive online learning environment with students	0	9	5	3

Table 6.2.8

IPEHRDS faculty's challenges in conducting online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in delivering online classes	1	3	1	0
Having stable internet access intended for my online classes	0	1	3	1
Using devices for my online classes	2	2	1	0
Using any of the available Learning Management System	0	3	1	1
Using social media or any online modalities to communicate with my students	2	1	1	1
Encouraging learners' participation and utilization of features of an online learning environment	1	3	1	0
Managing my time in the conduct of classes	2	0	1	2
Monitoring of attendance, participation, and submission of outputs	1	1	1	2
Preparing my area/room to be conducive for online classes	2	2	0	1
Assessing students' performance in an online learning environment	1	2	2	0
Fostering a positive online learning environment with students	2	1	2	0

Table 6.2.9

ITL faculty's challenges in conducting online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in delivering online classes	3	4	7	4
Having stable internet access intended for my online classes	1	2	8	7
Using devices for my online classes	3	4	7	4
Using any of the available Learning Management System	3	6	6	3
Using social media or any online modalities to communicate with my students	6	2	5	5
Encouraging learners' participation and utilization of features of an online learning environment	1	4	7	6
Managing my time in the conduct of classes	4	2	7	5
Monitoring of attendance, participation, and submission of outputs	5	3	6	4
Preparing my area/room to be conducive for online classes	5	4	6	3
Assessing students' performance in an online learning environment	0	6	8	4
Fostering a positive online learning environment with students	2	4	8	4

The preceding tables present the PNU Manila faculty respondents' rating of situations or conditions they consider as challenges. For CGSTER-GTEF, "Having stable internet access intended for my online classes" and "Monitoring of attendance, participation, and submission of outputs" were considered as the most challenging. For FES, "Having stable internet access intended for my online classes", "Using devices for my online classes" and "Using social media or any online modalities to communicate with my students" were viewed as most challenging. For FSTeM, "Having stable internet access intended for my online classes", "Assessing students' performance in an online learning environment", and "Fostering a positive online learning environment with students" were viewed as most challenging. For IPEHRDS, "Monitoring of attendance, participation, and submission of outputs" and "Preparing my area/room to be conducive for online classes"

were regarded as most challenging. For all other units, "Having stable internet access intended for my online classes" was perceived as most challenging.

Overall, while all conditions articulated were considered as challenges to varying degrees by the faculty respondents, the faculty viewed the need to have a stable internet access for online classes as the most challenging. Whether full online or a blended/hybrid learning system, access to adequate and efficient connectivity is critical and should be one of the major considerations in the planning of such flexible learning delivery. Nevertheless, given that the faculty respondents considered other situations or conditions as major challenges, the capacity building program for faculty should be able to address the needs of all faculty in relation to these challenges.

Table 7

PNU Manila faculty's perceived readiness for online teaching

UNIT	1	2	3	4	5	6	7	8	9	10	TOTAL
CGSTER	1	1	0	1	3	4	5	5	3	1	**24**
CFleX	0	0	0	0	0	0	1	3	4	1	**9**
CTD	0	0	0	0	4	3	3	3	1	1	**15**
FAL	0	0	0	0	2	4	3	3	2	1	**15**
FBeSS	0	1	2	1	3	2	7	7	3	1	**27**
FES	1	0	0	0	1	3	4	3	2	0	**14**
FSTeM	1	0	0	1	3	3	6	2	1	0	**17**
IPEHRDS	0	0	1	0	0	1	2	1	0	0	**5**
ITL	0	0	0	0	1	3	5	7	1	1	**18**
TOTAL	**3**	**2**	**3**	**3**	**17**	**23**	**36**	**34**	**17**	**6**	**144**

Table 7 presents the PNU Manila faculty respondents' self-reported readiness for online teaching from a scale of 1 (lowest readiness) to 10 (highest readiness). Majority (n= 79, 54.86, %) of the respondents rated themselves between the scales of 4 to 7 which may be considered as average level of readiness. A few faculty rated themselves low in readiness (from a scale of 1 to 3, n = 8, 5.56%). Faculty from CFleX/SIKM rated their readiness relatively high compared with the academic other units. In general, the results

suggest that many faculty do not seem to be highly confident with their ability to do online teaching. This further highlights the need for capacity building that would allow faculty to be more confident with their competence to do online teaching. The need to provide flexible learning modes that require little or no online teaching may also be considered, at least to some faculty who are not ready to do online teaching (whether full online or blended).

PNU Manila Students

A total of 1, 503 students from PNU Manila responded in the survey. The respondents were graduate students from the College of Graduate Studies and Teacher Education Research- Graduate Teacher Education Faculty (CGSTER-GTEF, Master's and Doctorate), undergraduate students from the Faculty of Arts and Languages (FAL), Faculty and Behavioral and Social Sciences (FBeSS), Faculty of Education Sciences (FES), Faculty of Science, Technology, and Mathematics (FSTeM), Institute of Physical Education, Health, Recreation, Dance, and Sports (IPEHRDS), and School of Information and Knowledge Management (SIKM). There were also respondents from the BSMA program (Psychology and Counseling) which is under both CGSTER and CTD (College of Teacher Development), Certificate in Teaching Program (CTP, under FES), and first year students (General Education). Table 8 presents the frequency and percentage distribution of student respondents by gender.

Table 8

Frequency and percentage distribution of PNU Manila student respondents by gender

UNIT	Female		Male		Total
	f	%	f	%	
CGSTER-GTEF MA	191	68.71	87	31.29	278
CGSTER-GTEF PhD	56	60.87	36	39.13	92
CGSTER-CTD (BSMA)	42	87.50	6	12.50	48
FA-UG	114	76.51	35	23.49	149
FBeSS-UG	78	70.91	32	29.09	110
FES-UG	112	98.25	2	1.75	114
FSTeM-UG	169	71.91	66	28.09	235

UNIT	Female		Male		Total
	f	%	f	%	
IPEHRDS-UG	28	54.90	23	45.10	51
SIKM-UG	51	79.69	13	20.31	64
Gen.Ed/First Year	235	71.65	93	28.35	328
CTP	22	64.71	12	35.29	34
Total	**1,098**	**73.05**	**405**	**26.95**	**1, 503**

PNU Manila Students' Access to Devices and Connectivity

Tables 9.1 to 9.11 present the PNU-Manila student respondents' access to devices and connectivity.

Table 9.1.1

CGSTER-GTEF MA students' access to technological devices and connectivity

Technological Devices	Personally Owned/ Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	270	6	0	2
Tablet	70	43	7	158
Laptop	233	32	4	9
Desktop PC	41	44	17	176
Internet Connection via Stable Provider	101	112	8	57
Internet Connection via Mobile Data	202	36	2	38

Table 9.1.2

CGSTER-GTEF PhD students' access to technological devices and connectivity

Technological Device	Personally Owned/ Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	90	1	0	1
Tablet	26	18	4	44

Technological Device	Personally Owned/ Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Laptop	79	9	4	
Desktop PC	13	18	7	54
Internet Connection via Stable Provider	30	44	3	15
Internet Connection via Mobile Data	71	11	1	9

Table 9.1.3

BSMA (PC) students' access to technological devices and connectivity

Technological Device	Personally Owned/ Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	45	2	0	1
Tablet	3	7	0	38
Laptop	20	21	0	7
Desktop PC	2	11	2	33
Internet Connection via Stable Provider	8	29	3	8
Internet Connection via Mobile Data	19	9	2	18

Table 9.1.4

FAL students' access to technological devices and connectivity

Technological Device	Personally Owned/ Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	140	6	0	3
Tablet	12	12	4	121
Laptop	55	62	2	30
Desktop PC	4	23	6	116
Internet Connection via Stable Provider	13	68	7	61
Internet Connection via Mobile Data	84	27	3	35

Table 9.1.5

FBeSS students' access to technological devices and connectivity

Technological Device	Personally Owned/ Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	101	6	0	3
Tablet	10	21	4	75
Laptop	47	38	3	22
Desktop PC	7	27	7	69
Internet Connection via Stable Provider	24	49	3	34
Internet Connection via Mobile Data	57	19	0	34

Table 9.1.6

FES students' access to technological devices and connectivity

Technological Device	Personally Owned/ Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	107	4	0	3
Tablet	8	20	4	82
Laptop	62	41	0	11
Desktop PC	2	18	11	83
Internet Connection via Stable Provider	19	60	4	31
Internet Connection via Mobile Data	55	28	4	27

Table 9.1.7

FSTeM students' access to technological devices and connectivity

Technological Device	Personally Owned/ Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	219	11	0	5
Tablet	21	29	6	179
Laptop	103	75	2	55

Technological Device	Personally Owned/ Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Desktop PC	10	42	13	170
Internet Connection via Stable Provider	34	107	6	88
Internet Connection via Mobile Data	129	56	5	45

Table 9.1.8

IPEHRDS students' access to technological devices and connectivity

Technological Devices	Personally Owned/ Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	46	5	0	0
Tablet	2	11	1	37
Laptop	13	24	0	14
Desktop PC	4	12	3	32
Internet Connection via Stable Provider	9	21	0	21
Internet Connection via Mobile Data	23	14	2	12

Table 9.1.9

SIKM students' access to technological devices and connectivity

Technological Device	Personally Owned/Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	60	3	0	1
Tablet	9	2	2	44
Laptop	32	14	2	16
Desktop PC	7	4	13	40
Internet Connection via Stable Provider	17	23	3	21
Internet Connection via Mobile Data	35	11	2	16

Table 9.1.10

First Year students' access to technological devices and connectivity

Technological Device	Personally Owned/Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	305	19	0	4
Tablet	17	43	7	261
Laptop	113	130	6	79
Desktop PC	17	55	22	234
Internet Connection via Stable Provider	49	154	13	112
Internet Connection via Mobile Data	171	60	10	87

Table 9.1.11

CTP students' access to technological devices and connectivity

Technological Device	Personally Owned/Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	33	1	0	
Tablet	9	5	0	20
Laptop	23	6	0	5
Desktop PC	6	5	0	23
Internet Connection via Stable Provider	9	19	0	6
Internet Connection via Mobile Data	29	2	0	3

The preceding tables show that the majority of the student respondents personally owned a smartphone and laptop, but many did not have a tablet or a desktop PC. As expected, CGSTER-GTEF (PhD) has the highest percentage of student respondents who personally owned a smartphone, laptop, tablet, or PC (97.83%, 85.87%, 28.26%, and 41.30% respectively). These results and the results from the MA students suggest that graduate students have greater access to technological devices needed for online learning compared with the undergraduate students.

In terms of connectivity, majority of the student respondents have access to the internet via mobile data and a stable provider (e.g. LAN through PLDT) although many of them share the connectivity with other members of their family. Similar to access to devices, CGSTER-GTEF (PhD) has the highest percentage of student respondents who have access to connectivity (whether from mobile data or from a stable provider). IPEHRDS students and BSMA students have the lowest percentage of access to the internet through a stable provider and mobile data respectively. Interestingly, there are some students from all units who reported not having access to internet connection via mobile data or a stable provider. This was true even for CGSTER and CTP students.

In terms of the other areas about access to technological devices, majority of the student respondents in each academic unit reported that they have unlimited access to their devices or have access of about three to four hours to use their devices for school work, that they typically use their devices for creating documents (e.g. PowerPoint, Excel) and for searching for content or literature for their classes, and that they go to internet cafes to access the internet (see figures in Appendix D).

PNU Manila student's experiences with technology

Figures 4.1 to 4.11 illustrates the PNU Manila student respondents' experiences with technology that are used in online classes.

Figure 4.1

Participation of CGSTER-MA students in classes using learning management systems

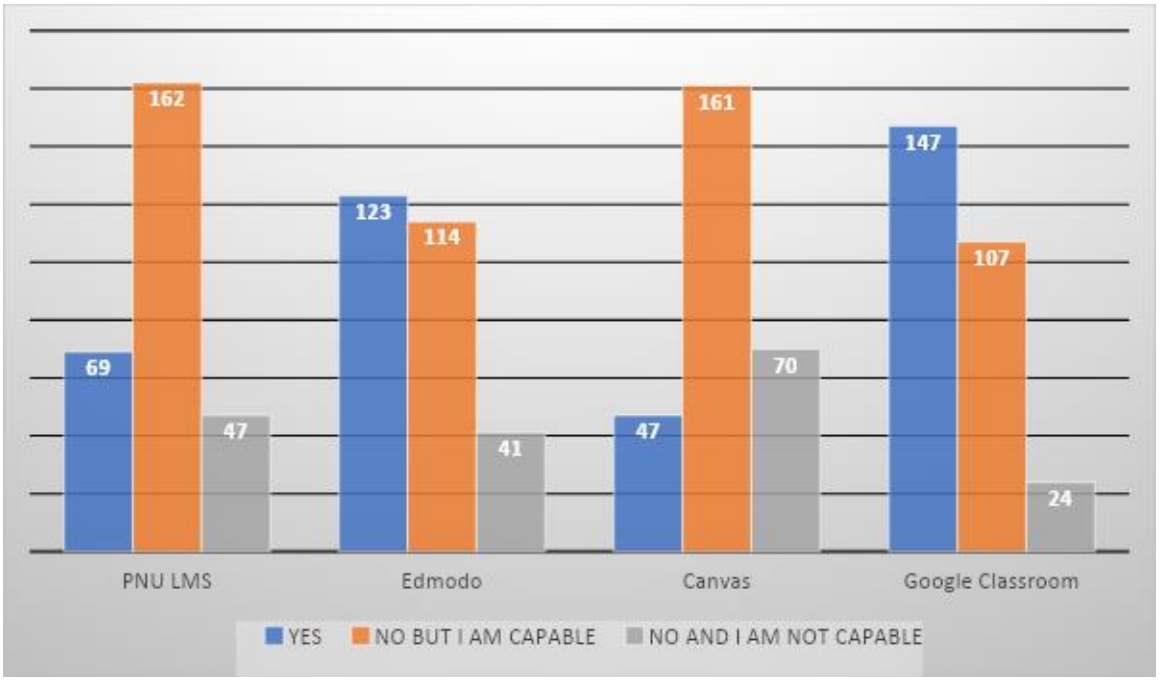


Figure 4.2

Participation of CGSTER-PhD Students in classes using learning management systems

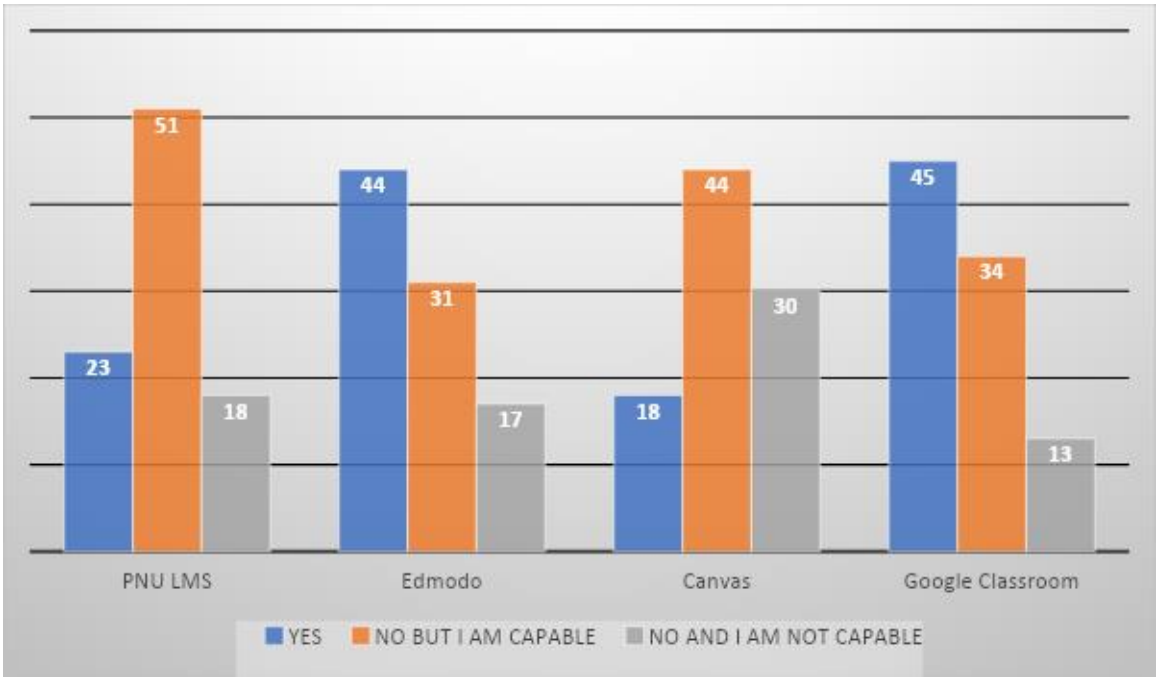


Figure 4.3

Participation of BSMA (PC) students in classes using learning management systems

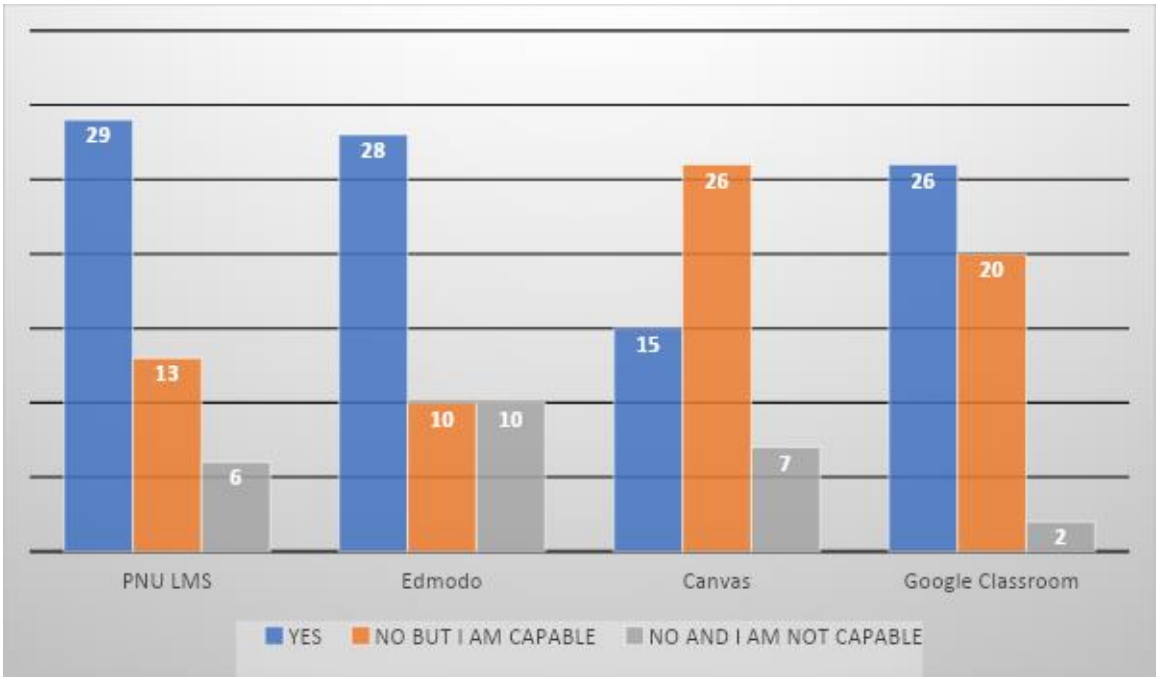


Figure 4.4

Participation of FAL students in classes using learning management systems

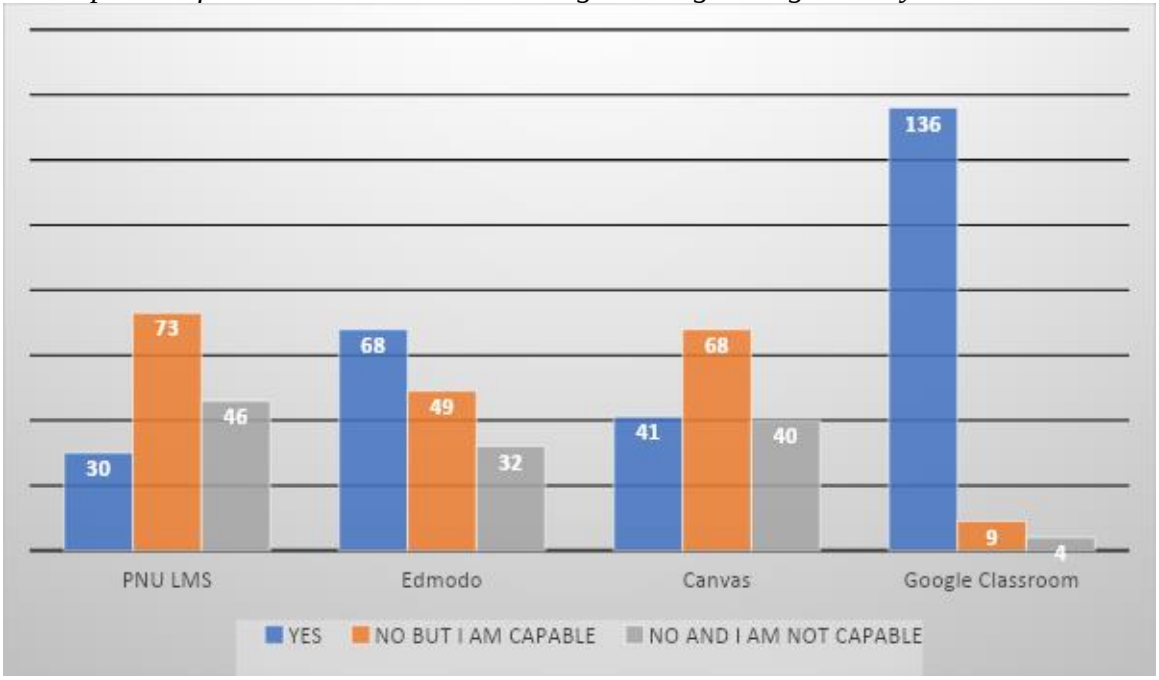


Figure 4.5

Participation of FBeSS students in classes using learning management systems

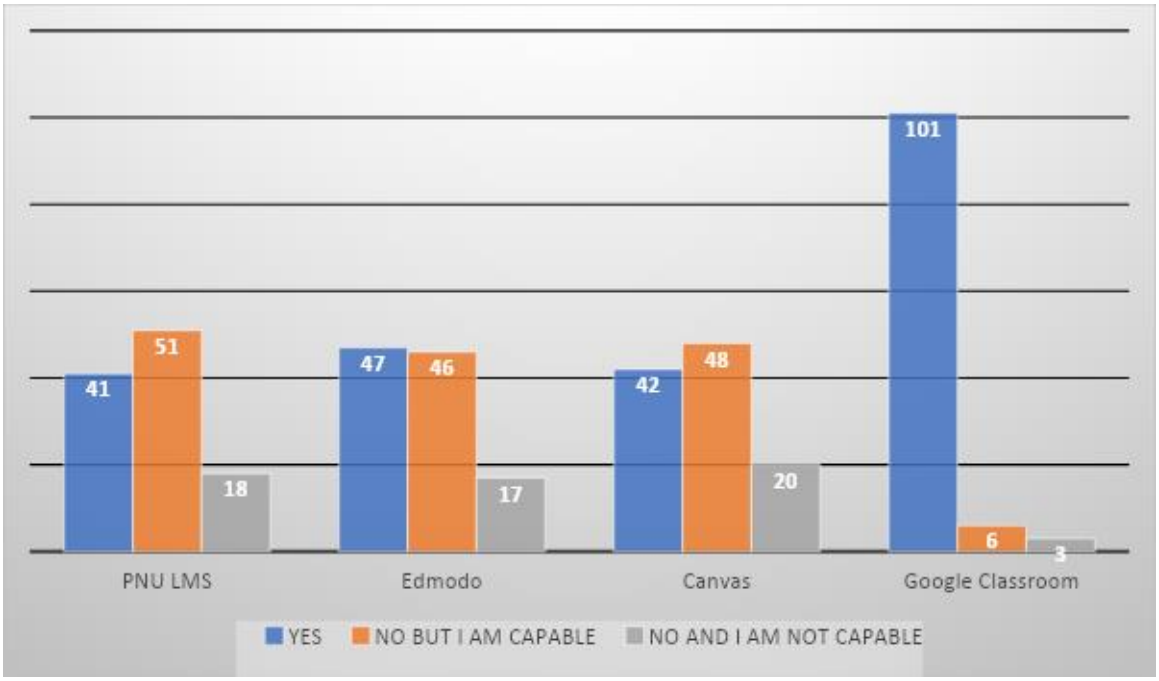


Figure 4.6

Participation of FES students in classes using learning management systems

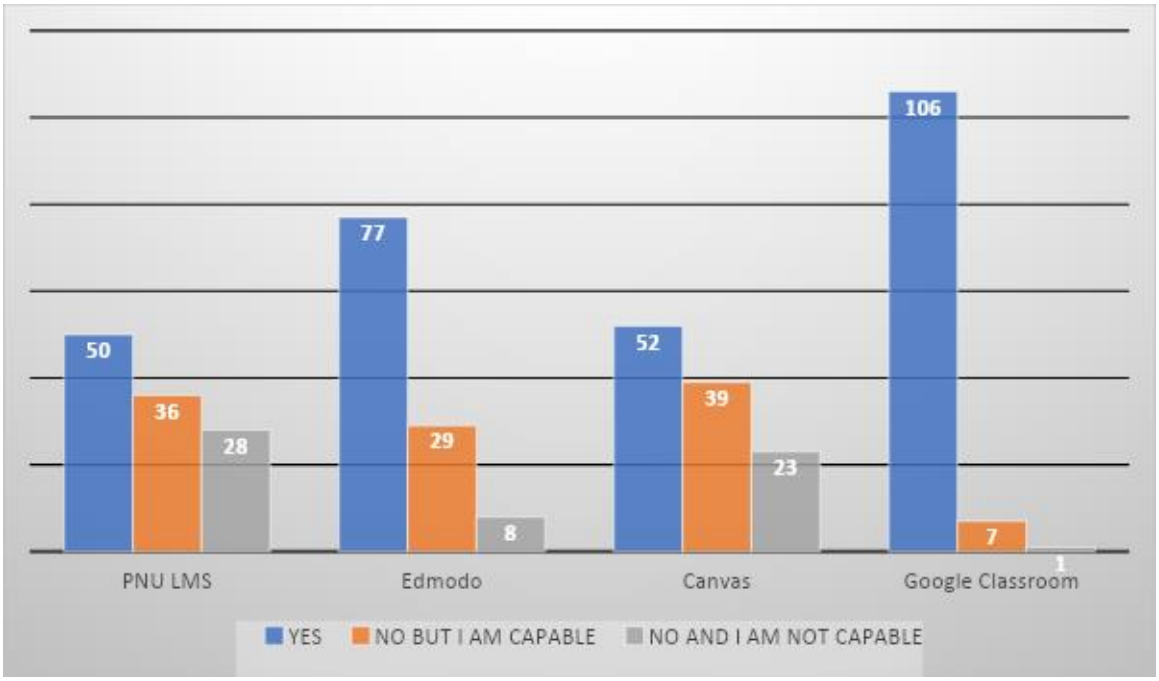


Figure 4.7

Participation of FSTeM students in classes using learning management systems

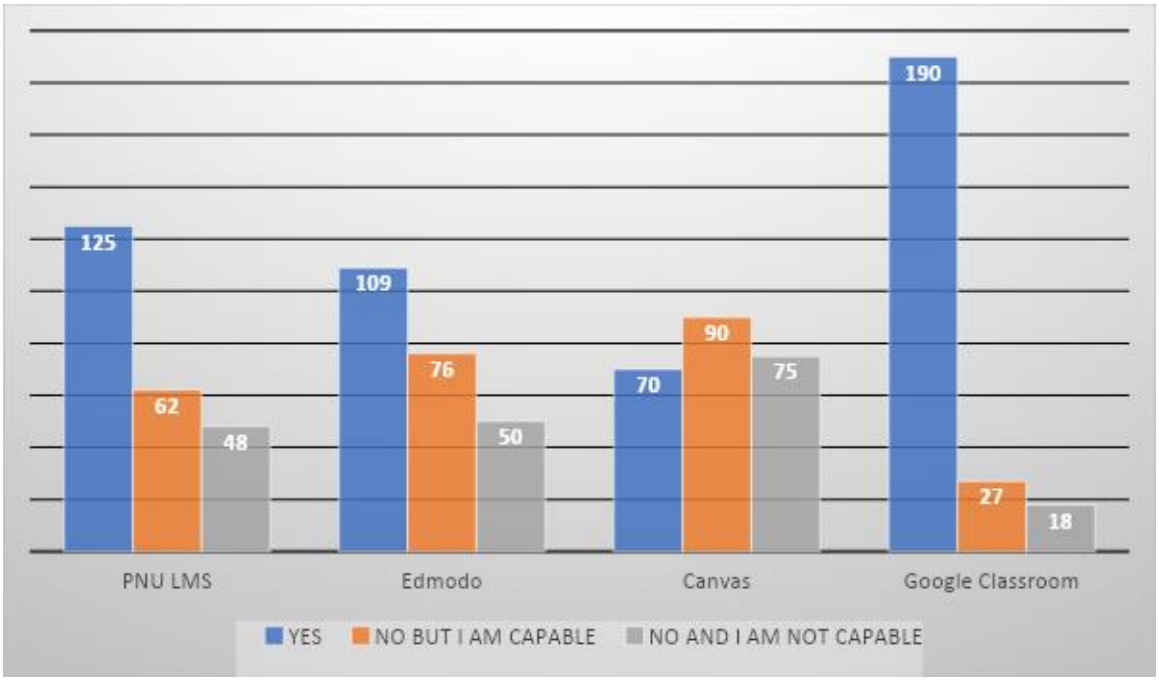


Figure 4.8

Participation of IPEHRDS students in classes using learning management systems

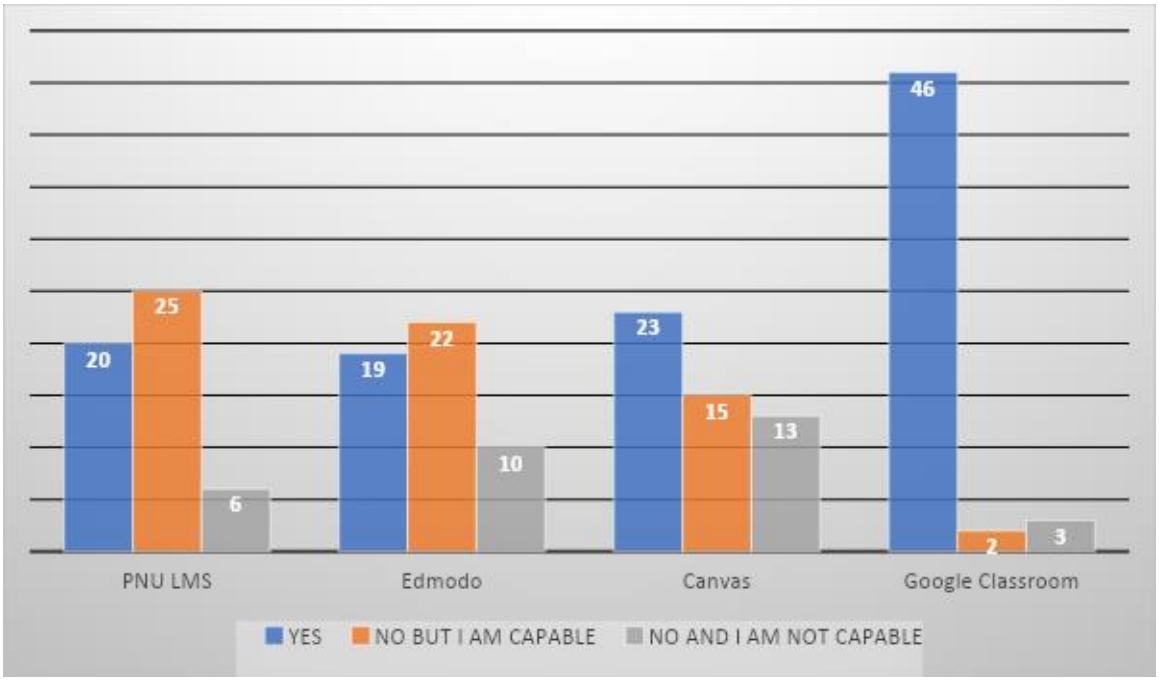


Figure 4.9

Participation of SIKM students in classes using learning management systems

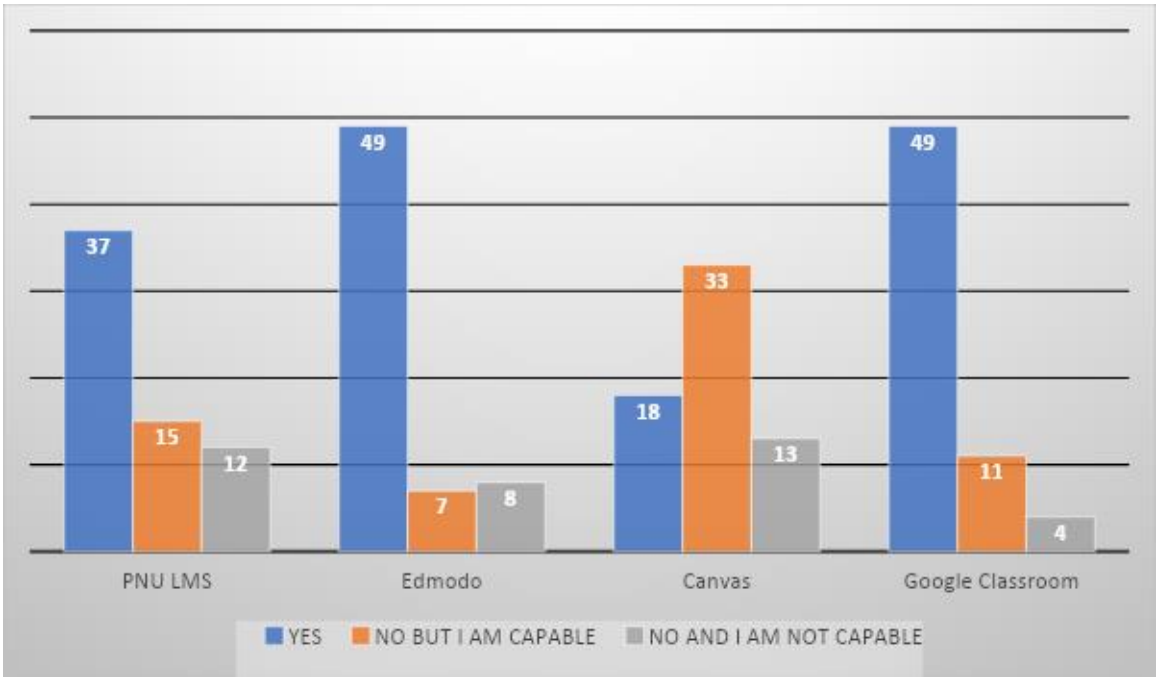


Figure 4.10

Participation of Gen. Ed./First-year students in classes using learning management systems

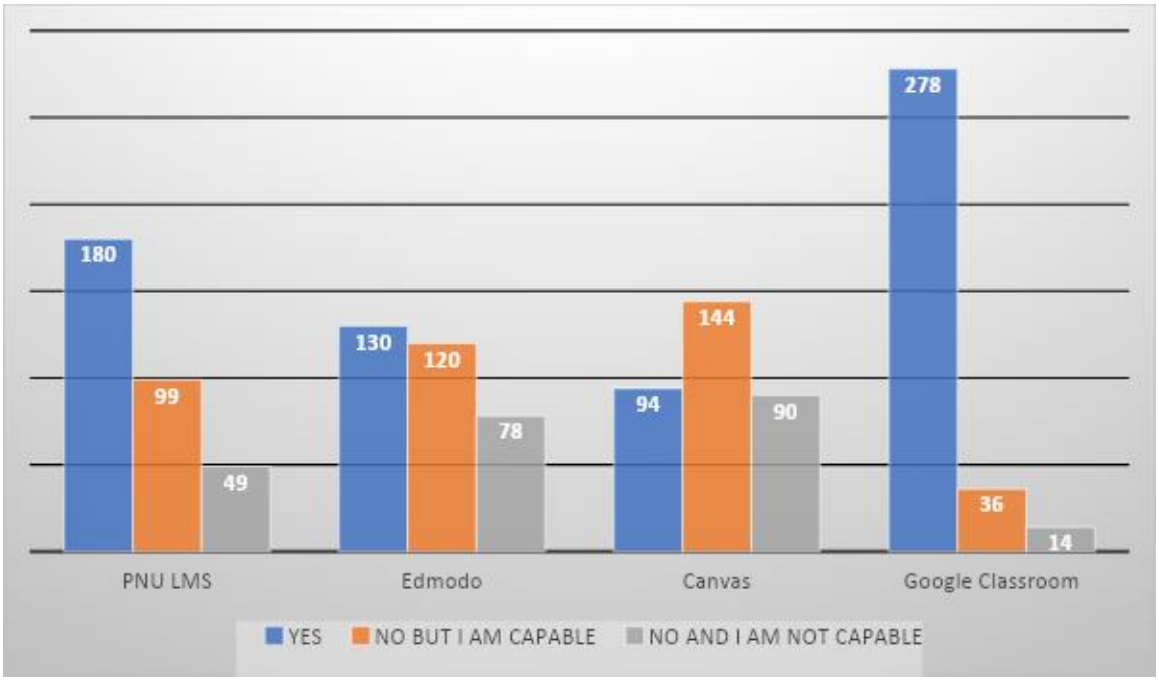
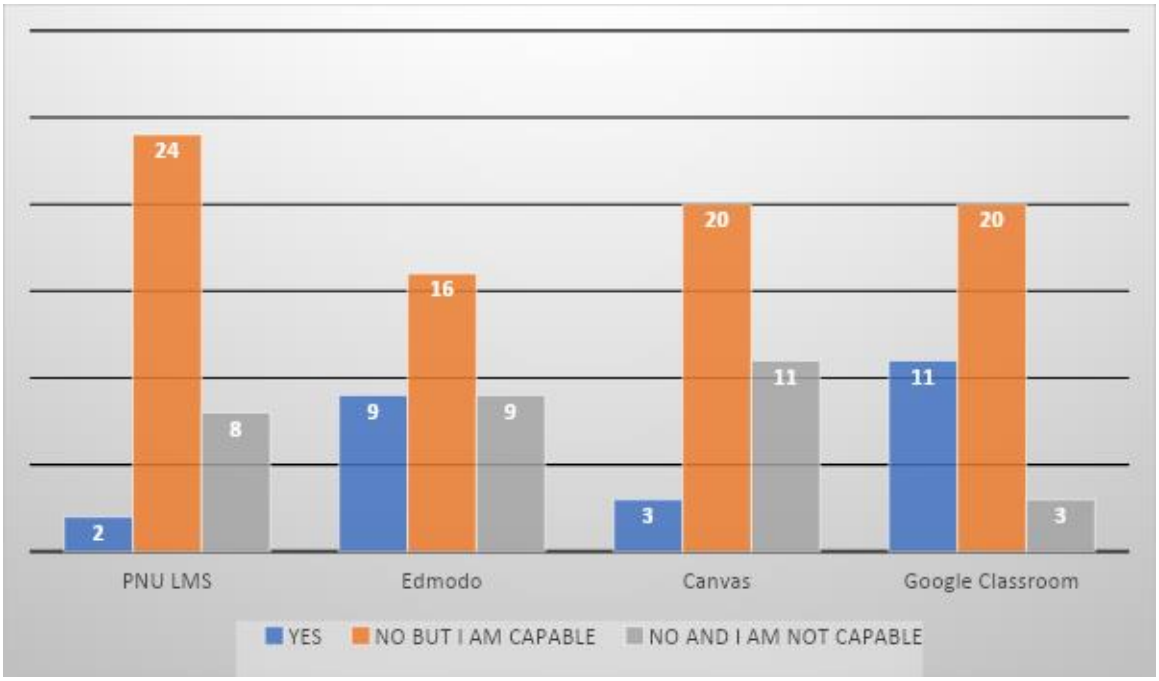


Figure 4.11

Participation of CTP students in classes using learning management systems



The preceding figures show the PNU Manila student respondents' participation or experience with different Learning Management Systems (LMS) in their classes. Majority of the respondents reported that they have experience in Google Classroom. Surprisingly, there are more students who reported participating in Google Classroom and Edmodo than participating in the PNU LMS and this is true in almost all academic units. Nevertheless, the results indicate that a significant number of students have no experience in using LMS and this is true to both graduate and undergraduate programs.

Other results about the PNU Manila student respondents show the following: (1) the most commonly use videos are from YouTube; (2) almost all respondents use e-mail, social media (e.g. Facebook, Twitter), and instant messaging (e.g. Messenger, Viber) to communicate with their teachers and classmates; (3) very few of the respondents have attended a training/workshop or a course in basic education or college/graduate school on e-learning/teaching platforms; and (4) majority have experience in using supplementary online subscriptions or online libraries for schoolwork. In general, these results suggest that many students will probably find participating in a full online or hybrid/blended class challenging, especially when an unfamiliar LMS is used.

PNU Manila Student's Perceived Challenges and Readiness for Online Teaching

Tables 9.2.1 to 9.2.11 present the PNU Manila student respondents' perceived challenges in participating in online classes while Table 10 presents their perceived readiness for online learning.

Table 9.2.1

CGSTER-GTEF MA students' challenges in participating in online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in participating in online classes	81	60	103	34
Having stable internet access intended for my online classes	41	88	80	69
Using devices (smartphone, laptop, tablets) for my online classes	93	45	77	63

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
Using any of the available Learning Management System (LMS)	51	94	88	45
Using social media or any online modalities to communicate with my teachers and classmates	93	57	68	60
Motivating myself to participate and utilize features of an online learning environment	63	78	86	51
Managing my time in the conduct of classes (e.g. starting and ending the online class' meetings on an agreed period of time)	39	89	101	49
Monitoring of attendance, participation, and submission of outputs	53	79	102	44
Preparing my area/room to be conducive for online classes	50	82	92	54
Preparing and submitting my outputs/requirements	52	72	104	50
Fostering a positive online learning environment with my teacher and classmates	68	64	92	54

Table 9.2.2

CGSTER-GTEF PhD students' challenges in participating in online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in participating in online classes	27	20	28	17
Having stable internet access intended for my online classes	14	25	28	25
Using devices (smartphone, laptop, tablets) for my online classes	30	16	23	23
Using any of the available Learning Management System (LMS)	20	25	26	21
Using social media or any online modalities to communicate with my teachers and classmates	35	14	20	23
Motivating myself to participate and utilize features of an online learning environment	27	29	16	20

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
Managing my time in the conduct of classes (e.g. starting and ending the online class' meetings on an agreed period of time)	20	24	28	20
Monitoring of attendance, participation, and submission of outputs	22	27	22	21
Preparing my area/room to be conducive for online classes	21	24	27	20
Preparing and submitting my outputs/requirements	18	25	24	25
Fostering a positive online learning environment with my teacher and classmates	23	25	17	27

Table 9.2.3

BSMA (PC) students' challenges in participating in online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in participating in online classes	12	16	14	6
Having stable internet access intended for my online classes	2	14	15	17
Using devices (smartphone, laptop, tablets) for my online classes	11	11	16	10
Using any of the available Learning Management System (LMS)	9	16	22	1
Using social media or any online modalities to communicate with my teachers and classmates	20	12	8	8
Motivating myself to participate and utilize features of an online learning environment	7	20	18	3
Managing my time in the conduct of classes (e.g. starting and ending the online class' meetings on an agreed period of time)	3	21	19	5
Monitoring of attendance, participation, and submission of outputs	8	19	16	5
Preparing my area/room to be conducive for online classes	3	17	12	16

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
Preparing and submitting my outputs/requirements	3	22	16	7
Fostering a positive online learning environment with my teacher and classmates	13	16	10	9

Table 9.2.4

FAL students' challenges in participating in online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in participating in online classes	17	42	69	21
Having stable internet access intended for my online classes	13	40	50	46
Using devices (smartphone, laptop, tablets) for my online classes	18	33	59	39
Using any of the available Learning Management System (LMS)	15	54	57	23
Using social media or any online modalities to communicate with my teachers and classmates	21	33	58	37
Motivating myself to participate and utilize features of an online learning environment	21	23	71	34
Managing my time in the conduct of classes (e.g. starting and ending the online class' meetings on an agreed period of time)	15	39	63	32
Monitoring of attendance, participation, and submission of outputs	22	25	73	29
Preparing my area/room to be conducive for online classes	17	34	52	46
Preparing and submitting my outputs/requirements	13	30	76	30
Fostering a positive online learning environment with my teacher and classmates	19	31	61	38

Table 9.2.5

FBeSS students' challenges in participating in online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in participating in online classes	22	31	46	11
Having stable internet access intended for my online classes	11	36	26	37
Using devices (smartphone, laptop, tablets) for my online classes	17	33	33	27
Using any of the available Learning Management System (LMS)	12	33	46	19
Using social media or any online modalities to communicate with my teachers and classmates	25	27	33	25
Motivating myself to participate and utilize features of an online learning environment	15	30	42	23
Managing my time in the conduct of classes (e.g. starting and ending the online class' meetings on an agreed period of time)	8	33	45	24
Monitoring of attendance, participation, and submission of outputs	11	37	37	25
Preparing my area/room to be conducive for online classes	8	33	41	28
Preparing and submitting my outputs/requirements	7	36	40	27
Fostering a positive online learning environment with my teacher and classmates	20	25	40	25

Table 9.2.6

FES students' challenges in participating in online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in participating in online classes	13	30	58	13
Having stable internet access intended for my online classes	10	30	33	41
Using devices (smartphone, laptop, tablets) for my online classes	17	28	38	31

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
Using any of the available Learning Management System (LMS)	15	35	45	19
Using social media or any online modalities to communicate with my teachers and classmates	24	25	35	30
Motivating myself to participate and utilize features of an online learning environment	21	25	42	26
Managing my time in the conduct of classes (e.g. starting and ending the online class' meetings on an agreed period of time)	13	30	43	28
Monitoring of attendance, participation, and submission of outputs	13	27	54	20
Preparing my area/room to be conducive for online classes	6	32	42	34
Preparing and submitting my outputs/requirements	9	28	49	28
Fostering a positive online learning environment with my teacher and classmates	10	26	45	33

Table 9.2.7

FSTeM students' challenges in participating in online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in participating in online classes	36	60	102	37
Having stable internet access intended for my online classes	45	53	62	75
Using devices (smartphone, laptop, tablets) for my online classes	43	51	75	66
Using any of the available Learning Management System (LMS)	41	66	91	37
Using social media or any online modalities to communicate with my teachers and classmates	49	47	79	60
Motivating myself to participate and utilize features of an online learning environment	33	66	90	46

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
Managing my time in the conduct of classes (e.g. starting and ending the online class' meetings on an agreed period of time)	18	65	95	57
Monitoring of attendance, participation, and submission of outputs	28	65	91	51
Preparing my area/room to be conducive for online classes	29	68	73	65
Preparing and submitting my outputs/requirements	29	55	87	64
Fostering a positive online learning environment with my teacher and classmates	33	61	79	62

Table 9.2.8

IPEHRDS students' challenges in participating in online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in participating in online classes	8	17	21	5
Having stable internet access intended for my online classes	8	15	17	11
Using devices (smartphone, laptop, tablets) for my online classes	7	18	15	11
Using any of the available Learning Management System (LMS)	6	18	23	4
Using social media or any online modalities to communicate with my teachers and classmates	12	15	18	6
Motivating myself to participate and utilize features of an online learning environment	8	17	20	6
Managing my time in the conduct of classes (e.g. starting and ending the online class' meetings on an agreed period of time)	2	20	20	9
Monitoring of attendance, participation, and submission of outputs	8	15	22	6
Preparing my area/room to be conducive for online classes	4	17	17	13

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
Preparing and submitting my outputs/requirements	3	15	24	9
Fostering a positive online learning environment with my teacher and classmates	9	17	14	11

Table 9.2.9

SIKM students' challenges in participating in online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in participating in online classes	15	16	18	15
Having stable internet access intended for my online classes	9	22	15	18
Using devices (smartphone, laptop, tablets) for my online classes	18	12	17	17
Using any of the available Learning Management System (LMS)	13	20	15	16
Using social media or any online modalities to communicate with my teachers and classmates	17	15	15	17
Motivating myself to participate and utilize features of an online learning environment	14	15	22	13
Managing my time in the conduct of classes (e.g. starting and ending the online class' meetings on an agreed period of time)	16	18	12	18
Monitoring of attendance, participation, and submission of outputs	15	15	18	16
Preparing my area/room to be conducive for online classes	11	19	14	20
Preparing and submitting my outputs/requirements	10	14	22	18
Fostering a positive online learning environment with my teacher and classmates	15	13	17	19

Table 9.2.10

Gen. Ed/First-year students' challenges in participating in online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in participating in online classes	47	97	147	37
Having stable internet access intended for my online classes	43	91	97	97
Using devices (smartphone, laptop, tablets) for my online classes	59	71	105	93
Using any of the available Learning Management System (LMS)	44	104	119	61
Using social media or any online modalities to communicate with my teachers and classmates	71	74	111	72
Motivating myself to participate and utilize features of an online learning environment	44	97	138	49
Managing my time in the conduct of classes (e.g. starting and ending the online class' meetings on an agreed period of time)	32	113	121	62
Monitoring of attendance, participation, and submission of outputs	50	97	110	71
Preparing my area/room to be conducive for online classes	47	97	97	87
Preparing and submitting my outputs/requirements	36	92	135	65
Fostering a positive online learning environment with my teacher and classmates	43	94	126	66

Table 9.2.11

CTP students' challenges in participating in online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in participating in online classes	13	9	8	4
Having stable internet access intended for my online classes	9	5	16	4
Using devices (smartphone, laptop, tablets) for my online classes	16	4	10	4

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
Using any of the available Learning Management System (LMS)	10	10	11	3
Using social media or any online modalities to communicate with my teachers and classmates	15	6	6	7
Motivating myself to participate and utilize features of an online learning environment	13	6	11	4
Managing my time in the conduct of classes (e.g. starting and ending the online class' meetings on an agreed period of time)	7	12	10	5
Monitoring of attendance, participation, and submission of outputs	9	11	9	5
Preparing my area/room to be conducive for online classes	7	9	12	6
Preparing and submitting my outputs/requirements	9	10	9	6
Fostering a positive online learning environment with my teacher and classmates	13	6	9	6

The preceding tables present the PNU Manila student respondents' rating of situations or conditions they consider as challenges. For PhD student respondents from CGSTER-GTEF, "Fostering a positive online learning environment with my teacher and classmates" was considered as the most challenging. For IPEHRDS and SIKM student respondents, "Preparing my area/room to be conducive for online classes" was viewed as most challenging. For CTP student respondents, "Using social media or any online modalities to communicate with my teachers and classmates" was viewed as most challenging. For student respondents from all other units or programs, "Having stable internet access intended for my online classes" was perceived as most challenging. Indeed, while all conditions articulated were considered as challenges to varying degrees by the student respondents, the students perceived the need to have a stable internet access for online classes as the most challenging. Whether full online or a blended/hybrid learning system, access to adequate and efficient connectivity is critical and institutional support to students may focus on this area. Nevertheless, all the other challenges rated as most challenging by the student respondents should be considered in the planning for the design

of the online learning system. Furthermore, the role of the faculty in assisting the students to manage the challenges in online learning is also highlighted by the results.

Table 10

PNU Manila students' perceived readiness for online learning

UNIT	1	2	3	4	5	6	7	8	9	10	TOTAL
Gen.Ed/ First-year	7	6	21	35	69	45	71	48	16	4	**322**
FAL-UG	2	4	11	17	29	33	31	14	3	2	**146**
FBeSS-UG	3	2	7	7	19	22	24	18	3	3	**108**
FES-UG	1	2	3	5	28	11	29	25	5	3	**112**
FSTeM-UG	7	7	18	25	32	45	44	40	12	3	**233**
IPEHRDS-UG	1	1	0	7	12	7	13	7	2	0	**50**
SIKM-UG	2	1	2	7	16	8	10	11	3	3	**63**
BSMA	1	1	0	5	7	10	15	7	2	0	**48**
FES-CTP	0	1	0	0	1	4	6	8	3	11	**34**
CGSTERMA	7	2	10	7	19	29	66	79	24	34	**277**
CGSTER PhD	**0**	2	1	1	12	9	17	21	17	12	**92**
TOTAL	**31**	**29**	**73**	**116**	**244**	**223**	**326**	**278**	**90**	**75**	**1,485***

***** *Some responses were removed due to multiple answers*

Table 10 presents the PNU Manila student respondents self-reported readiness for online teaching from a scale of 1 (lowest readiness) to 10 (highest readiness). Majority (n= 909, 61.21%) of the respondents rated themselves between the scales of 4 to 7 which may be considered as average level of readiness. Some student rated themselves low in readiness (from a scale of 1 to 3, n = 133, 8.96%). There are more CTP and PhD students who rated their readiness high compared with other units/programs. In general, the results suggest that many students are not highly confident with their ability to participate in online learning. Thus, the facilitating role of faculty in ascertaining that online classes will indeed be conducive to students' motivation and performance is critical. This further highlights the need for capacity building that would allow faculty to be competent to do online teaching in order to be able to effectively manage students' adaptation and learning

to an online learning environment. The results also echo the need for a learner-friendly online learning environment that would allow students to be more confident with their ability to participate in online classes. The need to provide flexible learning modes that require little or no online learning sessions may also be considered, at least to some courses.

PART III. PNU CAMPUSES

PNU Campuses Faculty

A total of 89 faculty from the four PNU campuses outside of the PNU Main Campus (Manila) responded in the survey. The respondents were from the following campuses/hubs: PNU Mindanao, PNU North Luzon, PNU South Luzon, and PNU Visayas. Table 11 presents the frequency and percentage distribution of faculty respondents by gender.

Table 11

Frequency and percentage distribution of PNU Campuses faculty respondents by gender

CAMPUS	Female		Male		Total
	F	%	F	%	
Mindanao	27	84.38	5	15.62	32
North Luzon	14	60.87	9	39.13	23
South Luzon	7	58.33	5	41.67	12
Visayas	14	63.64	8	36.36	22
Total	**62**	**100**	**27**	**100**	**89**

PNU Campuses Faculty's Access to Devices and Connectivity

Tables 12.1.1 to 12.1.4 present the access to devices and connectivity among the faculty respondents from the four PNU Hubs.

Table 12.1.1

PNU Mindanao faculty' access to technological devices and connectivity

Technological Device	Personally Owned/ Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	32	0	0	0
Tablet	8	5	0	19
Laptop	28	4	0	0
Desktop PC	3	3	15	11
Internet Connection via Stable Provider	12	12	2	6
Internet Connection via Mobile Data	22	7	0	3

Table 12.1.2

PNU NL faculty's access to technological devices and connectivity

Technological Device	Personally Owned/ Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	21	2	0	0
Tablet	4	6	1	12
Laptop	20	3	0	0
Desktop PC	3	4	6	10
Internet Connection via Stable Provider	10	12	0	1
Internet Connection via Mobile Data	12	3	1	7

Table 12.1.3

PNU SL faculty's access to technological devices and connectivity

Technological Device	Personally Owned/ Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	12	0	0	0
Tablet	5	2	0	5

Technological Device	Personally Owned/ Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Laptop	8	2	2	0
Desktop PC	0	4	1	7
Internet Connection via Stable Provider	3	4	2	3
Internet Connection via Mobile Data	11	1	0	0

Table 12.1.4

PNU Visayas faculty's access to technological devices and connectivity

Technological Device	Personally Owned/Subscribed and being used exclusively	Shared with family members /Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	18	2	0	2
Tablet	4	7	0	11
Laptop	17	2	3	0
Desktop PC	2	5	8	7
Internet Connection via Stable Provider	3	12	5	2
Internet Connection via Mobile Data	16	3	0	3

The preceding tables show that almost all of the PNU Campuses faculty respondents personally owned a smartphone and laptop, only a small number personally owned a tablet, and majority have access to a desktop PC. All PNU Mindanao and PNU SL faculty respondents personally owned a smartphone while PNU SL had the highest percentage of faculty respondents who owned a tablet (41.67%). PNU Mindanao has the highest percentage of faculty respondents who personally owned a laptop (87.50%) while PNU Visayas has the highest percentage of faculty respondents who have access to a desktop PC (68.18%). Overall, the data suggest that almost all faculty respondents have the basic devices needed for online instruction.

In terms of connectivity, the majority of the faculty respondents have access to the internet via mobile data and a stable provider (e.g. LAN through PLDT). PNU NL has the

highest percentage of faculty respondents with access to internet via a stable provider (95.65%) while SL has the highest percentage in terms of access to internet via mobile data (100%). Interestingly, there are some respondents who reported not having access to internet connection via mobile data or a stable provider.

Majority of the faculty respondents also reported that they have unlimited access to their devices to use for work in a day, that they typically use their devices for creating documents (e.g. PowerPoint, Excel) and searching for content or literature for their classes, and that they do not go to places outside of home and school to access the internet (see figures in Appendix E). These results indicate that the majority of the faculty respondents have adequate access to their devices to be used for work (i.e. online classes).

PNU Campuses Faculty's Experiences with Technology

Figures 5.1 to 5.4 illustrates the PNU Campuses faculty respondents' experiences with technology that are used/can be used in online classes.

Figure 5.1

Utilization of different learning management systems (LMS) – PNU Mindanao Faculty

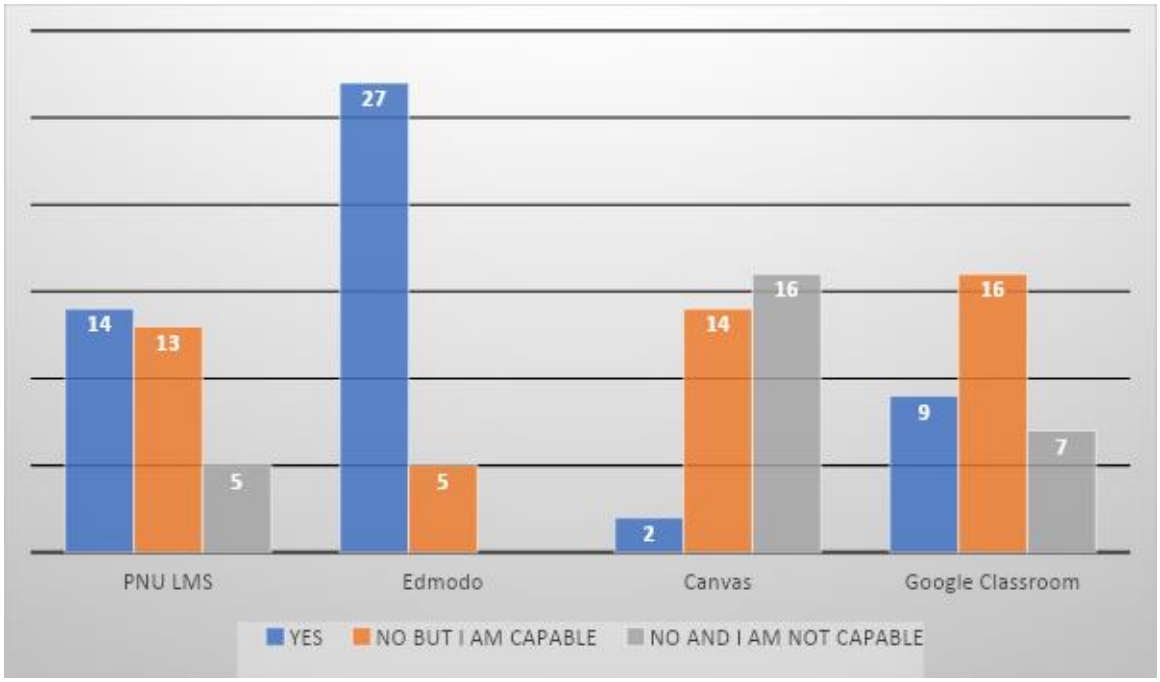


Figure 5.2

Utilization of different learning management systems (LMS) – PNU NL Faculty

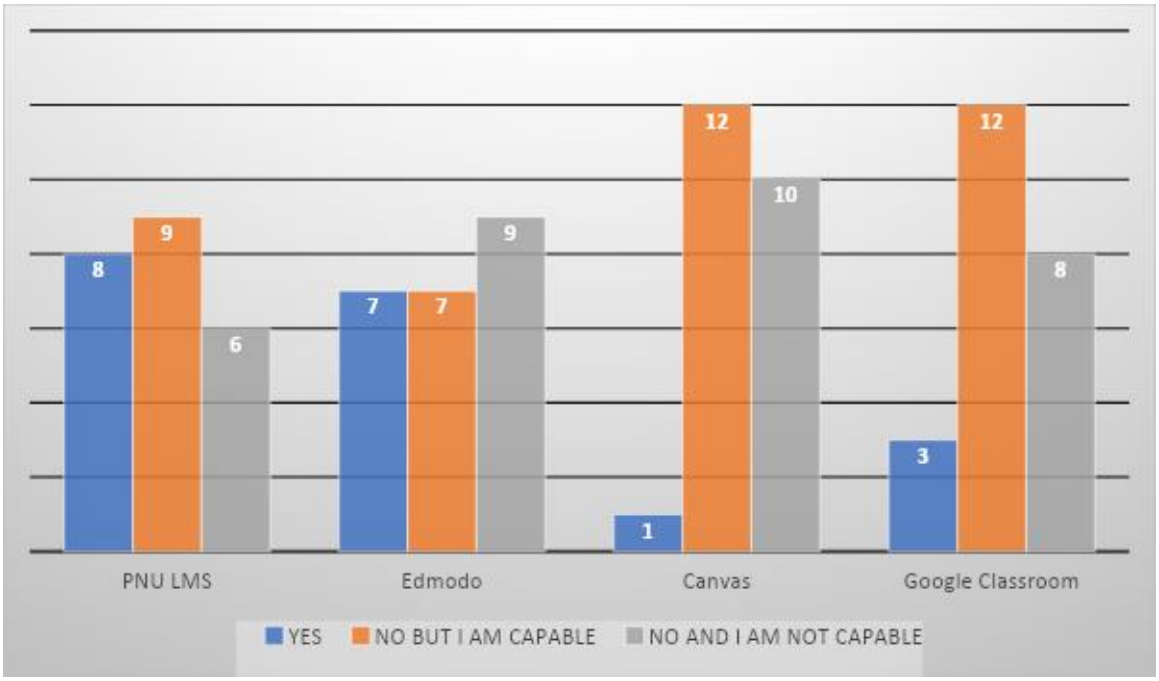


Figure 5.3

Utilization of different learning management systems (LMS) – PNU SL Faculty

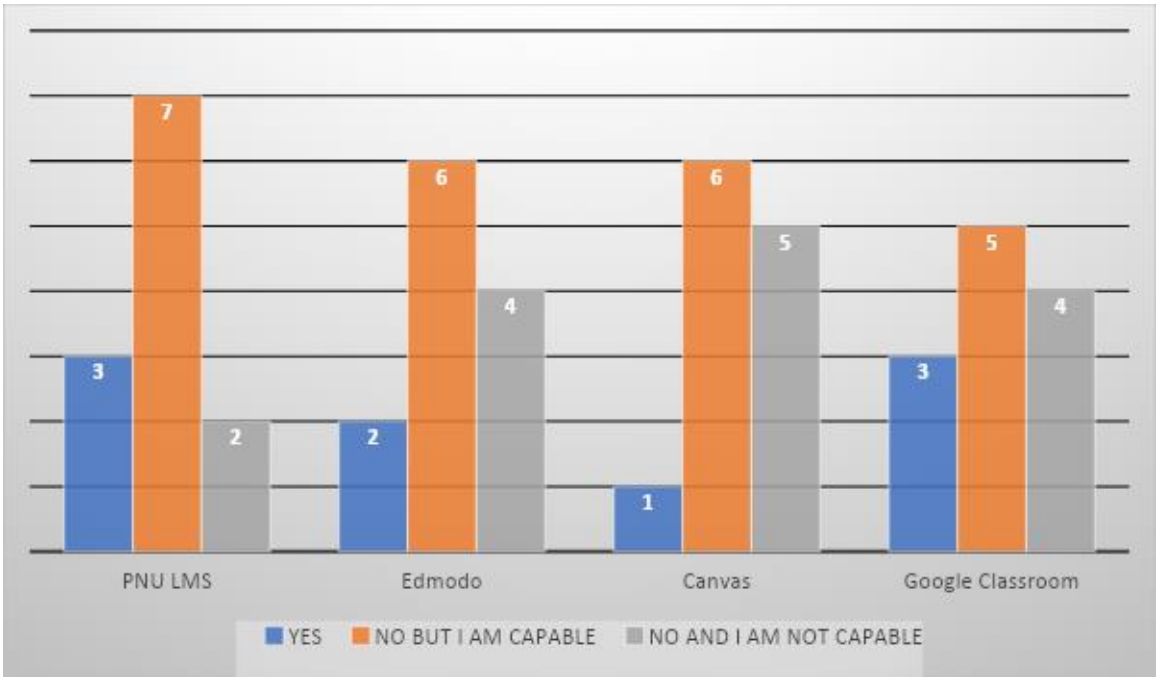
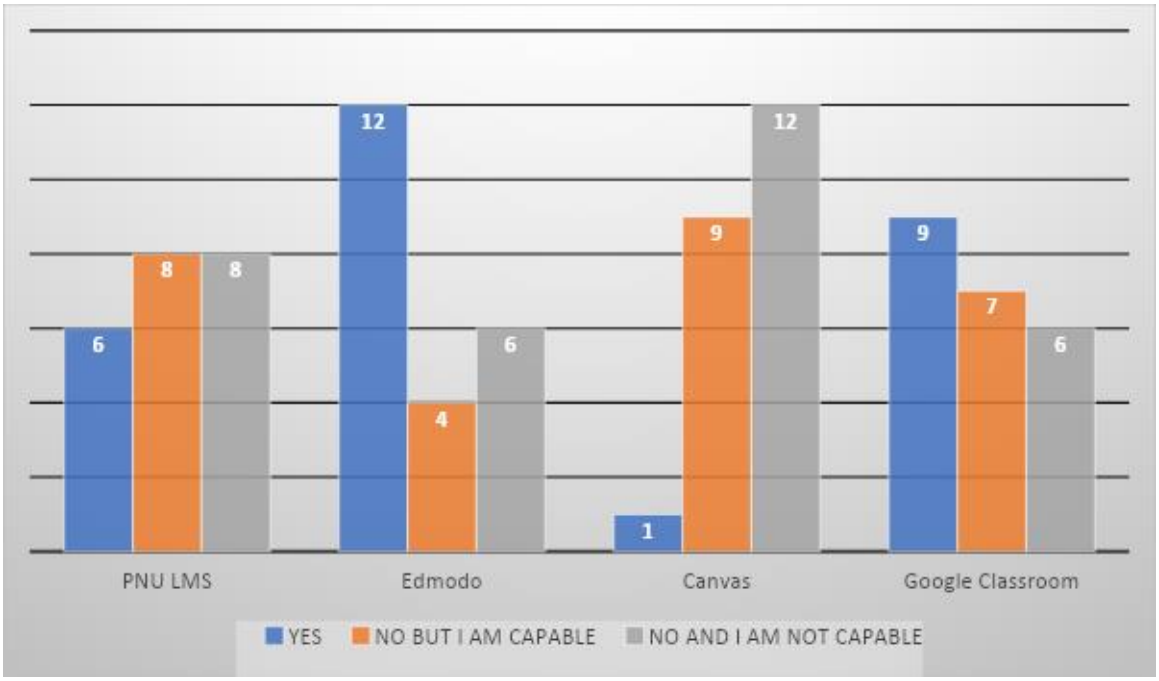


Figure 5.4

Utilization of different learning management systems (LMS) – PNU Visayas Faculty



The preceding figures show the PNU Campuses faculty respondents' utilization of different Learning Management Systems (LMS) for their classes. Across campuses, the majority of the respondents reported that they do not use PNU LMS, Canvas and Google Classroom. Meanwhile, the majority of faculty respondents from PNU Mindanao and PNU Visayas utilize Edmodo. While the majority of the faculty respondents who have no experience in using the four LMS reported that they have the capability to use them, it is still surprising that many faculty have not utilized any of the four LMS and this is true even for the PNU LMS. These results seem to indicate that many faculty are not using LMS for their classes and a significant number of those who do not use LMS may need training to capacitate them.

The results further indicate that: (1) almost all faculty respondents across campuses use YouTube videos in their classes, (2) almost all faculty respondents across campuses use e-mail and instant messaging (e.g. Messenger, Viber) to communicate with students in their classes; (3) majority of the faculty respondents in PNU Mindanao and PNU Visayas reported that they have not attended a training or workshop on online/distance education management or e-learning/teaching platforms while majority of faculty in PNU NL and SL reported that they have attended one least one such training; (4) almost faculty

respondents across campuses reported that they have not conducted or facilitated a single training/workshop online/distance education management or e-learning/teaching platforms; (5) except for PNU Visayas, all campuses have more than half of their respondents reporting that they do not use supplementary materials for online/distance learning through online subscriptions or online libraries. In general, these results suggest that many faculty will need capacity building to be able to effectively manage an online class, especially when an unfamiliar LMS is used.

PNU Campuses Faculty's Perceived Challenges and Readiness for Online Teaching

Tables 12.2.1 to 12.2.4 present the PNU Campuses faculty respondents' perceived challenges in conducting online classes while Table 13 presents their perceived readiness for online teaching.

Table 12.2.1

PNU Mindanao faculty's challenges in conducting online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in delivering online classes	3	11	13	5
Having stable internet access intended for my online classes	7	3	8	14
Using devices for my online classes	8	6	10	8
Using any of the available Learning Management System	4	9	13	6
Using social media or any online modalities to communicate with my students	8	9	11	4
Encouraging learners' participation and utilization of features of an online learning environment	2	12	11	7
Managing my time in the conduct of classes	5	7	14	6
Monitoring of attendance, participation, and submission of outputs	3	10	14	5
Preparing my area/room to be conducive for online classes	5	10	12	5
Assessing students' performance in an online learning environment	2	12	13	5

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
Fostering a positive online learning environment with students	3	11	14	4

Table 12.2.2

PNU NL faculty's challenges in conducting online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in delivering online classes	0	5	13	5
Having stable internet access intended for my online classes	2	4	5	12
Using devices for my online classes	1	9	6	7
Using any of the available Learning Management System	1	7	6	9
Using social media or any online modalities to communicate with my students	3	9	3	8
Encouraging learners' participation and utilization of features of an online learning environment	0	9	6	8
Managing my time in the conduct of classes	0	5	11	7
Monitoring of attendance, participation, and submission of outputs	0	6	9	7
Preparing my area/room to be conducive for online classes	1	4	11	7
Assessing students' performance in an online learning environment	0	5	8	10
Fostering a positive online learning environment with students	0	6	6	11

Table 12.2.3

PNU SL faculty's challenges in conducting online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in delivering online classes	1	4	4	3

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
Having stable internet access intended for my online classes	1	5	3	3
Using devices for my online classes	2	5	4	1
Using any of the available Learning Management System	0	5	7	0
Using social media or any online modalities to communicate with my students	3	6	1	2
Encouraging learners' participation and utilization of features of an online learning environment	0	4	7	1
Managing my time in the conduct of classes	1	4	6	1
Monitoring of attendance, participation, and submission of outputs	1	6	4	1
Preparing my area/room to be conducive for online classes	0	8	3	1
Assessing students' performance in an online learning environment	0	4	7	1
Fostering a positive online learning environment with students	0	9	2	1

Table 12.2.4

PNU Visayas faculty's challenges in conducting online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in delivering online classes	3	7	7	5
Having stable internet access intended for my online classes	1	5	7	9
Using devices for my online classes	6	5	4	7
Using any of the available Learning Management System	2	5	10	5
Using social media or any online modalities to communicate with my students	7	5	3	7
Encouraging learners' participation and utilization of features of an online learning environment	3	10	5	4
Managing my time in the conduct of classes	4	10	4	4

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
Monitoring of attendance, participation, and submission of outputs	3	10	5	4
Preparing my area/room to be conducive for online classes	6	5	5	6
Assessing students' performance in an online learning environment	4	8	5	5
Fostering a positive online learning environment with students	3	9	4	6

The preceding tables present the PNU Campuses faculty respondents' rating of situations or conditions they consider as challenges. For PNU SL, "My knowledge and skills required in delivering online classes" and "Having stable internet access intended for my online classes" were considered as the most challenging. For all other campuses, "Having stable internet access intended for my online classes" was perceived as most challenging. The results indicate that while all conditions articulated were considered as challenges to varying degrees by the respondents, the faculty viewed the need to have a stable internet access for online classes as the most challenging. Whether full online or a blended/hybrid learning system, access to adequate and efficient connectivity is critical and should be a central consideration in the planning. Nevertheless, given that faculty respondents considered other situations or conditions as major challenges, the capacity building program for faculty should be able to address the needs of all faculty in relation to these challenges.

Table 13

PNU Campuses Faculty's Perceived Readiness for Online Teaching

UNIT	1	2	3	4	5	6	7	8	9	10	TOTAL
PNU Min	1	0	3	4	7	3	8	5	1	0	**32**
PNU NL	0	0	1	1	7	5	6	3	0	0	**23**
PNU SL	0	0	1	2	2	1	3	2	1	0	**12**
PNU Vis	0	0	2	3	6	2	5	3	0	1	**22**
TOTAL	**1**	**0**	**7**	**10**	**22**	**11**	**22**	**13**	**2**	**1**	**89**

Table 13 presents the PNU Campuses faculty respondents' self-reported readiness for online teaching from a scale of 1 (lowest readiness) to 10 (highest readiness). Majority (n= 65, 73.03%) of the respondents rated themselves between the scales of 4 to 7 which may be considered as average level of readiness. There are some faculty who rated themselves low in readiness (from a scale of 1 to 3, n = 8, 8.99%). The results suggest that many faculty do not seem to be highly confident with their ability to do online teaching. These results echo the need for institutional support for resources (e.g. connectivity) and capacity building that would allow faculty to be more confident with their competence to do online teaching. Provision for alternative flexible delivery of instruction (e.g. non-online remote teaching) must also be considered for some faculty, especially for those with limited experience or have limited access to devices and connectivity.

PNU Campuses Students

A total of 449 students from the four PNU campuses outside of the PNU Main Campus (Manila) responded in the survey. The respondents were from the following campuses/hubs: PNU Mindanao, PNU North Luzon, PNU South Luzon, and PNU Visayas. Table 14 presents the frequency and percentage distribution of faculty respondents by gender.

Table 14

Frequency and percentage distribution of PNU Campuses student respondents by gender

CAMPUS	Female		Male		Total
	F	%	f	%	
Mindanao	111	76.03	35	23.97	146
North Luzon	41	65.08	22	34.92	63
South Luzon	92	77.31	27	22.69	119
Visayas	93	76.86	28	23.14	121
Total	**337**	**100**	**112**	**100**	**449**

PNU Campuses Students' Access to Devices and Connectivity

Tables 15.1.1 to 15.1.4 present the PNU Campuses student respondents' access to devices and connectivity.

Table 15.1.1

PNU Mindanao students' access to technological devices and connectivity

Technological Device	Personally Owned/ Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	128	12	0	6
Tablet	0	16	2	128
Laptop	64	48	0	34
Desktop PC	3	27	11	105
Internet Connection via Stable Provider	8	37	4	97
Internet Connection via Mobile Data	76	37	5	28

Table 15.1.2

PNU NL students' access to technological devices and connectivity

Technological Device	Personally Owned/ Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	56	6	0	1
Tablet	1	11	2	49
Laptop	34	23	1	5
Desktop PC	3	9	10	41
Internet Connection via Stable Provider	6	21	7	29
Internet Connection via Mobile Data	32	15	1	15

Table 15.1.3

PNU SL students' access to technological devices and connectivity

Technological Devices	Personally Owned/ Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	108	7	1	3
Tablet	5	8	3	103
Laptop	27	38	1	53
Desktop PC	3	7	8	101
Internet Connection via Stable Provider	12	20	2	85
Internet Connection via Mobile Data	80	17	2	20

Table 15.1.4

PNU Visayas students' access to technological devices and connectivity

Technological Devices	Personally Owned/ Subscribed and being used exclusively	Shared with family members/ Significant with others	University provided/ Lent	No Access/ Not Acquired
Smartphone	108	11	0	2
Tablet	5	18	3	95
Laptop	24	33	4	60
Desktop PC	2	15	16	88
Internet Connection via Stable Provider	9	28	12	72
Internet Connection via Mobile Data	81	27	0	13

In general, the preceding tables show that the majority of the PNU Campuses student respondents personally owned a smartphone, majority have no access to a laptop or desktop PC, and almost all respondents have no access to a tablet. PNU SL has the highest percentage of student respondents who personally owned a smartphone (90.76%) while PNU NL has the highest percentage of student respondents who personally owned a laptop (53.97%) and have access to a PC (34.92%). The results seem problematic as they indicate that many students from the PNU campuses have no access to devices required for online learning outside of smartphones.

In terms of connectivity, the majority of the student respondents across all campuses have access to the internet via mobile data. However, except for PNU NL, the majority of the student respondents from the campuses have no access to the internet via a stable provider. Interestingly, there are some students from each campus who reported not having access to internet connection via mobile data or a stable provider.

In terms of the other areas about access to technological devices, majority of the student respondents in each academic unit reported that they have unlimited access to their devices or have access of about three to four hours to use their devices for school work, that they typically use their devices for creating documents (e.g. PowerPoint, Excel) and for searching for content or literature for their classes, and that they go to internet cafes to access the internet (see figures in Appendix E).

PNU Campuses Students Experiences with Technology

Figures 6.1 to 6.4 illustrates the PNU Campuses student respondents' experiences with technology that are used/can be used in online classes.

Figure 6.1

Participation of PNU Mindanao students in classes using learning management systems

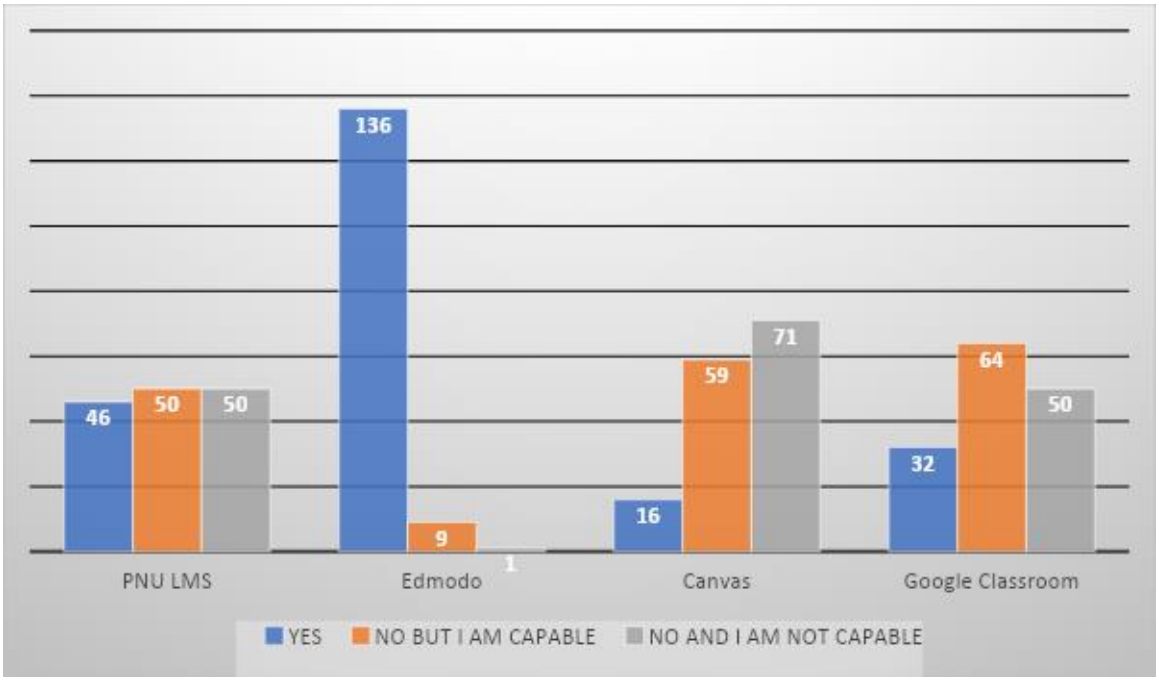


Figure 6.2

Participation of PNU NL students in classes using learning management systems

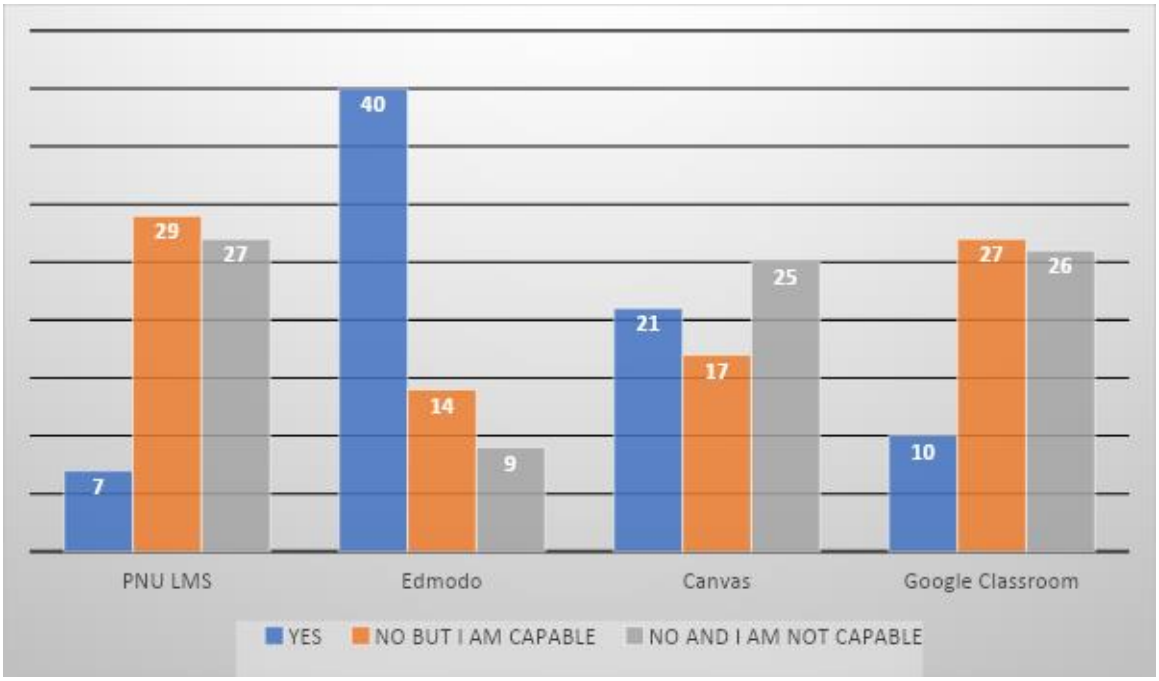


Figure 6.3

Participation of PNU SL students in classes using learning management systems

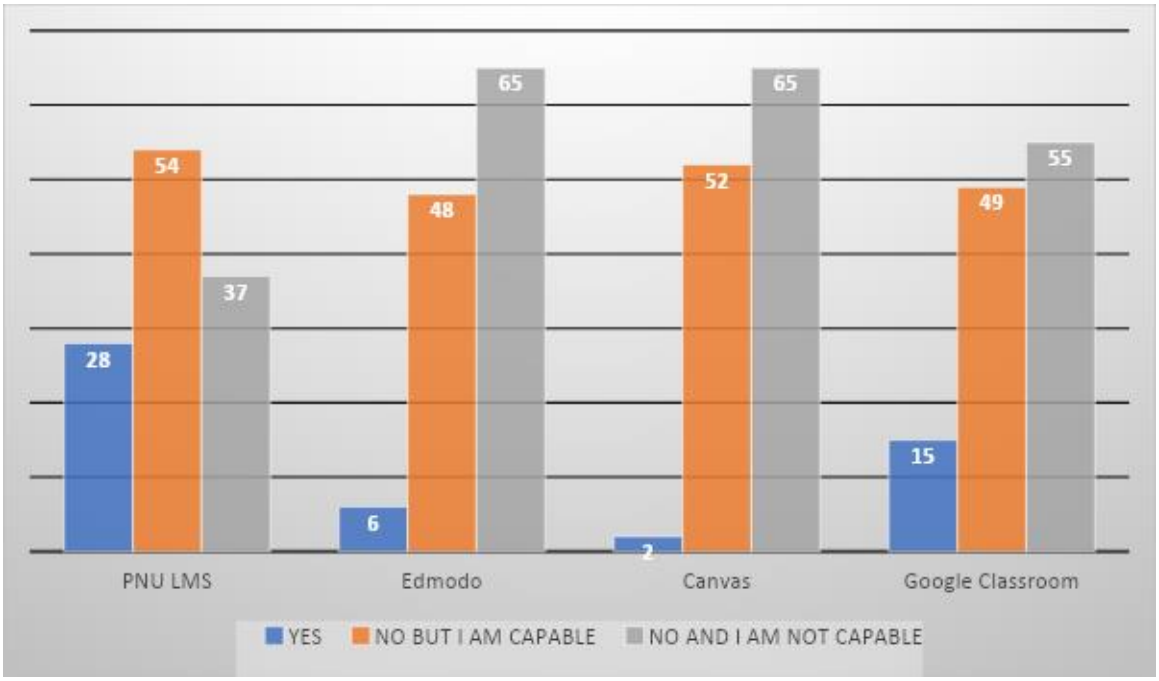
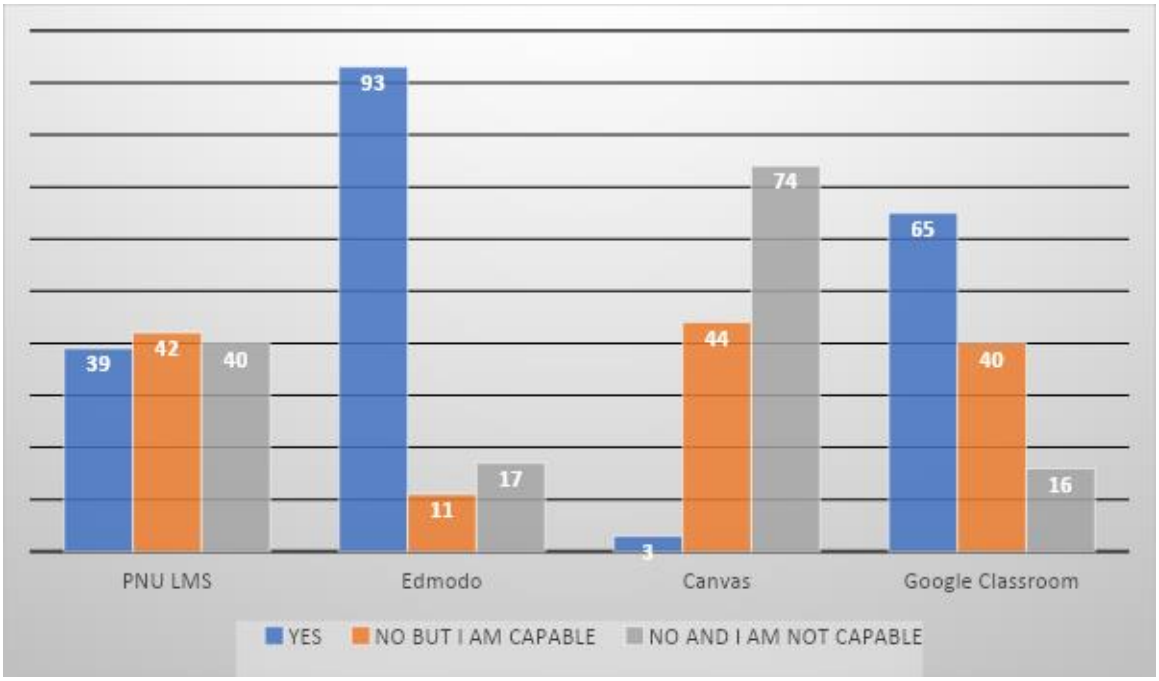


Figure 6.4

Participation of PNU Visayas students in classes using learning management systems



The preceding figures show the student respondents' experience of participating in different Learning Management Systems (LMS) in their classes. Majority of the respondents across campuses reported that they have no experience in using the PNU LMS, Canvas, and Google Classroom. In all campuses except for PNU SL, the majority of the respondents have experiences in using Edmodo. But in general, the results indicate that many of the student respondents have no experience in using LMS.

Across campuses, the following were observed from the results: (1) almost all student respondents use videos from YouTube in their classes; (2) almost all respondents use e-mail, social media (e.g. Facebook) and instant messaging (e.g. Messenger, Viber) to communicate with their teachers and classmates; (3) majority have not attended a single training/workshop or a course in basic education or college/graduate school that covered online/distance education or e-learning/teaching platforms; and (4) majority reported having experience in using supplementary online subscriptions or online libraries for schoolwork. In general, these results suggest that many students will probably find participating in a full online or hybrid/blended learning class challenging, especially when an unfamiliar LMS is used.

PNU Campuses Student's Perceived Challenges and Readiness for Online Teaching

Tables 15.2.1 to 15.2.4 present the PNU Campuses student respondents' perceived challenges in conducting online classes while Table 15 presents the PNU Campuses students' perceived readiness for online teaching.

Table 15.2.1

PNU Mindanao students' challenges in participating in online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in participating in online classes	17	44	63	22
Having stable internet access intended for my online classes	29	44	26	47
Using devices (smartphone, laptop, tablets) for my online classes	23	39	46	38
Using any of the available Learning Management System (LMS)	16	55	49	26
Using social media or any online modalities to communicate with my teachers and classmates	17	44	54	31
Motivating myself to participate and utilize features of an online learning environment	23	42	58	23
Managing my time in the conduct of classes (e.g. starting and ending the online class' meetings on an agreed period of time)	20	40	55	31
Monitoring of attendance, participation, and submission of outputs	14	42	58	32
Preparing my area/room to be conducive for online classes	15	46	49	36
Preparing and submitting my outputs/requirements	9	44	54	39
Fostering a positive online learning environment with my teacher and classmates	22	34	54	36

Table 15.2.2

PNU NL students' challenges in participating in online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in participating in online classes	11	19	27	6
Having stable internet access intended for my online classes	15	19	12	17
Using devices (smartphone, laptop, tablets) for my online classes	10	20	21	12
Using any of the available Learning Management System (LMS)	14	25	13	11
Using social media or any online modalities to communicate with my teachers and classmates	42	15	5	1
Motivating myself to participate and utilize features of an online learning environment	38	17	7	1
Managing my time in the conduct of classes (e.g. starting and ending the online class' meetings on an agreed period of time)	8	27	14	14
Monitoring of attendance, participation, and submission of outputs	8	21	21	13
Preparing my area/room to be conducive for online classes	11	25	14	13
Preparing and submitting my outputs/requirements	7	20	24	12
Fostering a positive online learning environment with my teacher and classmates	9	18	24	12

Table 15.2.3

PNU SL student's challenges in participating in online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in participating in online classes	21	45	47	6
Having stable internet access intended for my online classes	33	33	31	22
Using devices (smartphone, laptop, tablets) for my online classes	21	42	37	19

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
Using any of the available Learning Management System (LMS)	20	55	35	9
Using social media or any online modalities to communicate with my teachers and classmates	20	44	38	17
Motivating myself to participate and utilize features of an online learning environment	23	40	41	15
Managing my time in the conduct of classes (e.g. starting and ending the online class' meetings on an agreed period of time)	19	50	36	14
Monitoring of attendance, participation, and submission of outputs	14	48	39	18
Preparing my area/room to be conducive for online classes	23	47	36	13
Preparing and submitting my outputs/requirements	16	46	38	19
Fostering a positive online learning environment with my teacher and classmates	21	47	34	17

Table 15.2.4

PNU Visayas students' challenges in participating in online classes

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in participating in online classes	16	41	51	13
Having stable internet access intended for my online classes	14	49	27	31
Using devices (smartphone, laptop, tablets) for my online classes	11	37	57	16
Using any of the available Learning Management System (LMS)	14	43	50	14
Using social media or any online modalities to communicate with my teachers and classmates	17	31	50	23
Motivating myself to participate and utilize features of an online learning environment	19	40	48	14

Challenges in the Conduct of Online Classes	Not at all	To a small extent	To a moderate extent	To a great extent
Managing my time in the conduct of classes (e.g. starting and ending the online class' meetings on an agreed period of time)	13	49	44	15
Monitoring of attendance, participation, and submission of outputs	10	44	47	20
Preparing my area/room to be conducive for online classes	22	35	49	15
Preparing and submitting my outputs/requirements	10	34	54	23
Fostering a positive online learning environment with my teacher and classmates	16	42	48	15

The preceding tables present the PNU Campuses student respondents' rating of situations or conditions they consider as challenges. For all campuses, "Having stable internet access intended for my online classes" was perceived as most challenging. The results indicate that while all conditions articulated were considered as challenges to varying degrees by the respondents, the students viewed the need to have a stable internet access for online classes as the most challenging. Whether full online or a blended/hybrid learning system, access to adequate and efficient connectivity is critical and should be a central consideration in the planning. Nevertheless, given that the student respondents considered other situations or conditions as major challenges albeit in varying degrees, these other conditions should also be addressed.

Table 16

PNU Campuses students' perceived readiness for online learning

CAMPUS	1	2	3	4	5	6	7	8	9	10	TOTAL
PNU Min	3	6	14	10	34	22	25	18	6	7	**145**
PNU NL	3	3	7	12	14	8	9	6	1	0	**63**
PNU SL	10	2	5	14	31	13	19	16	6	0	**116**
PNU Vis	5	4	6	16	24	16	24	20	4	1	**120**
TOTAL	**21**	**15**	**32**	**52**	**103**	**59**	**77**	**60**	**17**	**8**	**444**

** Some responses were removed due to multiple answers*

Table 16 presents the student respondents' self-reported readiness for online learning from a scale of 1 (lowest readiness) to 10 (highest readiness). Majority (n= 291, 65.54%) of the respondents rated themselves between the scales of 4 to 7 which may be considered as average level of readiness. There are some students who rated themselves low in readiness (from a scale of 1 to 3, n =68, 15.32%). In general, the results suggest that many of the student respondents are not highly confident with their ability to participate in online learning. This further highlights the need for capacity building that would allow faculty to be competent in motivating and facilitating the engagement of students in online class. The results likewise echo the need for a learner-friendly online learning environment that would allow students to be more confident with their ability to participate in online classes. The need to provide flexible learning modes that require little or no online learning sessions may also be considered, at least in some courses.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GENERAL DISCUSSION

A survey on PNU faculty and students' readiness for the implementation of full online or blended modality of teaching and learning was conducted. The following are the key results for the faculty respondents: (1) majority have access to technological devices required for online teaching in terms of smartphones and laptops; (2) majority have access to connectivity through mobile data and a stable provider; (3) they have basic experiences in the use of technology for instruction but some faculty have no experience in using any LMS; (4) the situation that they perceived as most challenging in online teaching is about their access to a stable internet connection; (5) majority have average perceived level of readiness for online teaching; and (6) the support that they need from the university centers on training for online teaching, support for devices and internet connectivity, provision for an effective and efficient learning management system or platform, need for policies and guidelines for online education, and technical support in the conduct of online instruction.

The following are the key results for the student respondents: (1) majority have access to technological devices required for online learning in terms of smartphones and laptops; (2) majority have access to connectivity through mobile data and a stable provider; (3) they have basic experiences in the use of technology for learning but many do not have training or actual experience in using any LMS; (4) the situation that they perceived as most challenging in online learning is about their access to a stable internet connection; (5) majority have average perceived level of readiness for online learning; and (6) the support that they need from the university centers on support for devices and internet connectivity, student-friendly policies in the conduct of online classes, understanding and support from faculty, provision for an effective and efficient learning management system or platform, availability of online learning resources, and quality assurance in the delivery of instruction.

In general, the results are congruent with literature indicating the importance of facilitating conditions, perceived ease of use, self-efficacy, and institutional support as factors that influence teachers' intention or actual use of computers for instruction and/or e-learning technology (Teo, 2008, 2015; Yuen & Ma, 2008). As drivers of the online learning environment, it is imperative that faculty feels ready and confident with their ability to handle online classes. Given that well-prepared and fully-supported instructors

are critical for the success of online learning (Sun & Chen, 2016), the university should be able to provide the necessary resources and training that would allow faculty to become effective facilitators of learning in an online environment. Indeed, it can be said that the readiness of faculty depends largely on the readiness of the university in laying the framework and policy which will guide online or flexible learning in the university, as well as in the readiness of the university to provide support for resources and capacity building that the faculty need in order to become competent and confident to deliver online instruction.

For students, the results highlight the importance for students to have a computer or technological device that can be used for online learning (Teo, 2008). The results regarding students having more access to smartphones compared with other technological devices echo the need for providing online learning opportunities that can be accessed using mobile devices in order to reach the widest possible user base (World Bank, 2020b). The results are likewise consistent with the idea that online learning depends on students' competence and confidence in the use of Internet and computer-mediated communication (Hung et al., 2010). Confidence and perceived readiness is important given previous research indicating that students' motivation is a critical factor in determining success in online courses (Matuga, 2009). Students who do not feel ready to engage in online learning may not have the necessary motivation to engage in online learning. Obviously, having the necessary devices to be used for online learning can contribute in giving students a stronger sense of readiness and confidence to engage in online learning. In addition, the ability of faculty to effectively conduct online instruction is also critical to promote competence and confidence among students. As argued by Sun and Chen (2016), the motivated interaction between instructor and learners and having well-prepared and fully-supported instructors are critical for the success of online learning. Indeed, it can be said that the readiness of students depends largely on the readiness of the university to provide a learning system that is responsive to their needs, as well as on the readiness of faculty to facilitate their learning in such a system.

In summary, not all faculty and students have the required level of readiness in order to become active participants in online education. Therefore, the university should develop a framework for flexible learning that goes beyond online modalities and allows faculty and student participation in offline or non-online remote learning environments.

This is consistent with the observation that some education systems that lack access to high-speed broadband or digital devices should consider offline remote learning as an alternative option (World Bank, 2020a). Indeed, a flexible learning system that provides options for full online, hybrid/blended, or offline/non-online modalities is probably best for the university given the varying level of readiness of the surveyed faculty and students. Flexible learning environments imply that schools adapt the use of resources such as staff, space, resources, and time to best support personalization of learning (Wall, 2016). Even for the online learning modalities, the needs and limitations of diverse groups of faculty and students should be considered without sacrificing the essential curricular and learning outcomes. The university should design a flexible learning system and framework that is not meant as a "one size fits all" approach.

In reality, the success of online teaching and learning is shaped by several factors outside of faculty and students' readiness. The World Bank (2020b) stated that aside from infrastructure, other factors like high quality, curriculum-relevant digital learning content and assessment tools and enabling policies are also essential for educational systems that aim to transition to online education. Assessing faculty and students' readiness for online education, however, provide critical information that allow the university management to design a workable flexible learning system.

CONCLUSIONS

The results of the survey point to the following conclusions:

1. Both faculty and students understand the personal and external requirements for online education to be successful.

2. While most faculty and students view themselves as ready for online education, their level of readiness varies which suggests the need for the university to adopt a flexible learning system that includes option/s for offline/non-online modalities.

3. For faculty and students, access to connectivity is the most critical challenge when they shift to online teaching and learning which indicates the need for institutional support on connectivity and the need to emphasize asynchronous learning sessions over synchronous ones.

4. The level of readiness of both faculty and students largely depend on the support that they will receive from the university.

5. The institutional support that faculty need the most center on support for access to stable connectivity and capacity building for online teaching. For students, the support they need the most center on support for access to appropriate devices and stable connectivity and the need for an online learning environment that considers their needs and limitations.

6. Online teaching and learning will require a systematic but workable framework and policy for flexible learning. Therefore, the university should develop a framework for flexible learning that allows full online, hybrid/blended, and offline/non-online remote learning modalities.

RECOMMENDATIONS

Based from the survey results and conclusions made, the following general and specific recommendations are forwarded:

General Recommendations

The following general recommendations can be considered by the PNU management:

(1) design a system and framework for flexible learning that consider the personal capabilities and resources of faculty and students, as well as the capabilities and resources that the university can provide;

(2) assess and determine if the flexible learning system to be implemented by SY 2020-2021 is meant for long-term or only as an emergency mechanism due to the pandemic;

(3) develop an institutional policy, as well as general and specific guidelines in the conduct of online (full/hybrid) and offline/non-online remote classes that should be able to effectively guide faculty and students;

(4) contextualize the design and delivery of online education in light of the pandemic and other national or global crises that may arise in the future;

(5) explore possible partnerships with other government agencies and private organizations on matters related to the online component of the flexible learning system; and

(6) adopt needs-based, data-driven and evidence-based strategies in the planning, implementation, monitoring and evaluation of the system.

Specific Recommendations

The following specific recommendations are proposed:

1. On the flexible learning system and framework

1.1 This report covers the online readiness of students in the undergraduate and graduate levels, it did not cover the readiness for the online delivery mechanisms for basic education students. There is a need to gather imperative information from this group in relation to the areas measured by the present survey. The data from the ITL students and their parents will inform the unit regarding the flexible delivery programs they can provide (e.g. home study programs) that may be different compared with undergraduate and graduate students.

1.2 The university should develop a system for flexible learning that is inclusive. The needs of marginalized students and faculty and students who are PWDs and senior citizens should be considered in the overall framework. A modified framework can be designed for ITL and the campuses.

1.3 The university should adopt one to three learning management systems (LMS) only. While it is easy to say that faculty should be allowed to use what is convenient for them, it will be very challenging and impractical for students to have several courses utilizing different LMS, especially in the undergraduate where there are a lot of courses. LMS that require lesser bandwidth should be prioritized.

1.4 Policy and guidelines on the university's flexible learning system should be clear to all faculty and students before its implementation in the new school year. It is expected that relevant sections of the policy will require approval of the PNU administrative and academic council.

1.5 The university should consider investing in technological resources that could enhance the delivery of online instruction (e.g. Blackboard, Quipper for ITL). If possible, a central online portal that can serve as a one-stop-shop for all available content, tools, apps and platforms, and support materials for faculty and students should be provided (World Bank, 2020b).

2. On the institutional support for faculty and students

2.1 System-wide technological support should be afforded to the faculty and students. The university should consider providing faculty allowance for internet use and may consider specific programs to assist students with limited or no access to devices and connectivity. For example, providing financial aid in the form of "Use now, Pay later" (e.g. laptop, internet load) program, or "Adopt A Student" program where faculty and other stakeholders can donate or lend used laptop, tablet or desktop for students.

2.2 Policies regarding student engagement and retention in a flexible learning environment should be afforded. Such policies may include support mechanisms for students who do not have access to internet connectivity, have problems in complying with course requirements because of individualized learning, and those who prefer a learning environment that is individualized but not online.

2.3 The university must provide comprehensive capacity building training/ workshops on online instruction and assessment prior to the onset of the new school year. The capacity building program should continue throughout the term and school year. Faculty training should be geared towards the development of skills for developing online and offline instructional materials, delivering lessons, managing students' learning, and assessing learning outcomes within a flexible learning environment. Building faculty's confidence and self-efficacy in online teaching should be embedded in the training design.

3. On flexible teaching and learning

3.1 One academic unit (perhaps CFleX) must serve as the focal unit in managing the flexible learning system of the university, not just in terms of providing training and orientation to faculty and students but even in the implementation, monitoring and evaluation of the system. Relevant offices can provide support (e.g. MIS for the LMS, EPRDC for monitoring and evaluation).

3.2 Monitoring and evaluation of faculty performance and student learning outcomes should be given emphasis in the framework and policy for flexible learning.

3.4 Providing and maximizing the use of offline tools and resources would allow blended/hybrid learning modes to work even for faculty and students who have connectivity problems/issues. Online tools and resources that can easily be accessed through mobile phones should be prioritized.

CONCLUDING REMARKS

The current global crisis brought about by the COVID-19 pandemic has opened a variety of challenges for educational institutions like PNU. These challenges should be viewed as opportunities that our University should be able to take advantage of. Indeed, this is the time for PNU to be adaptive and creative without sacrificing quality learning, and without endangering the welfare of its stakeholders. This report ends with the view that a shared understanding among all university stakeholders on the need to be flexible and online (most of the time) in the "new normal" is the first critical step towards the successful design and delivery of education amidst the current global crisis.

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APPENDICES

Appendix A. Survey Questionnaire for Faculty

PART I – DEMOGRAPHICS

Please supply the required information.

NAME_____ (Optional)

CAMPUS _____GENDER _____ AGE ____

UNIT/FACULTY/COLLEGE_____

FACULTY RANK_____

PART II – DEVICE ACCESS AND CONNECTIVITY

Please indicate your current status in terms of the listed technological devices.

Technological Device	Personally owned/ subscribed and being used exclusively	Shared with family members/ significant others	University Provided/ Lent	No access/ Not acquired
Smartphone				
Tablet				
Laptop				
Desktop PC				
Internet connection via stable provider (LAN e.g. PLDT, GLOBE, CONVERGE				
Internet connection via mobile data				

Please select your response on the options provided.

a. Access and use of device/s to work in a day
- ☐ Unlimited access
- ☐ About 3 to 4 hours
- ☐ About 1 to 2 hours
- ☐ I cannot use my device for work

b. Work activities one does in his/her device
- ☐ Content/Literature Search
- ☐ Document creation (e.g. Word, PowerPoint, Excel)
- ☐ Device Creation (e.g. videos, games)
- ☐ Download applications (e.g. Canvas, PS, VSCO)
- ☐ Others, please specify _____

c. Other places one typically goes to in accessing the internet (aside from school and home)
- ☐ Internet Café/Shop
- ☐ Commercial establishments with free Wi-Fi connection
- ☐ Others, please specify _____
- ☐ None

PART III – EXPERIENCE WITH TECHNOLOGY

Please indicate if you have an experience using the following technology in your class/es.

	YES	NO BUT I AM CAPABLE	NO AND I AM NOT CAPABLE
I use online materials in video format available in the worldwide web / internet like:			
a. Videos from YouTube			
b. Videos from Ted Talk			
c. Videos from Khan Academy			
d. Others you may have encountered, please specify			
I utilize learning management system (LMS) like:			
a. PNU LMS			
b. Edmodo			
c. Canvas			
d. Google Classroom			
e. Others, please specify			
I use communication technologies for online classes like:			
a. E-mail (e.g. Gmail, Yahoo, MSN etc.)			
b. Social Media (e.g. Facebook, Twitter, Instagram, etc.)			
c. Instant Messaging (e.g. Text message, Viber, Messenger, Line, WeChat, WhatsApp, etc.)			
d. Zoom Cloud Meetings			

I have attended (a) training/s or workshop/s on online/distance education management or e-learning/teaching platforms.
___ YES ___ NO

Please specify number of training/workshops attended: ____

I have conducted/facilitated (a) training/s or workshop/s on online/distance education management or e-learning/teaching platforms. ___ YES ___ NO

Please specify number of training/workshops conducted/facilitated: ____

I use supplementary materials for online/distance learning through online subscriptions or online libraries.
___ YES ___ NO

PART IV– CHALLENGES IN THE CONDUCT OF ONLINE CLASSES

Please indicate your personal assessment on how each of the following situations may pose as a challenge to you as the teacher handling online classes.

	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in delivering online classes				
Having stable internet access intended for my online classes				
Using devices (smartphone, laptop, tablets) for my online classes				
Using any of the available Learning Management System (LMS)				
Using social media or any online modalities to communicate with my students				
Encouraging learners' participation and utilization of features of an online learning environment				
Managing my time in the conduct of classes (e.g. starting and ending the online class' meetings on an agreed period of time)				
Monitoring of attendance, participation, and submission of outputs				
Preparing my area/room to be conducive for online classes				
Assessing students' performance in an online learning environment				
Fostering a positive online learning environment with students				

PART V. PERCEIVED READINESS FOR ONLINE TEACHING

From a scale of one (1, lowest) to ten (10, highest), rate your readiness to teach courses through online classes.

1 ☐ **6** ☐
2 ☐ **7** ☐
3 ☐ **8** ☐
4 ☐ **9** ☐
5 ☐ **10** ☐

If one or more of your courses will necessitate online teaching, what support would you need from the University? (Maximum of five sentences)

_____
_____
_____
_____

Appendix B. Survey Questionnaire for Students

PART I – DEMOGRAPHICS
Please supply the required information.
NAME_____ (OPTIONAL)
CAMPUS _____GENDER _____ AGE ____
MAJORSHIP/SPECIALIZATION_____
YEAR LEVEL _____

PART II – DEVICE ACCESS AND CONNECTIVITY
Please indicate your current status in terms of the listed items.

	Personally owned /subscribed and being used exclusively	Shared with family members/ significant others	University Provided/ Lent	No access / Not acquired
Smartphone				
Tablet				
Laptop				
Desktop PC				
Internet connection via stable provider (LAN e.g. PLDT, GLOBE, CONVERGE				
Internet connection via mobile data				

Please select your response on the options provided.

a. Access and use of device/s to do schoolwork in a day
- ☐ Unlimited access
- ☐ About 3 to 4 hours
- ☐ About 1 to 2 hours
- ☐ I cannot use my device for schoolwork

b. School activities one does in his/her device
- ☐ Content/Literature Search
- ☐ Document creation (e.g. Word, PowerPoint, Excel)
- ☐ Device Creation (e.g. videos, games)
- ☐ Download applications (e.g. Canvas, PS, VSCO)
- ☐ Others, please specify _____

c. Other places one typically goes to in accessing the internet (aside from school and home)
- ☐ Internet Café/Shop
- ☐ Commercial establishments with free Wi-Fi connection
- ☐ Others, please specify _____
- ☐ None

PART III – EXPERIENCE WITH TECHNOLOGY
Please indicate if you have an experience using the following technology in your class/es (e.g. research, presentation, reporting, homework)

	YES	NO BUT I AM CAPABLE	NO AND I AM NOT CAPABLE
I am used to watching online materials in video format available in the worldwide web / internet like:			
a. Videos from YouTube			
b. Videos from Ted Talk			
c. Videos from Khan Academy			
d. Others you may have encountered, please specify			
I have participated in a class using in a learning management system (LMS) like:			
a. PNU LMS			
b. Edmodo			
c. Canvas			
d. Google Classroom			
e. Others, please specify			
I use communication technologies for our online class/es like:			
a. e-mail (e.g. Gmail, Yahoo, MSN etc.)			
b. social media (e.g. Facebook, Twitter, Instagram, etc.)			
c. instant messaging (e.g. Text message, Viber, Messenger, Line, WeChat, WhatsApp, etc.)			
d. Zoom Cloud Meetings			

I have attended (a) training/s or workshop/s on online/distance education management or e-learning/teaching platforms.
___ YES ___ NO

Please specify number of training/workshops attended: ___

I have attended a course in basic education or college/graduate school that covered online/distance education management or e-learning/teaching platforms.
___ YES ___ NO

Please specify number of courses attended: ___

I make use of online subscriptions or online libraries for my schoolwork.
___ YES ___ NO

PART IV– CHALLENGES IN THE CONDUCT OF ONLINE CLASSES

Please indicate your personal assessment on how each of the following situations may pose as a challenge to you as a student attending online classes.

	Not at all	To a small extent	To a moderate extent	To a great extent
My knowledge and skills required in participating in online classes				
Having stable internet access intended for my online classes				
Using devices (smartphone, laptop, tablets) for my online classes				
Using any of the available Learning Management System (LMS)				
Using social media or any online modalities to communicate with my teachers and classmates				
Motivating myself to participate and utilize features of an online learning environment				
Managing my time in participating, learning, and monitoring my work and outputs in online classes				
Preparing my area/room to be conducive for online classes				
Preparing and submitting my outputs/requirements				
Fostering a positive online learning environment with my teacher and classmates				

PART V. PERCEIVED READINESS FOR ONLINE LEARNING

From a scale of one (1, lowest) to ten (10, highest), rate your readiness to learn from your courses through online classes.

1 ☐ **6** ☐
2 ☐ **7** ☐
3 ☐ **8** ☐
4 ☐ **9** ☐
5 ☐ **10** ☐

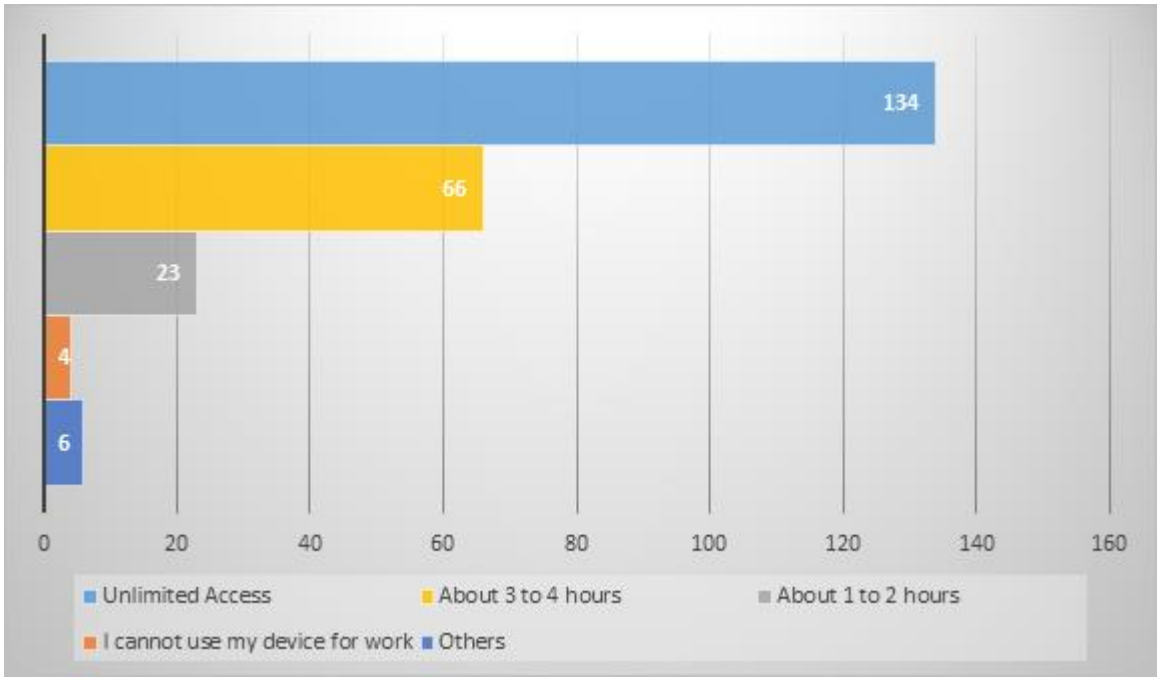
If one or more of your courses will be converted to online classes, what support would you need from the University? (Maximum of five sentences)

_____
_____
_____
_____

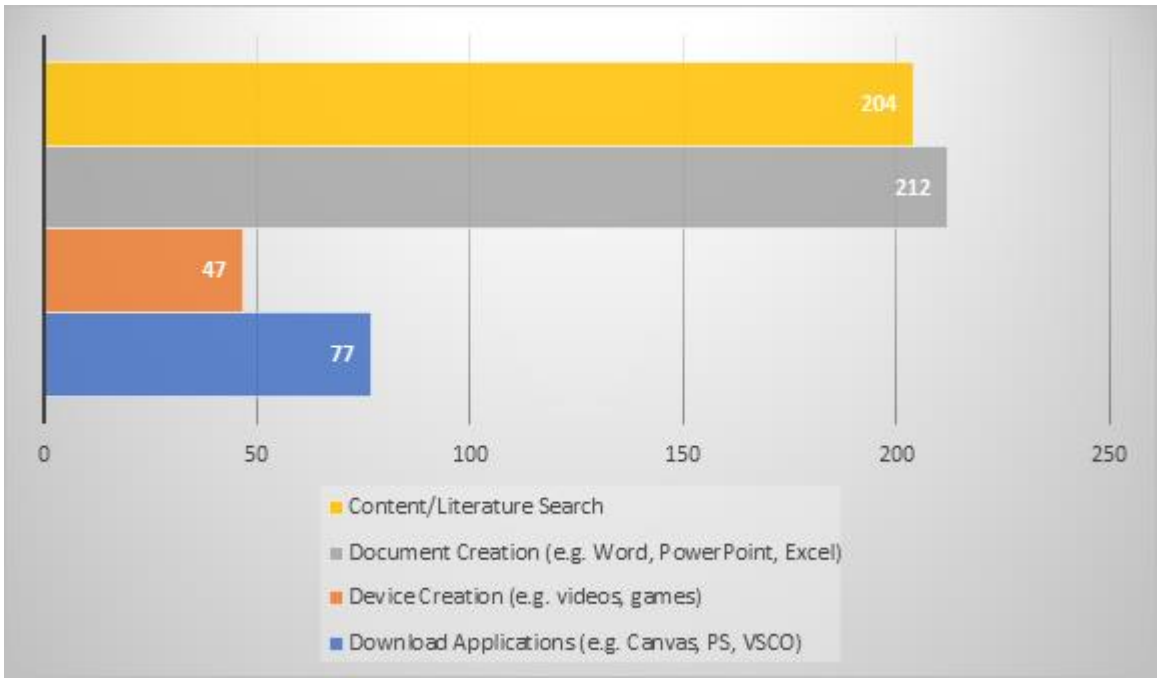
Appendix C. PNU System

Appendix C.1 PNU Faculty

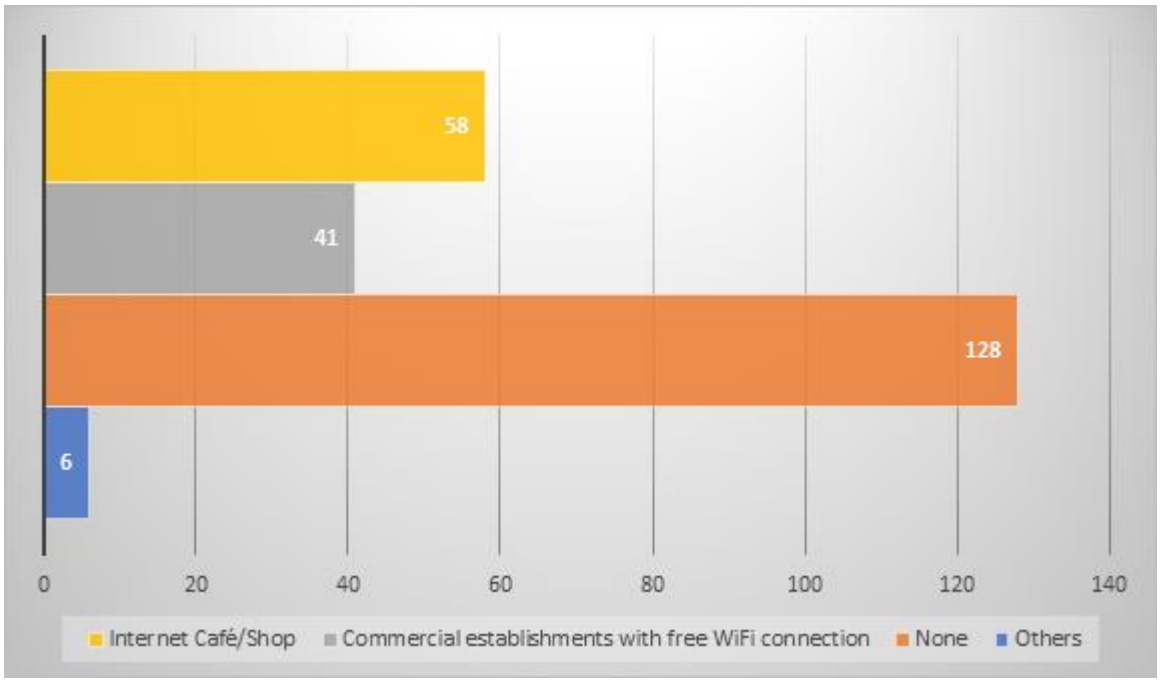
Appendix C.1.1 Faculty access and use of devices to work in a day



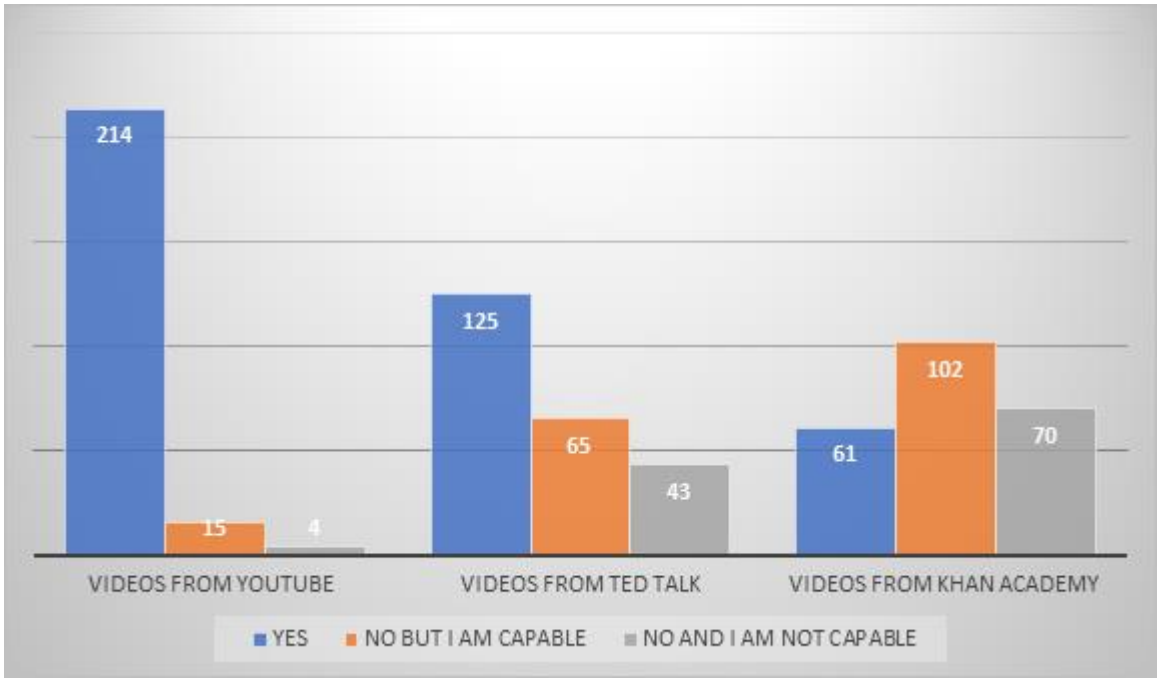
Appendix C.1.2 Work activities done by faculty respondents in their device



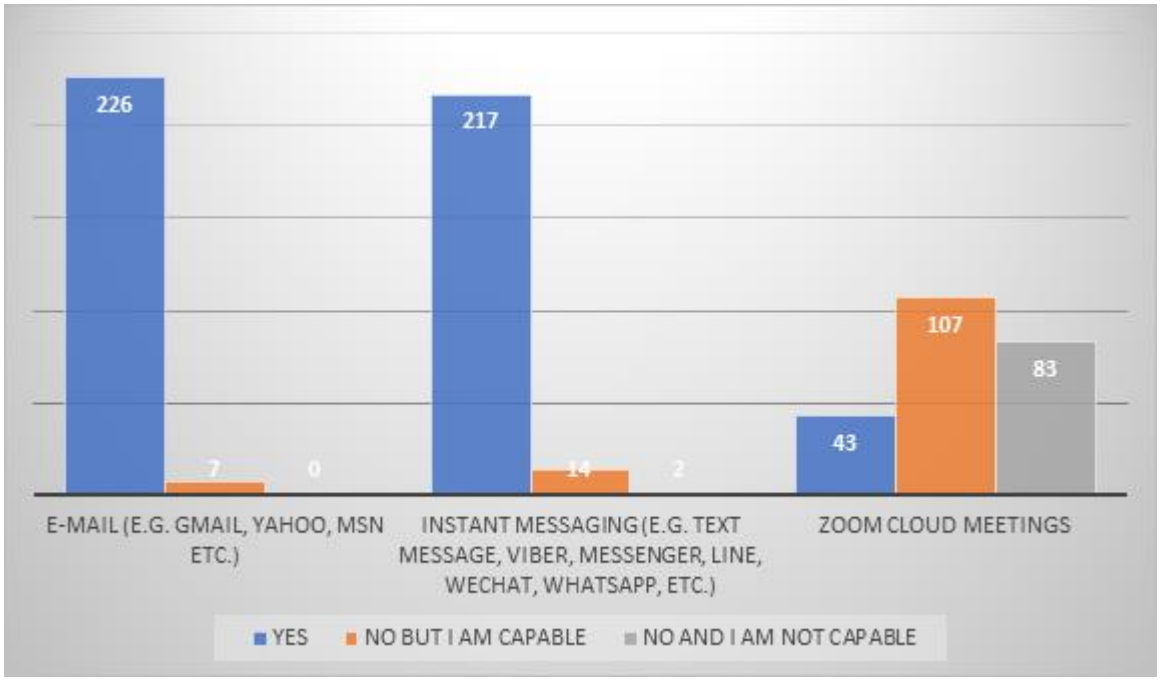
Appendix C.1.3 Places where the faculty respondents go to access the internet



Appendix C.1.4 Online materials in video format in the internet used by the faculty respondents

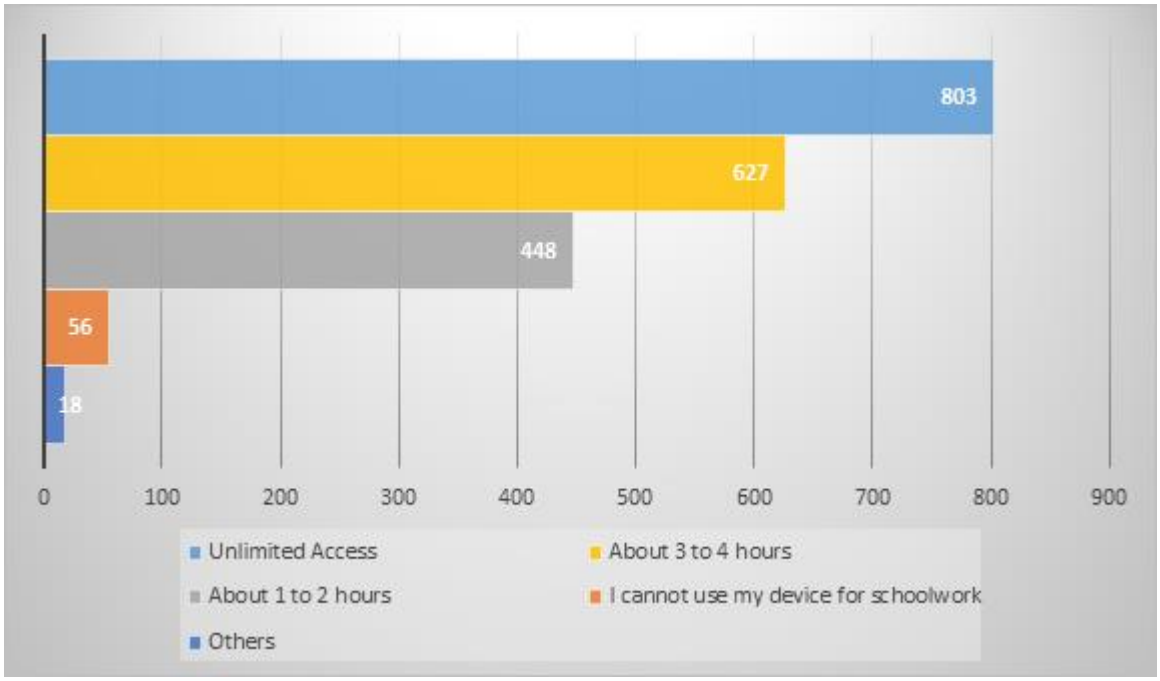


Appendix C.1.5 Different communication technologies for online classes used by the faculty respondents

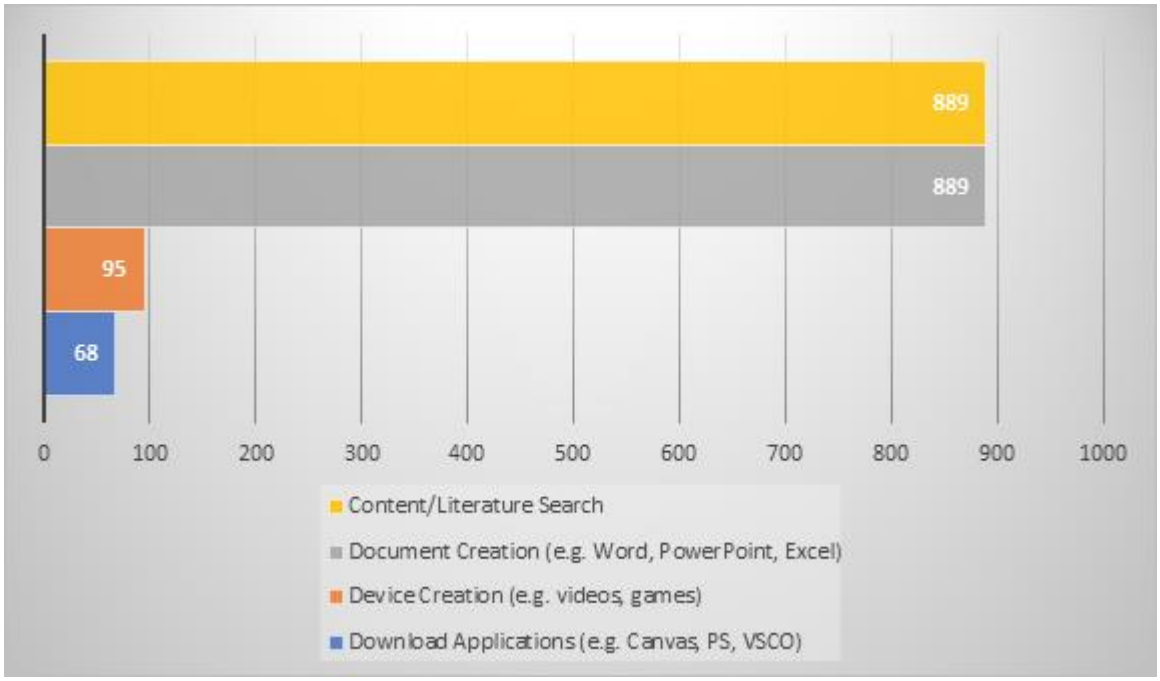


Appendix C.2 PNU Students

Appendix C.2.1 Students access and use of devices to do schoolwork in a day

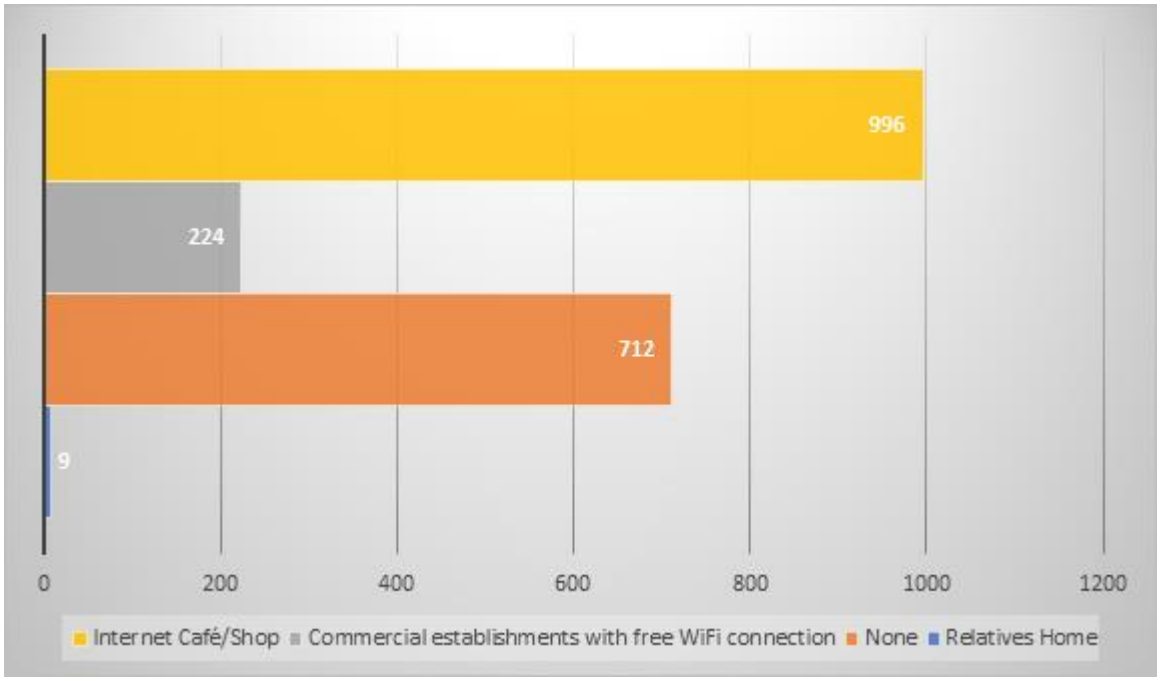


Appendix C.2.2 Schoolwork activities done by the student respondents in their device

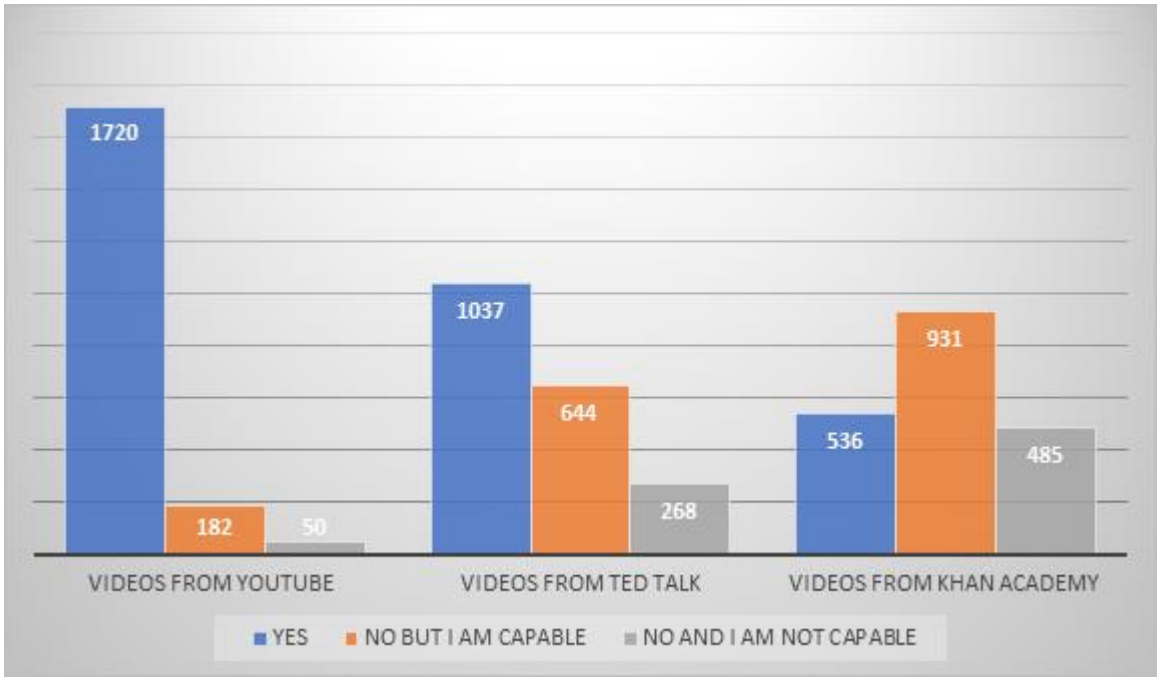


Note: Multiple answers were selected by the respondents

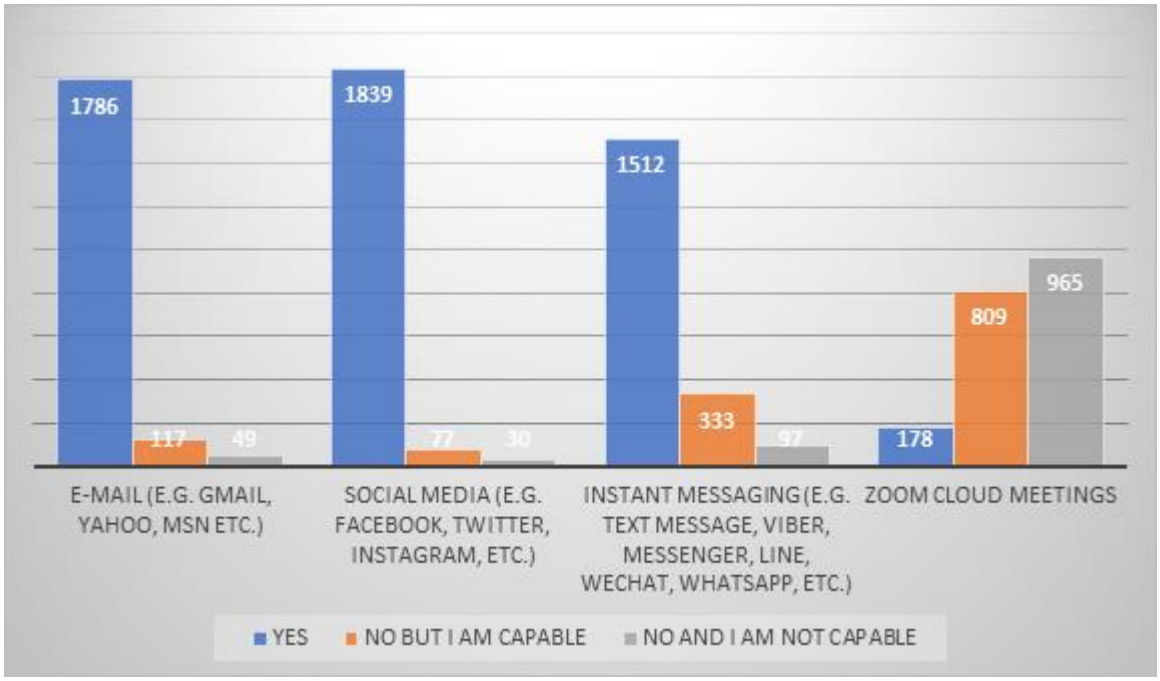
Appendix C.2.3 Places where the student respondents go to access the internet



Appendix C.2.4 Online materials in video format in the internet used by the student respondents



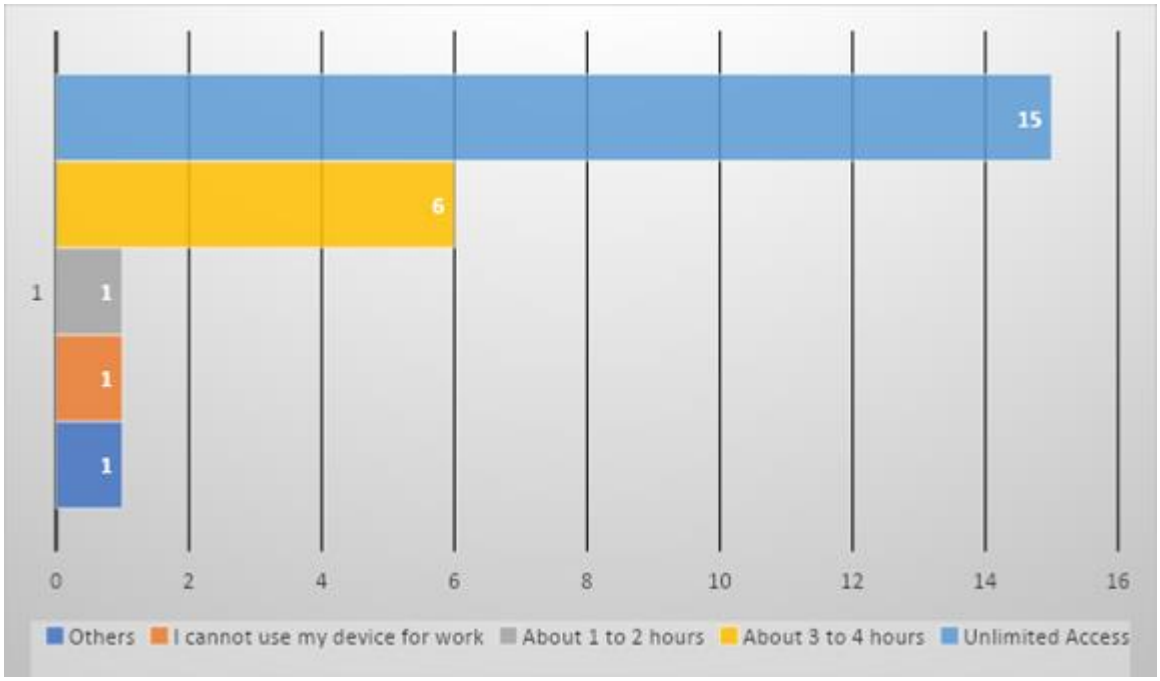
Appendix C.2.5 Different communication technologies for online classes used by the student respondents



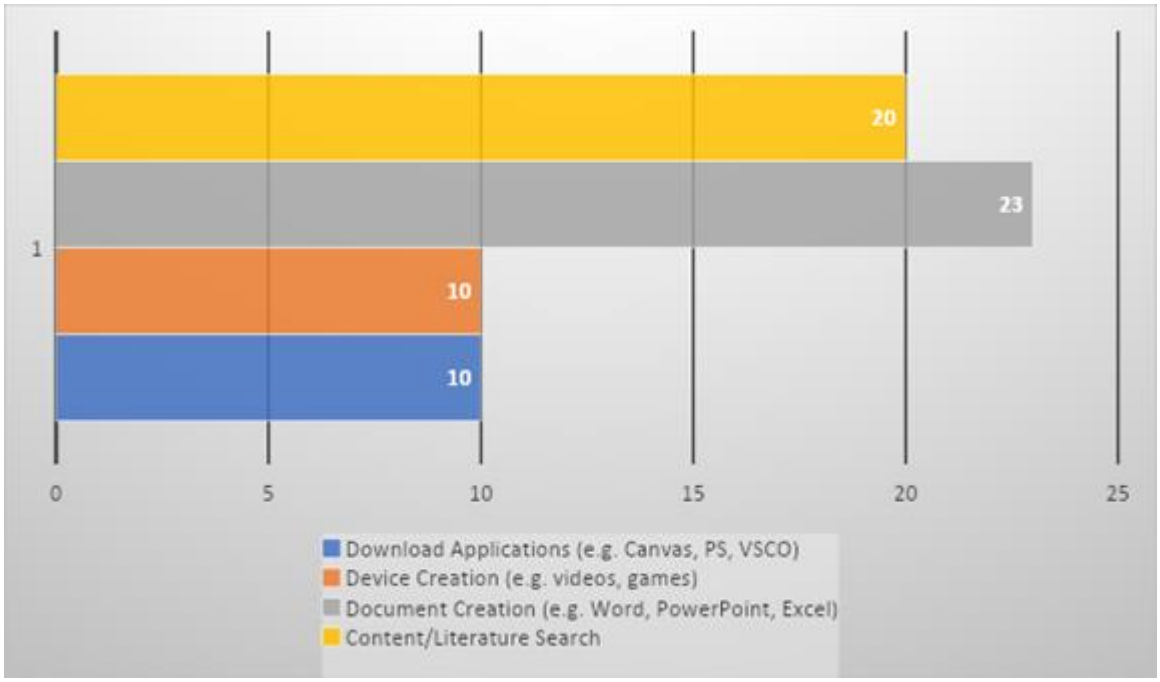
Appendix D. PNU Manila

Appendix D.1 CGSTER Faculty

Appendix D.1.1 CGSTER Faculty access and use of devices to work in a day

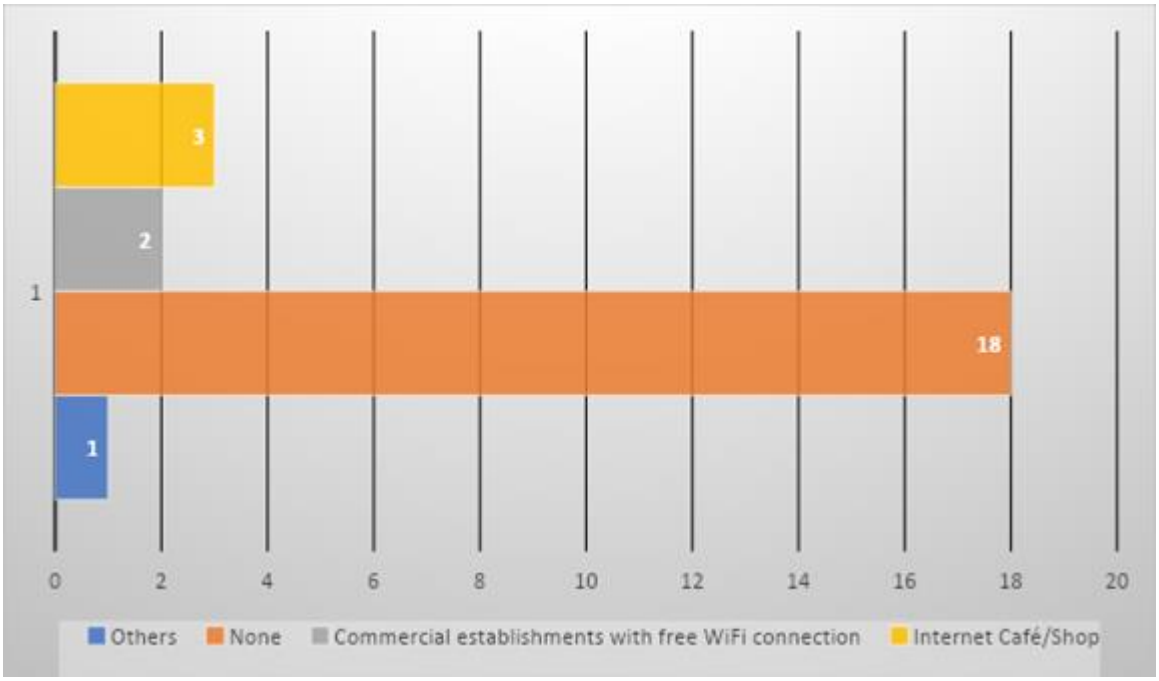


Appendix D.1.2 Work activities done by CGSTER Faculty in their device

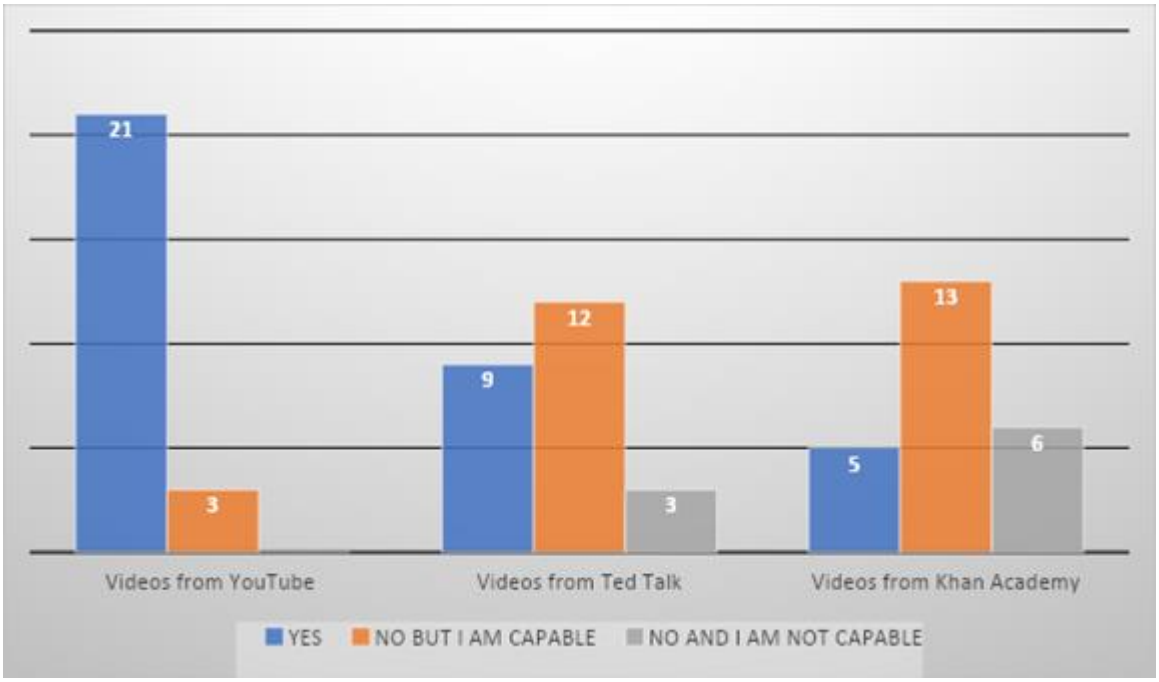


Note: Multiple answers were selected by the respondents

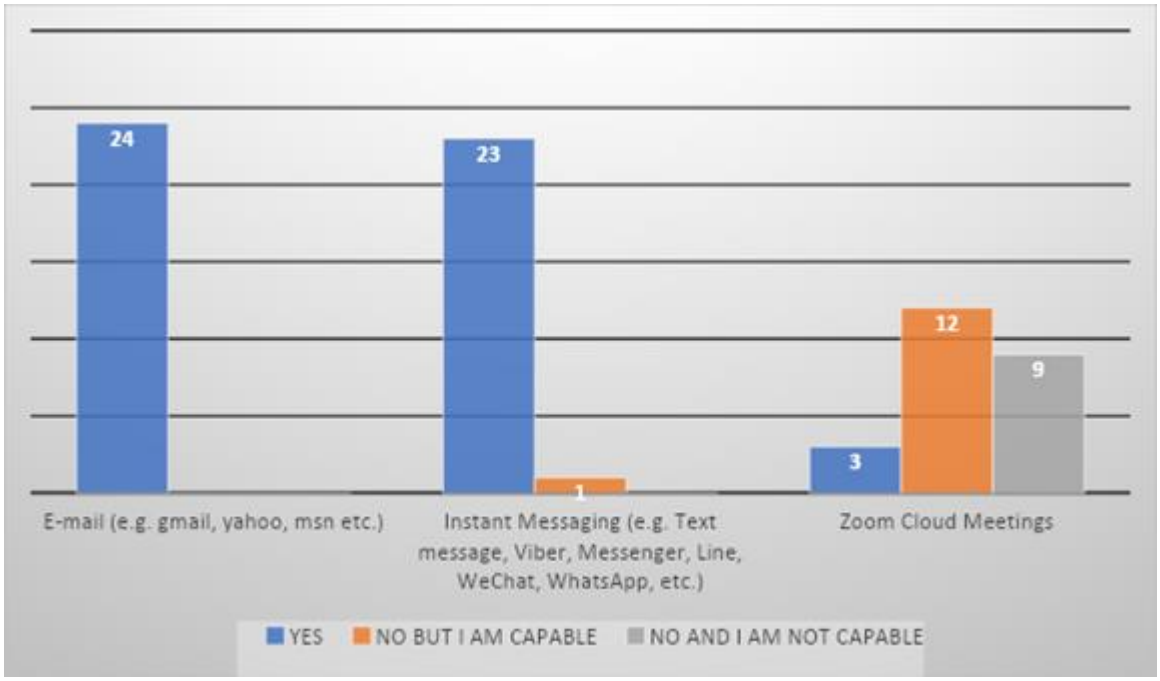
Appendix D.1.3 Places where CGSTER Faculty go to access the internet



Appendix D.1.4 Online materials in video format in the internet used by CGSTER Faculty

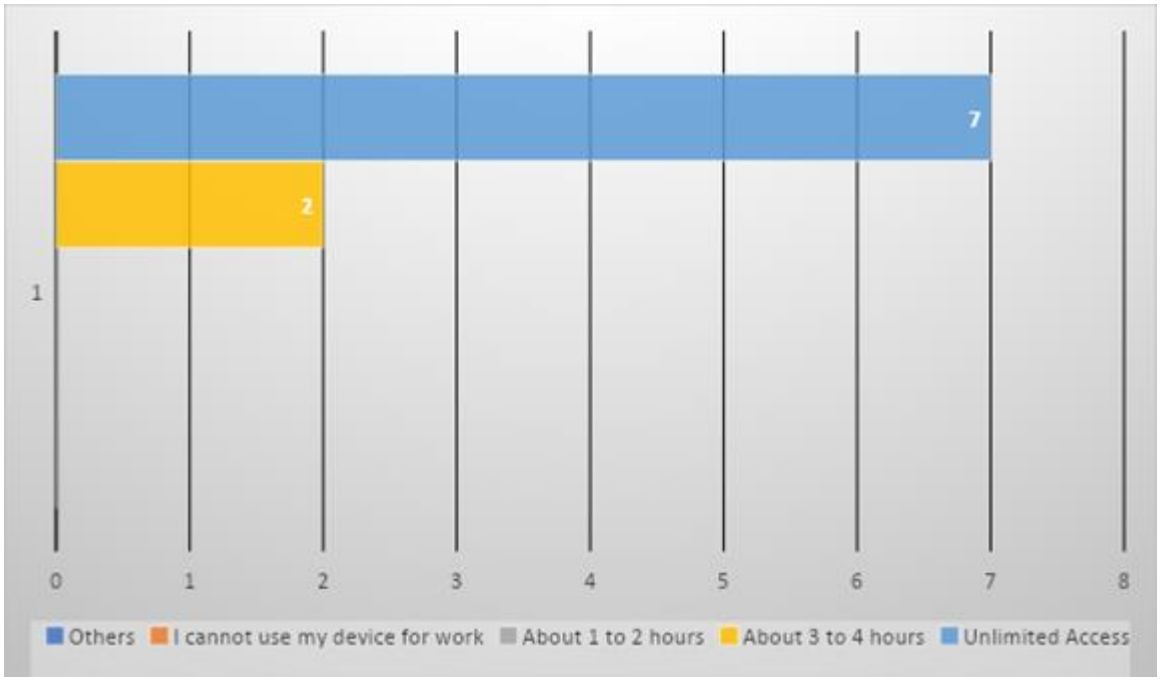


Appendix D.1.5 Different communication technologies for online classes used by CGSTER Faculty

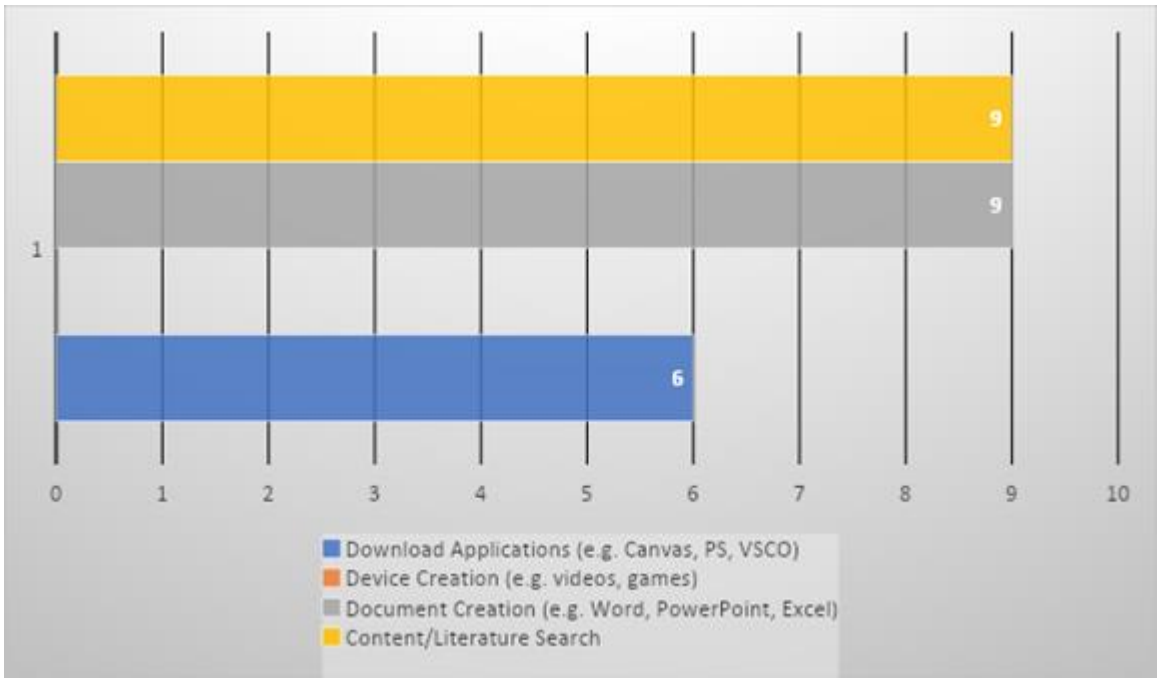


Appendix D.2 CFleX - SIKM Faculty

Appendix D.2.1 CFleX - SIKM access and use of devices to work in a day

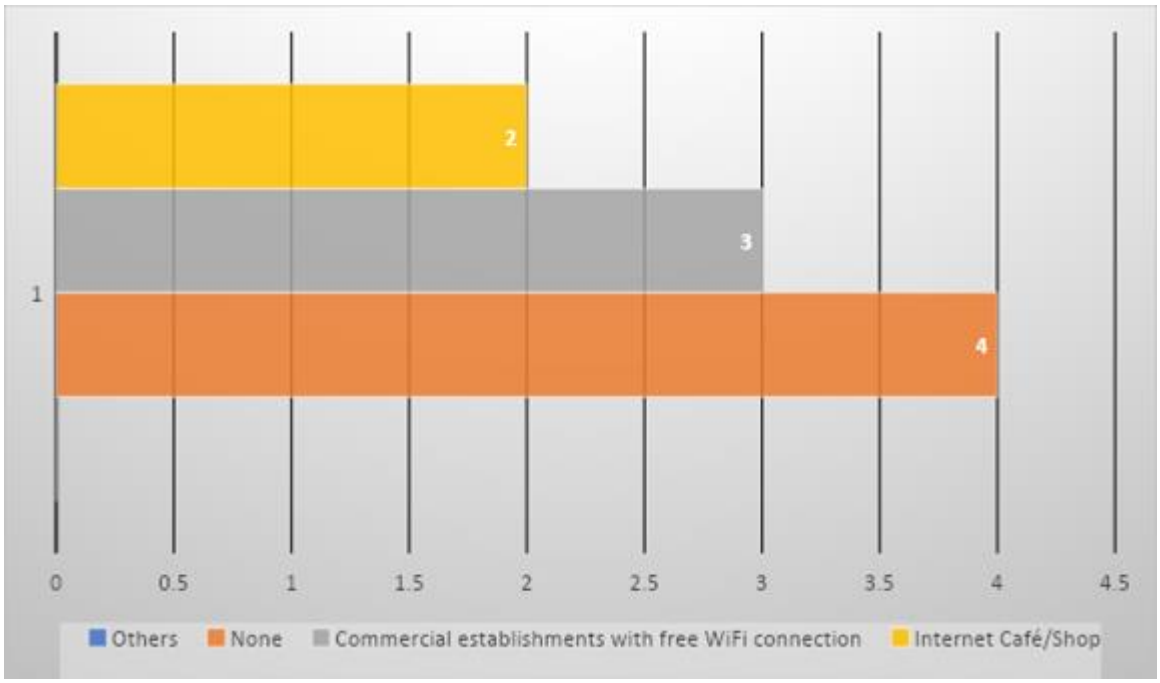


Appendix D.2.2 Work activities done by CFleX - SIKM Faculty in their device

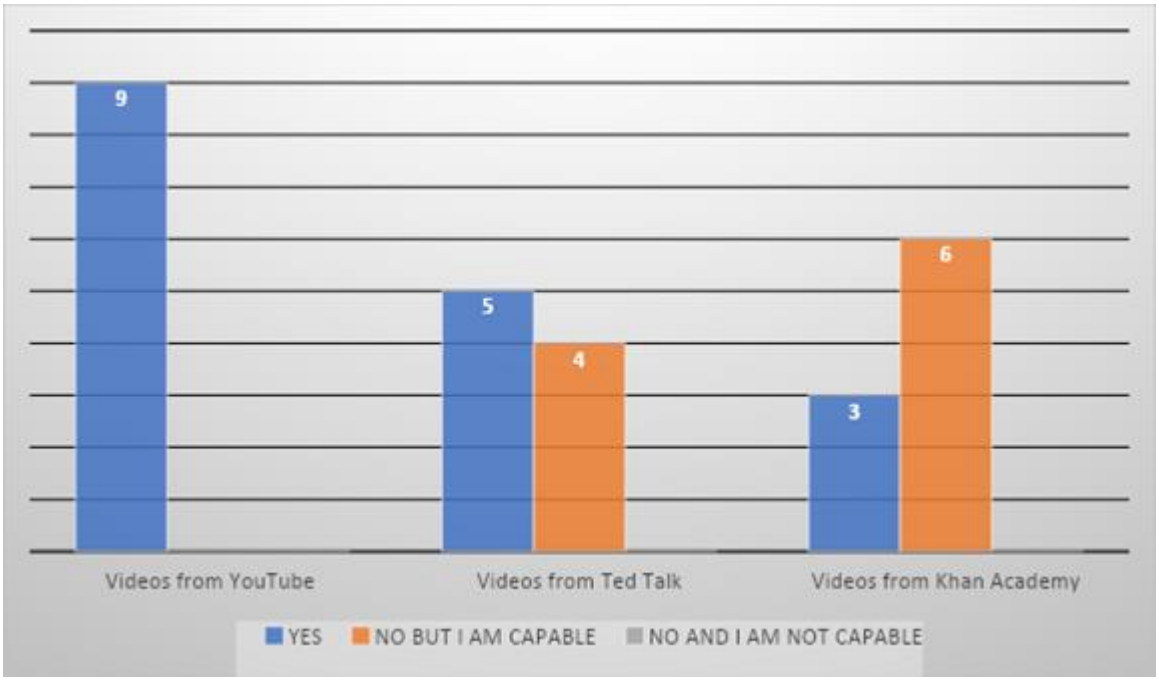


Note: Multiple answers were selected by the respondents

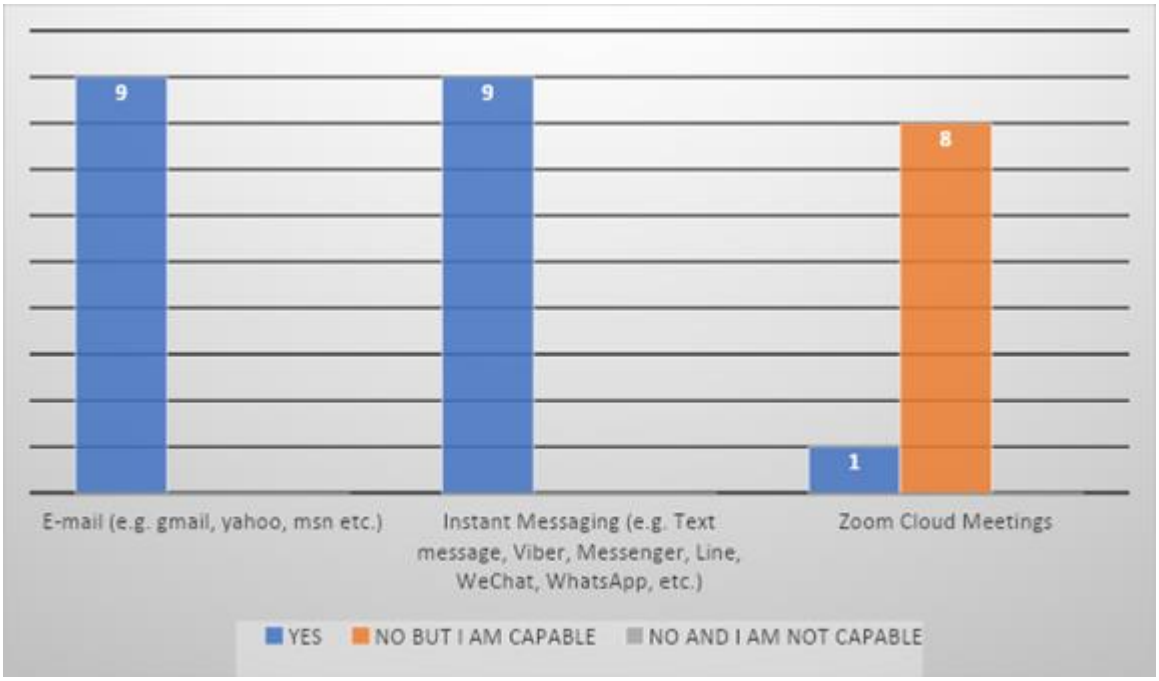
Appendix D.2.3 Places where the CFleX - SIKM Faculty go to access the internet



Appendix D.2.4 Online materials in video format in the internet used by CFleX - SIKM Faculty

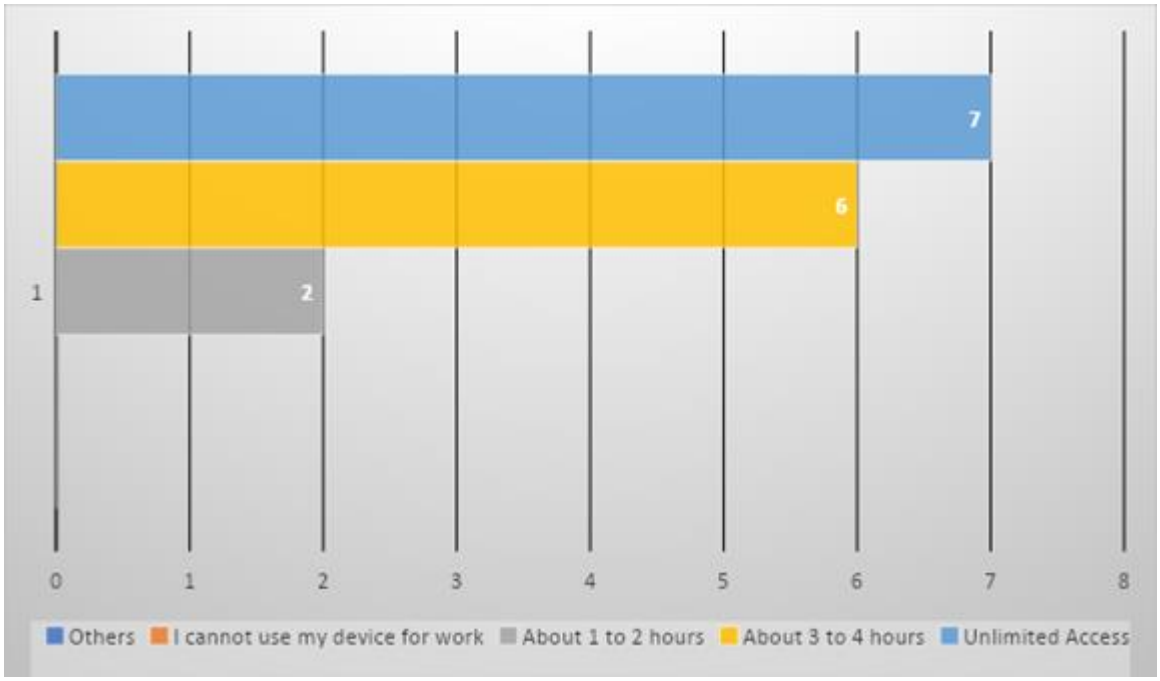


Appendix D.2.5 Different communication technologies for online classes used by CFleX - SIKM Faculty

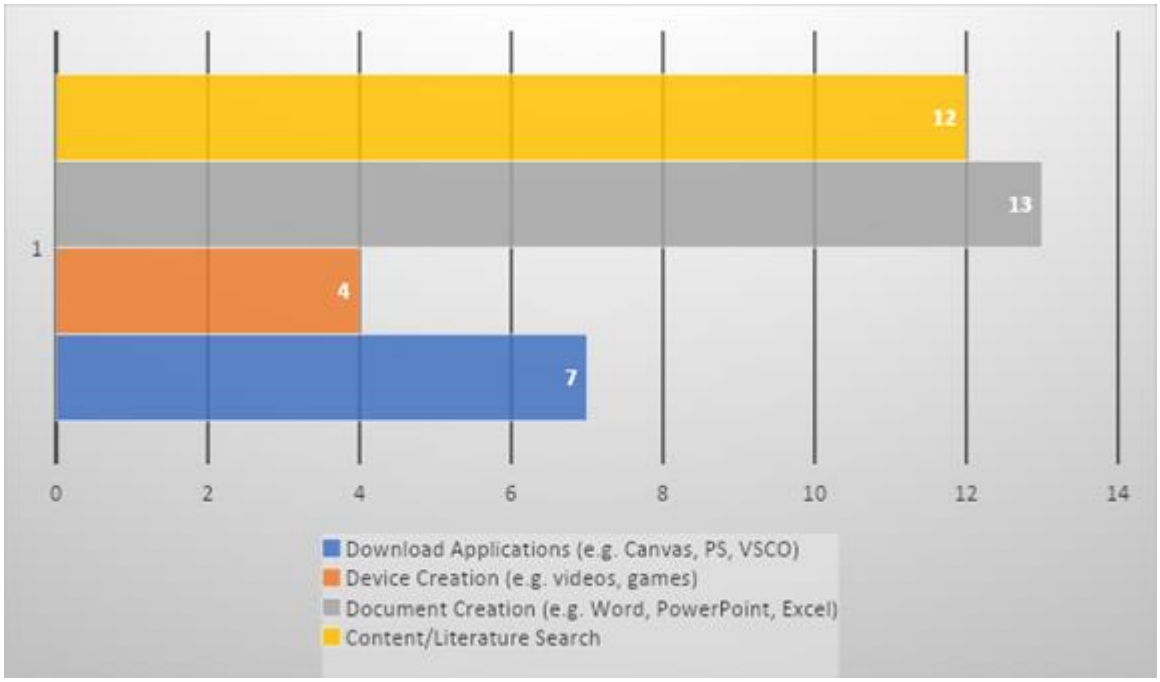


Appendix D.3 CTD Faculty

Appendix D.3.1 CTD Faculty access and use of devices to work in a day

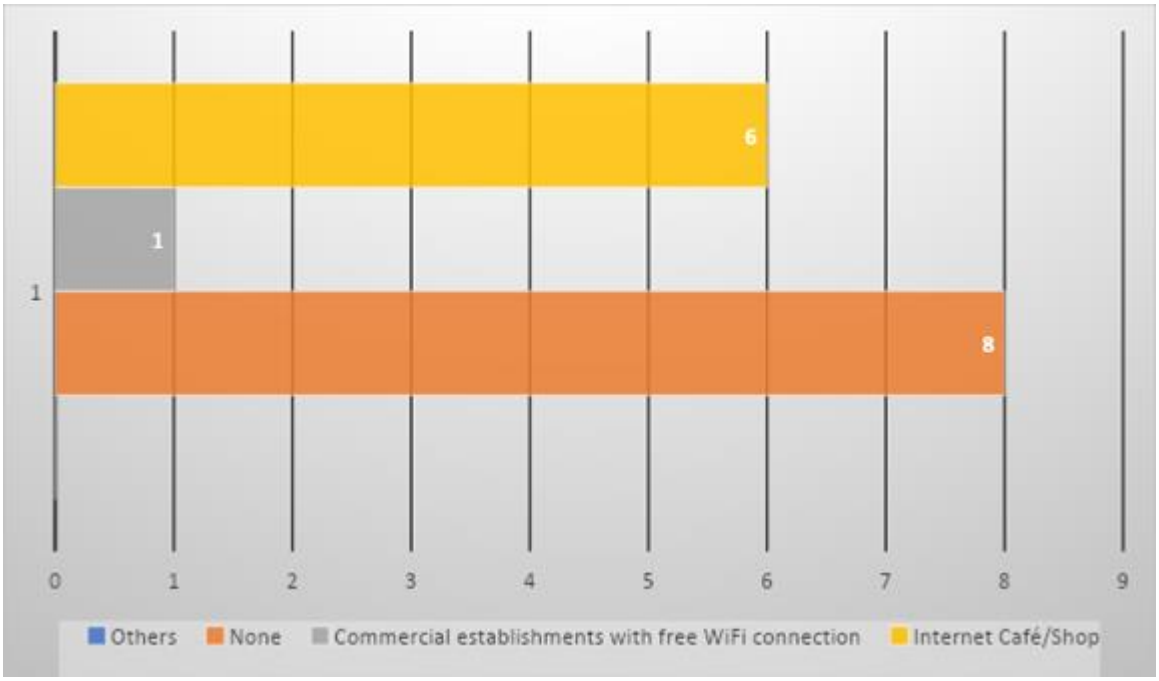


Appendix D.3.2 Work activities done by CTD Faculty in their device

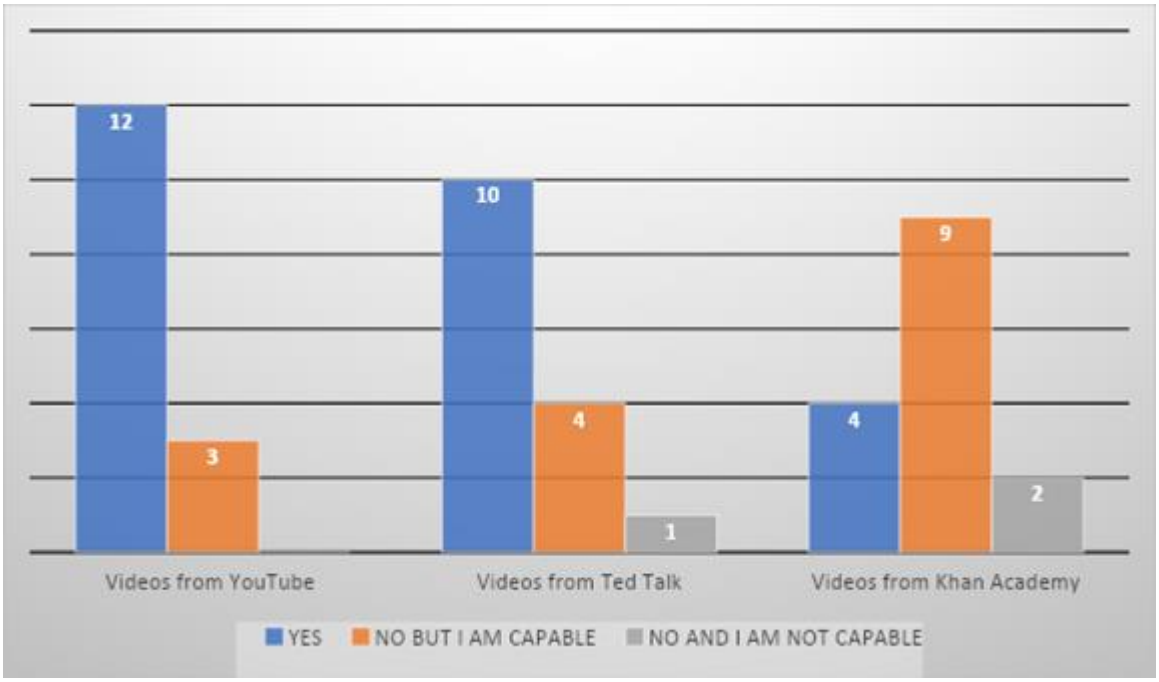


Note: Multiple answers were selected by the respondents

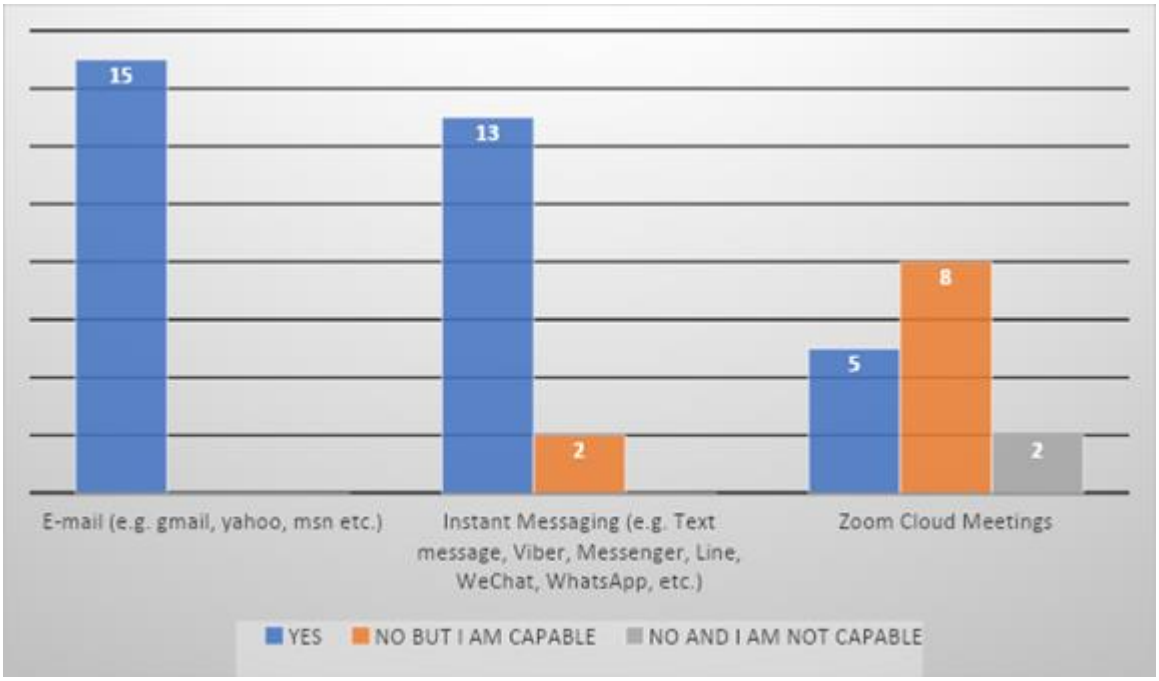
Appendix D.3.3 Places where CTD Faculty go to access the internet



Appendix D.3.4 Online materials in video format in the internet used by CTD Faculty

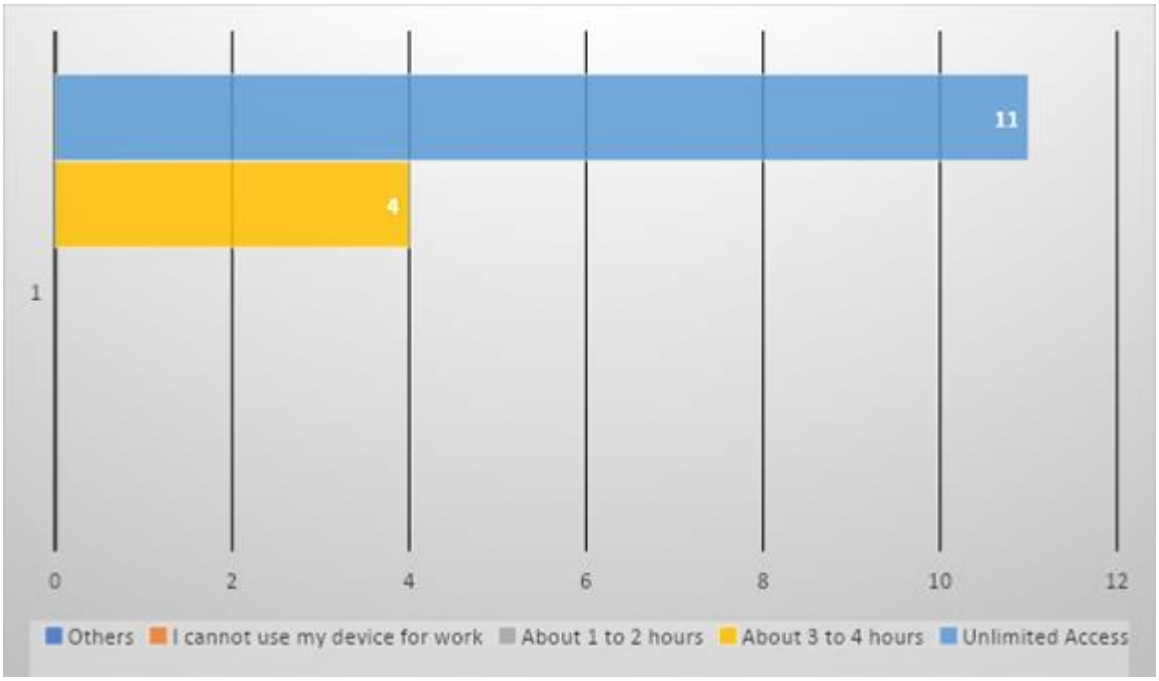


Appendix D.3.5 Different communication technologies for online classes used by CTD Faculty

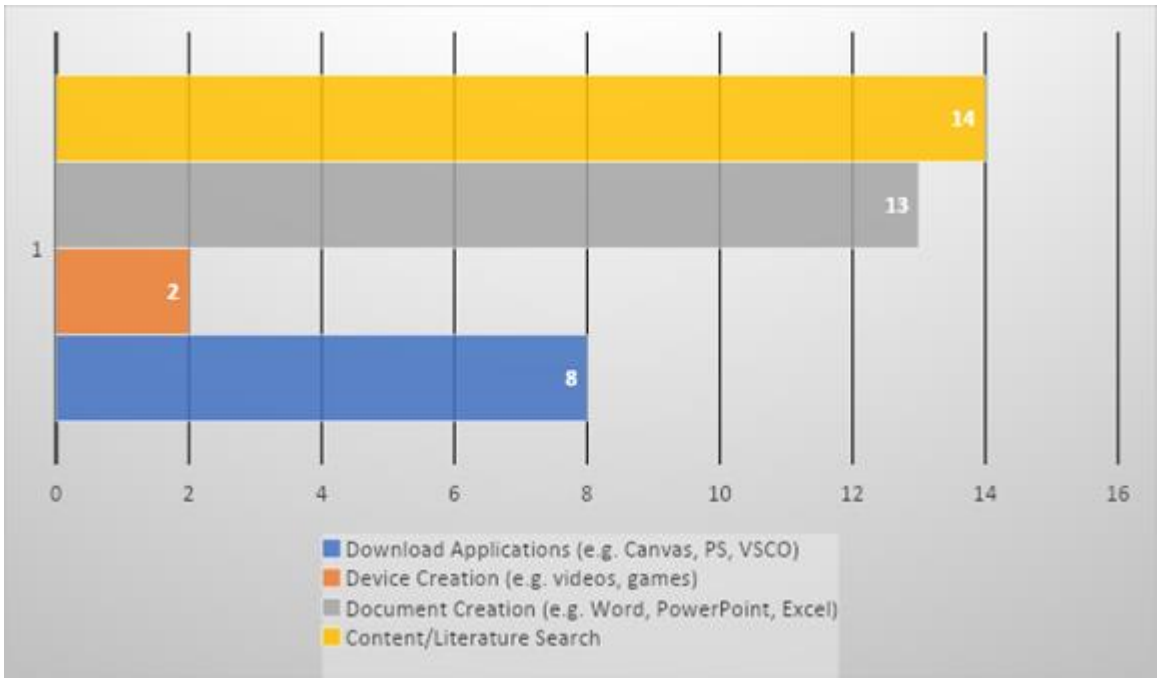


Appendix D.4 FAL Faculty

Appendix D.4.1 FAL Faculty access and use of devices to work in a day

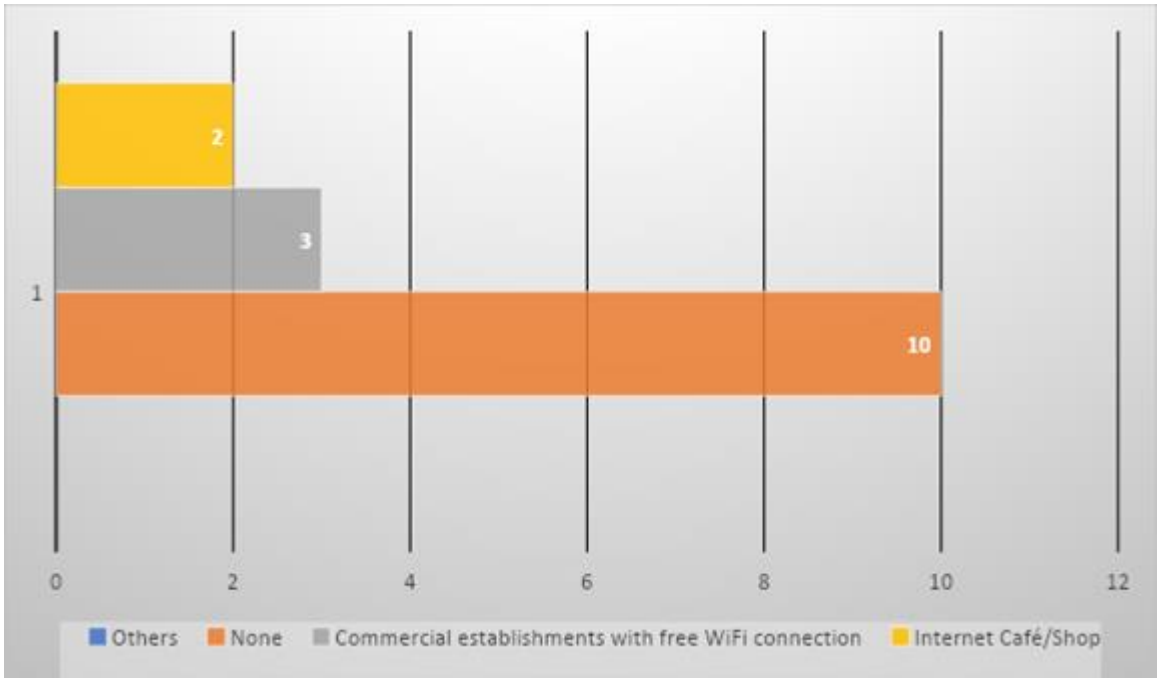


Appendix D.4.2 Work activities done by FAL Faculty in their device

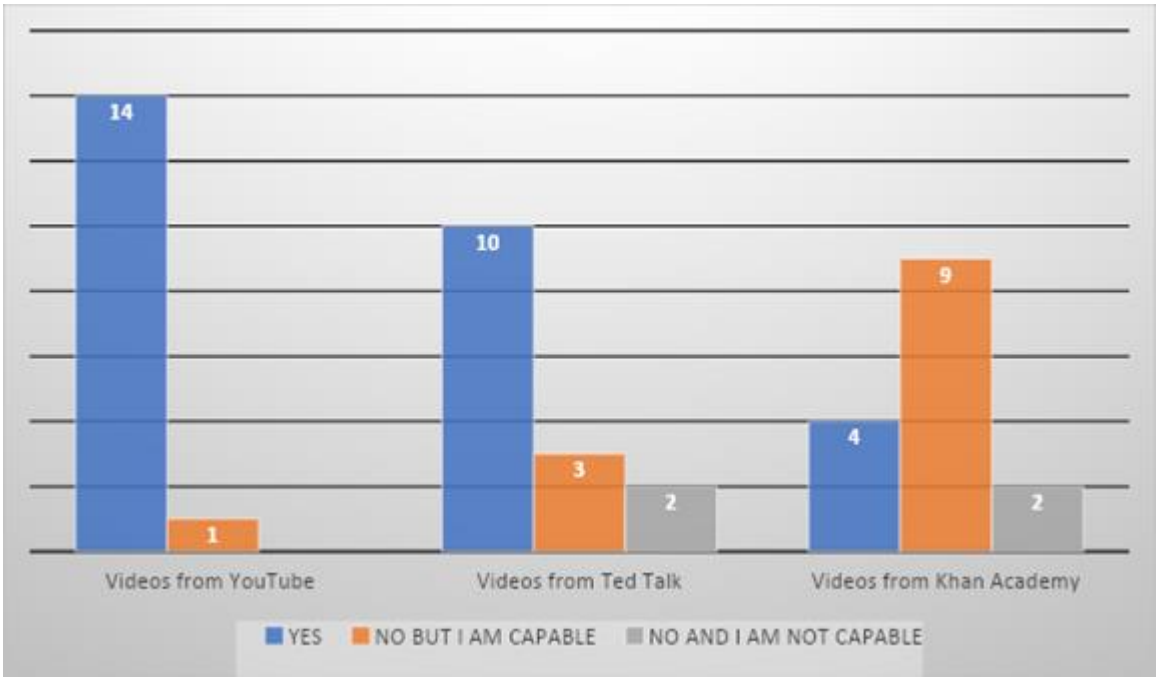


Note: Multiple answers were selected by the respondents

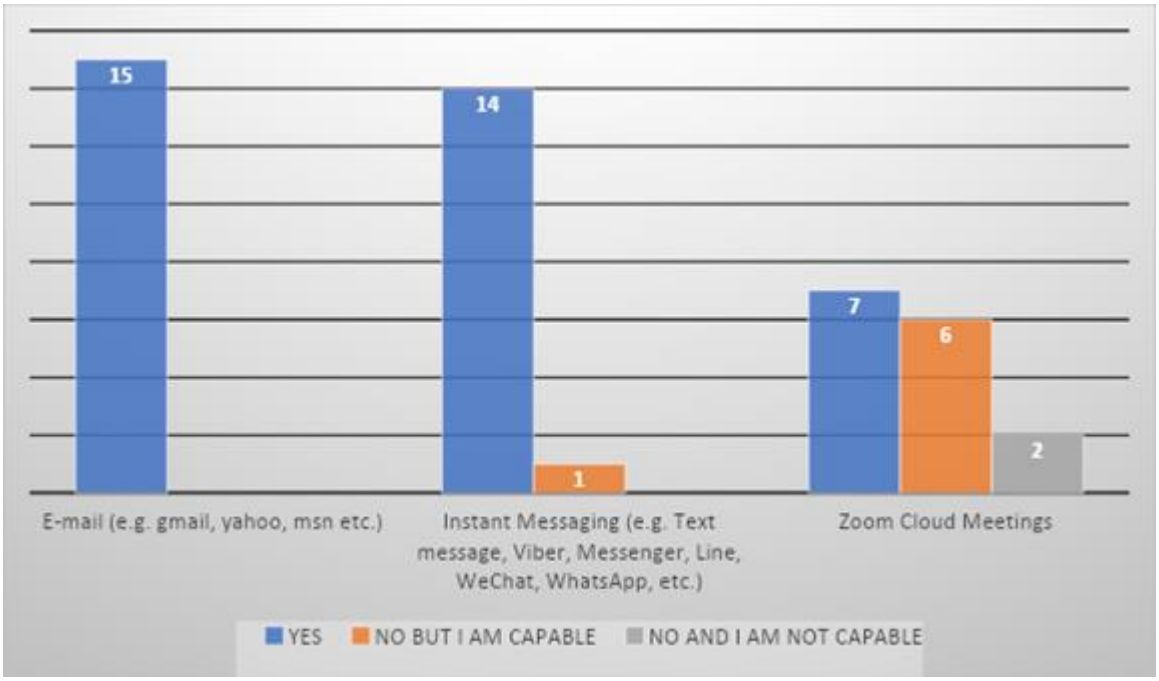
Appendix D.4.3 Places where FAL Faculty go to access the internet



Appendix D.4.4 Online materials in video format in the internet used by FAL Faculty

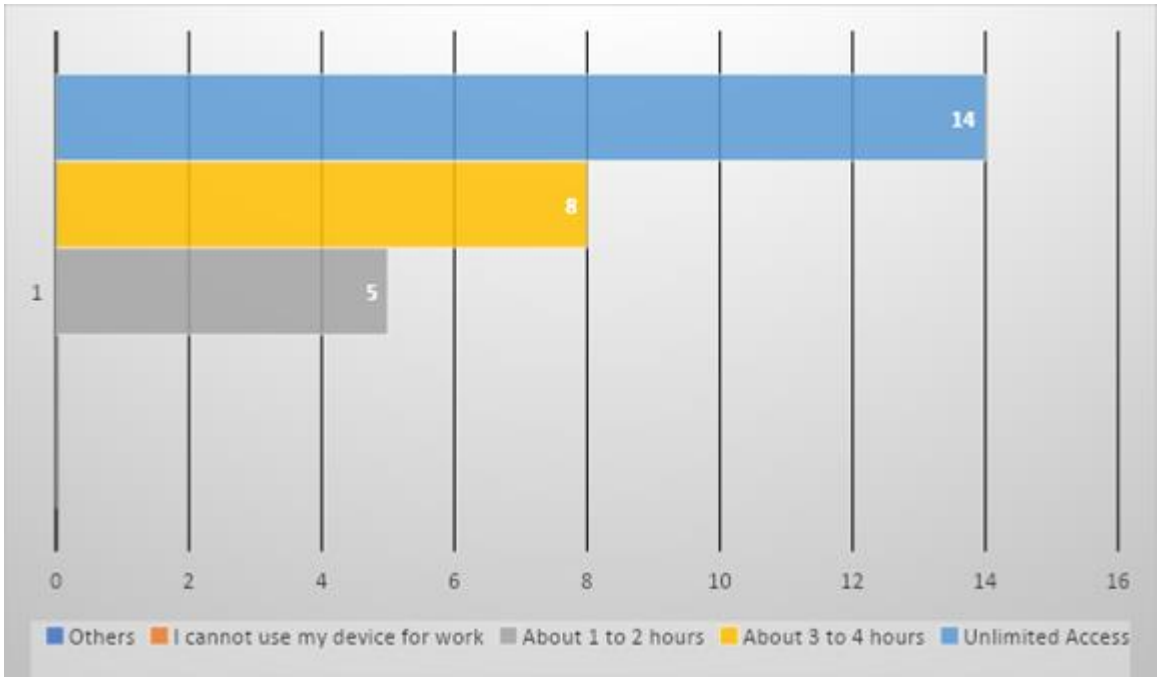


Appendix D.4.5 Different communication technologies for online classes used by FAL Faculty

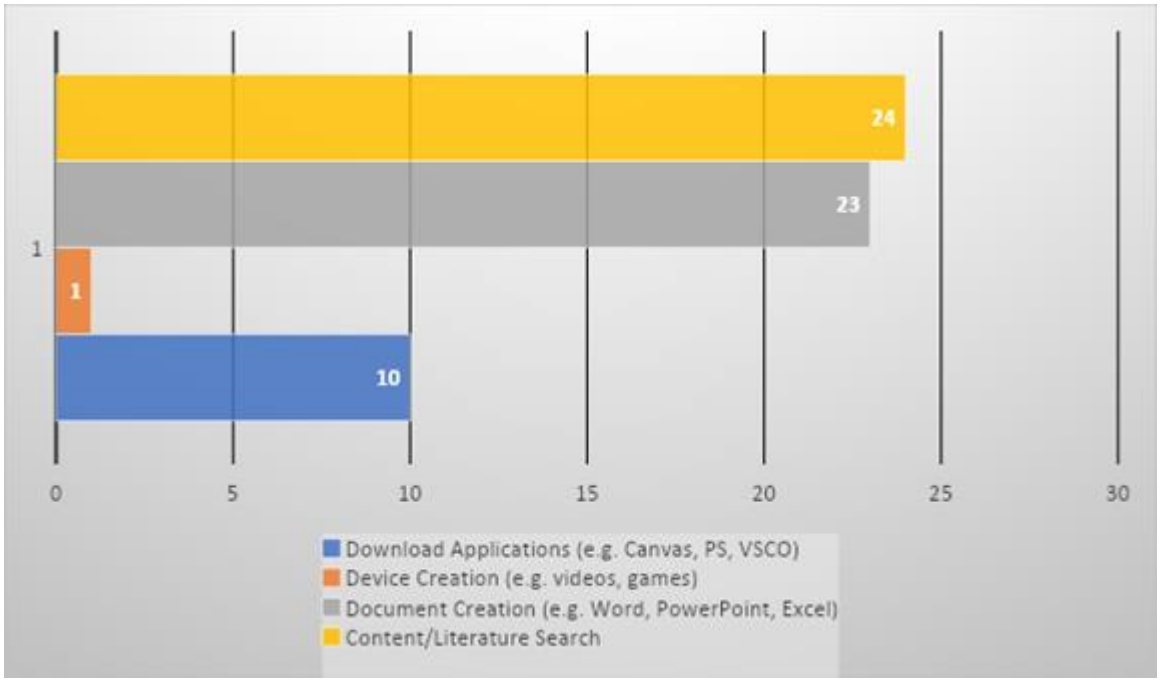


Appendix D.5 FBeSS Faculty

Appendix D.5.1 FBeSS Faculty access and use of devices to work in a day

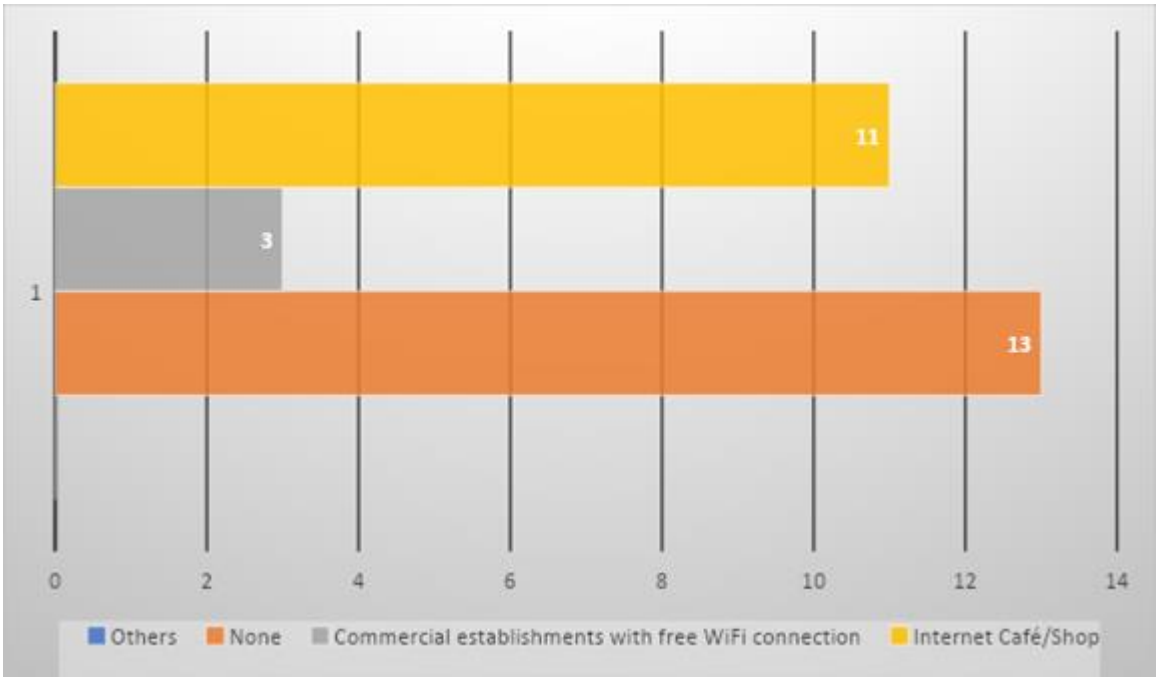


Appendix D.5.2 Work activities done by FBeSS Faculty in their device

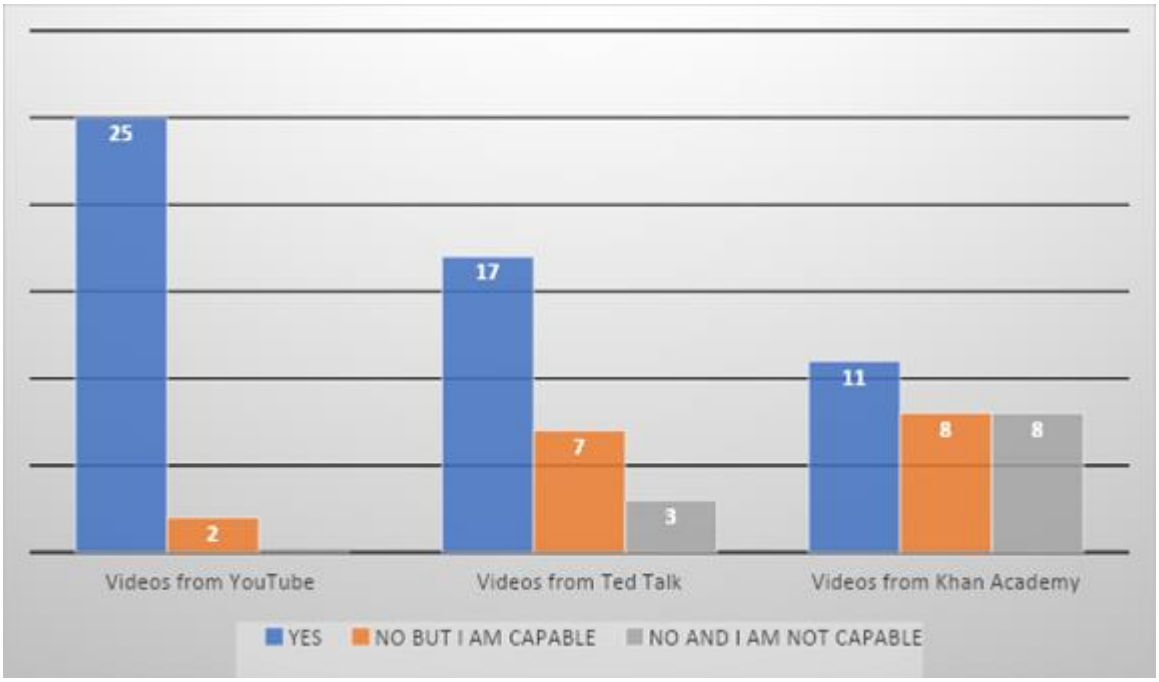


Note: Multiple answers were selected by the respondents

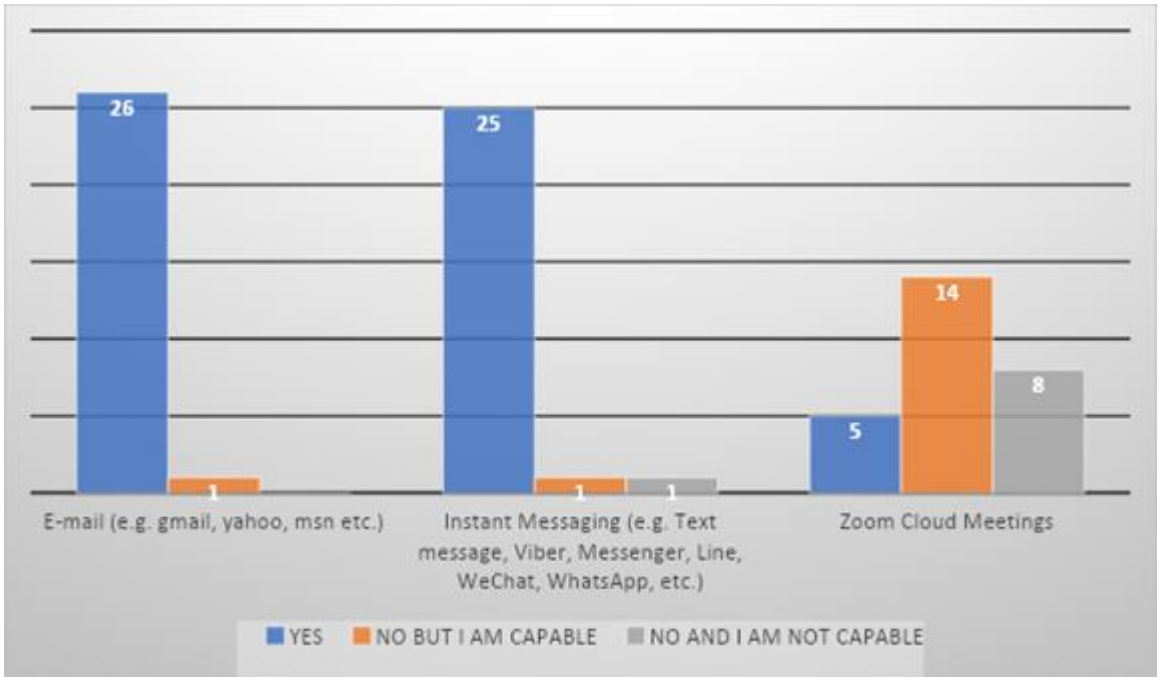
Appendix D.5.3 Places where the FBeSS Faculty go to access the internet



Appendix D.5.4 Online materials in video format in the internet used by FBeSS Faculty

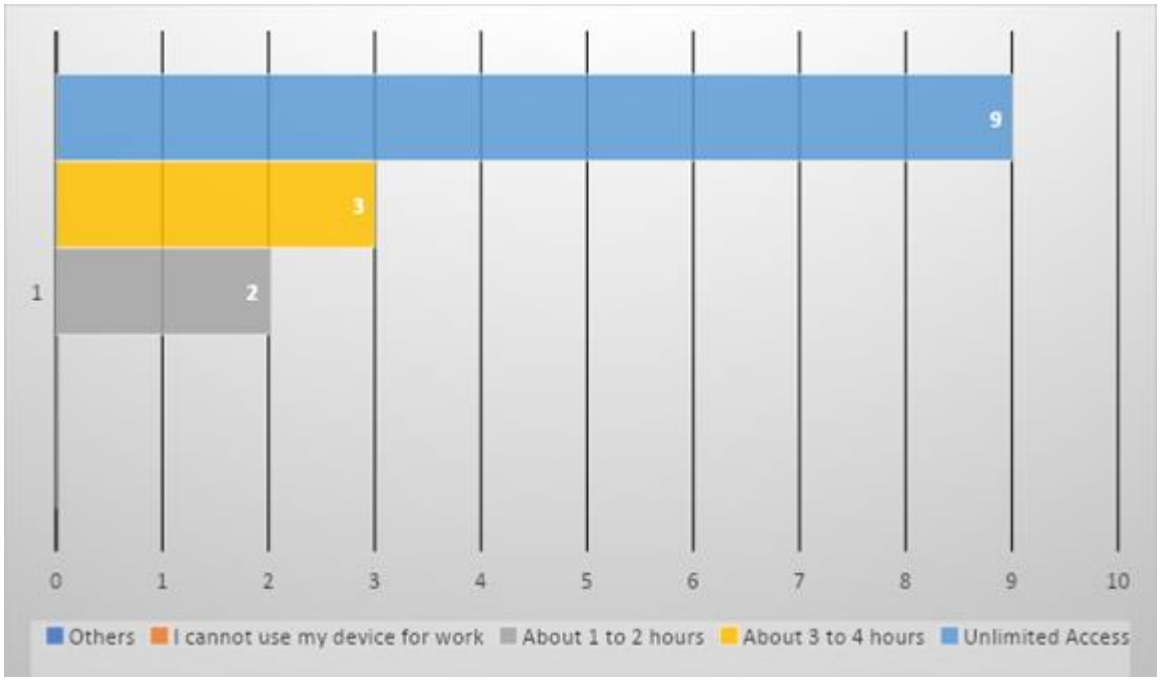


Appendix D.5.5 Different communication technologies for online classes used by FBeSS Faculty

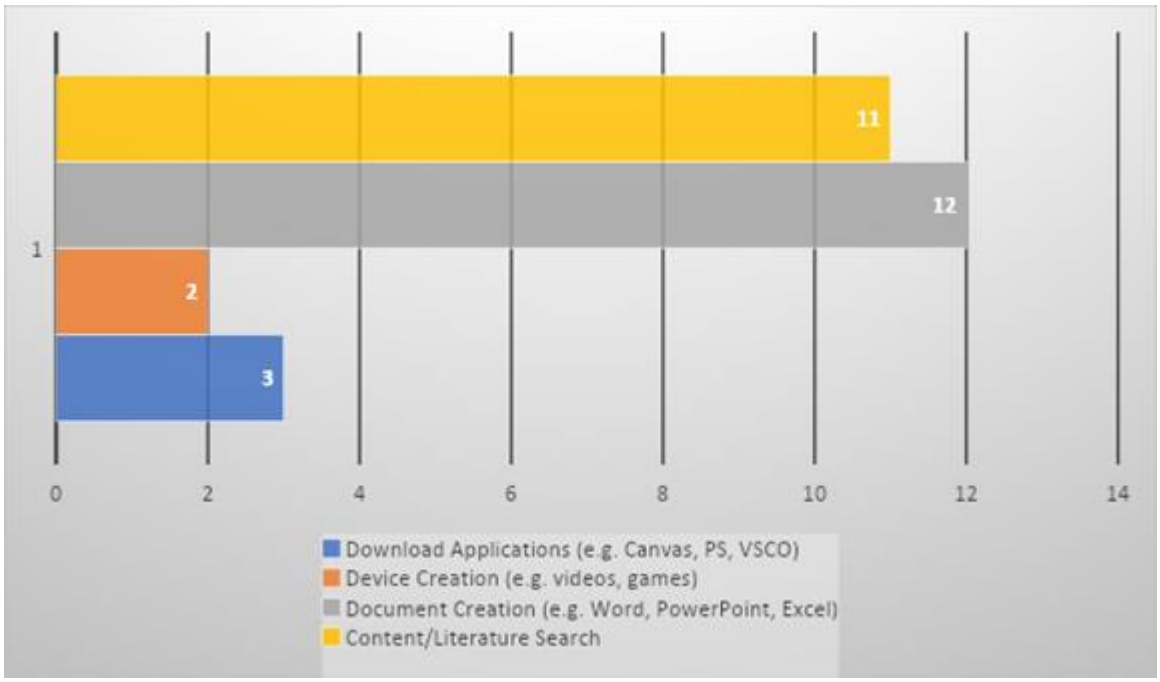


Appendix D.6 FES Faculty

Appendix D.6.1 FES Faculty access and use of devices to work in a day

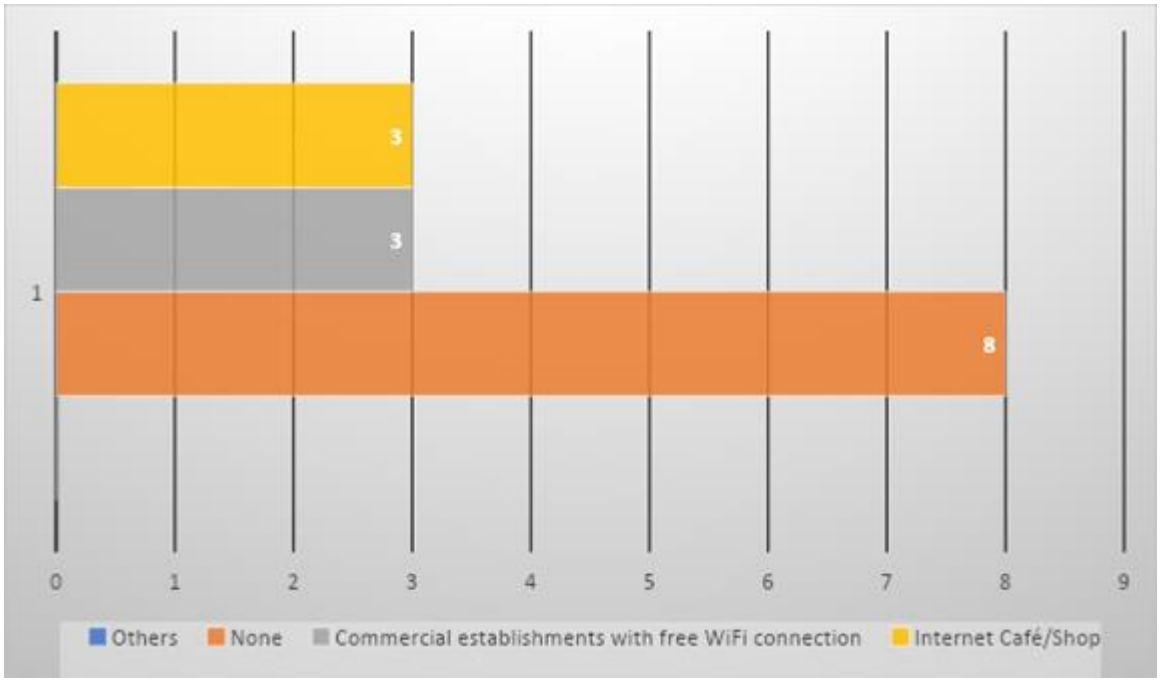


Appendix D.6.2 Work activities done by FES Faculty in their device

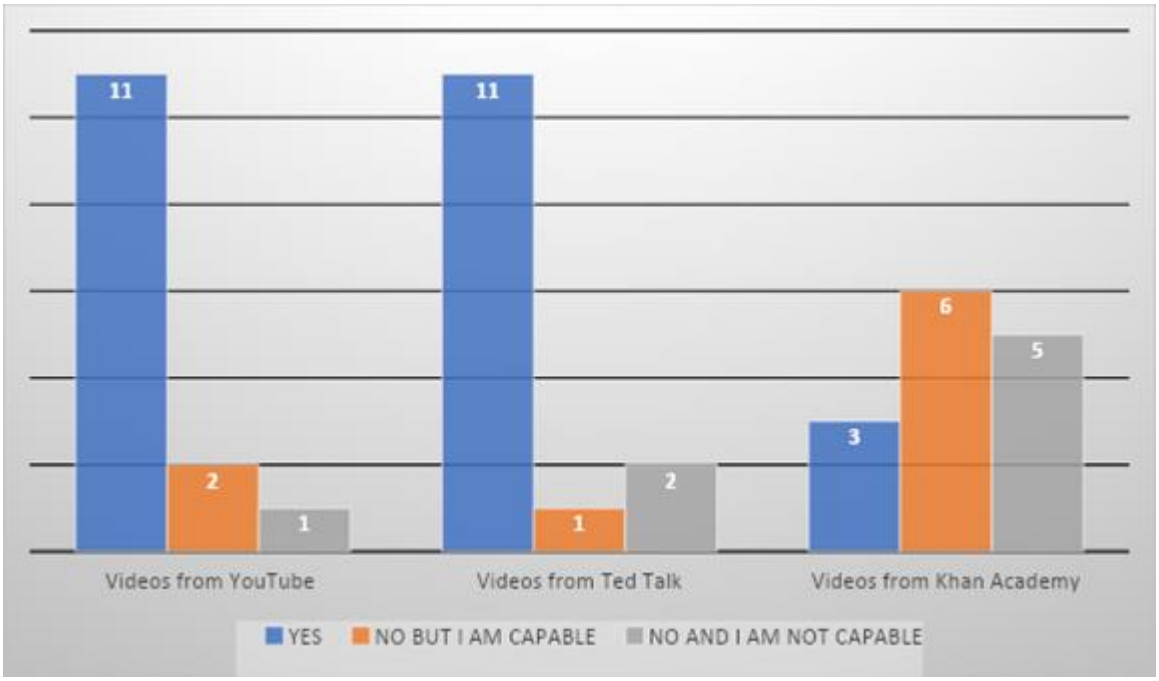


Note: Multiple answers were selected by the respondents

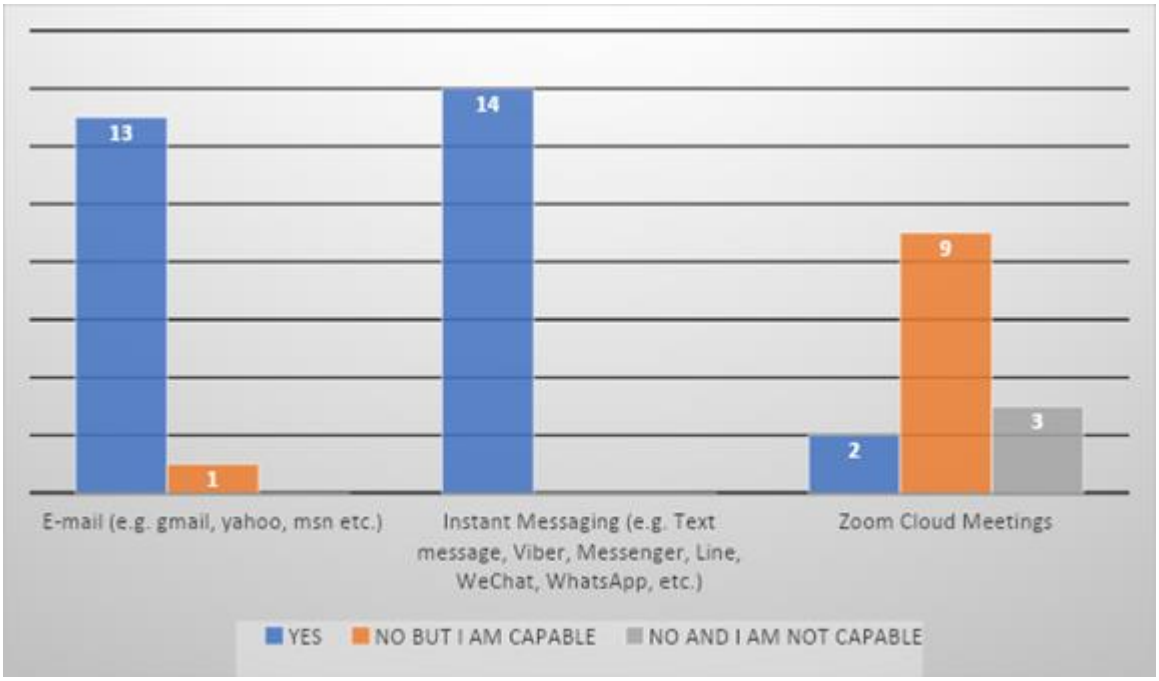
Appendix D.6.3 Places where FES Faculty go to access the internet



Appendix D.6.4 Online materials in video format in the internet used by FES Faculty

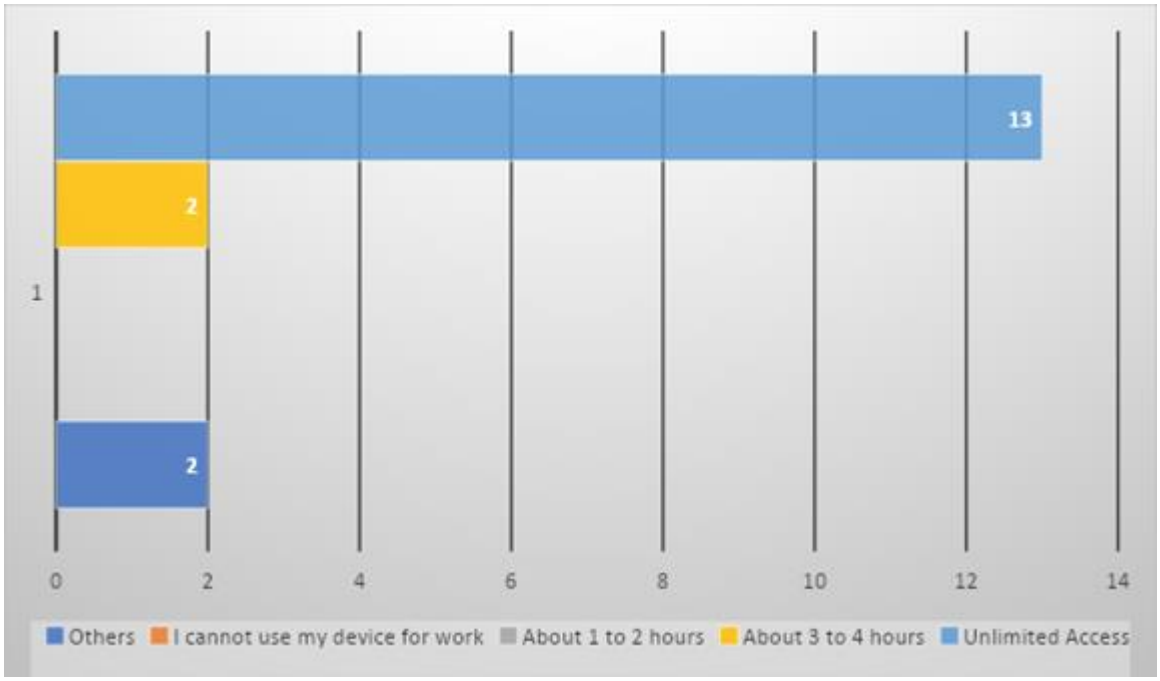


Appendix D.6.5 Different communication technologies for online classes used by FES Faculty

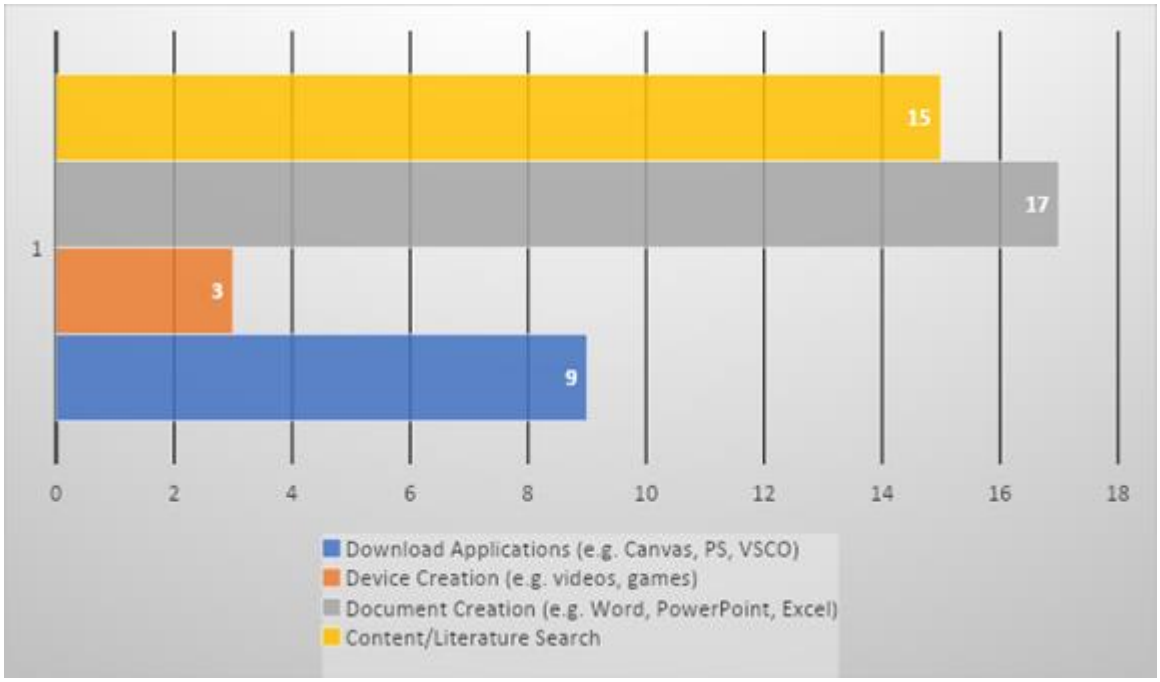


Appendix D.7 FSTeM Faculty

Appendix D.7.1 FSTeM Faculty access and use of devices to work in a day

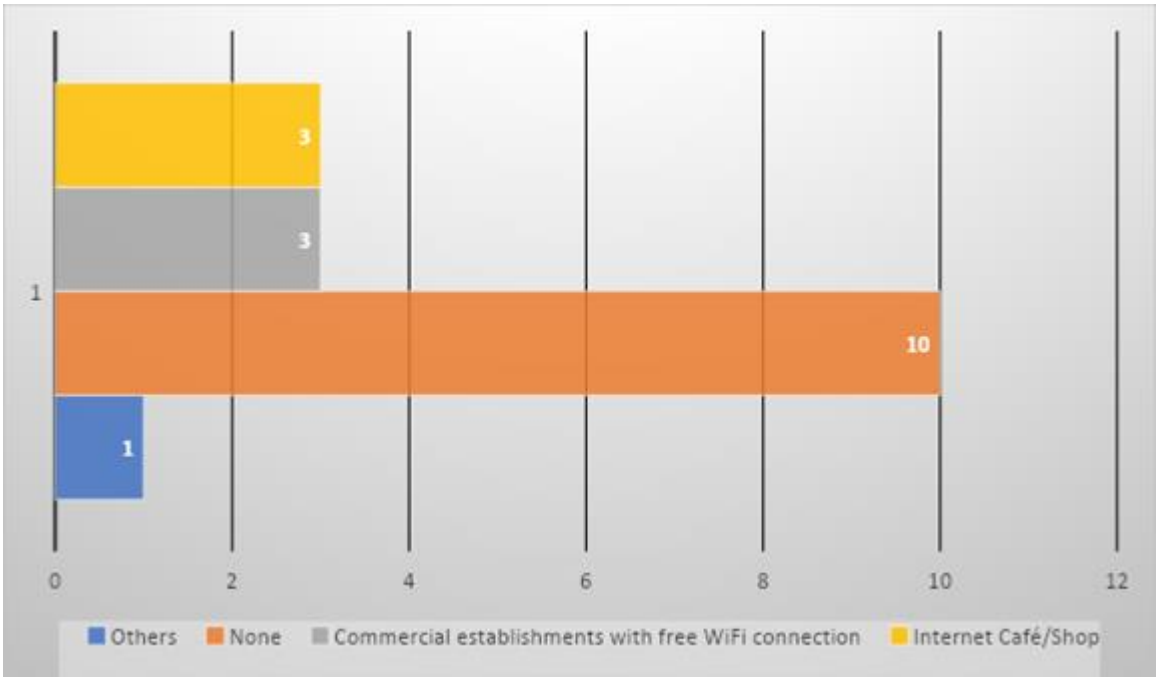


Appendix D.7.2 Work activities done by FSTeM Faculty in their device

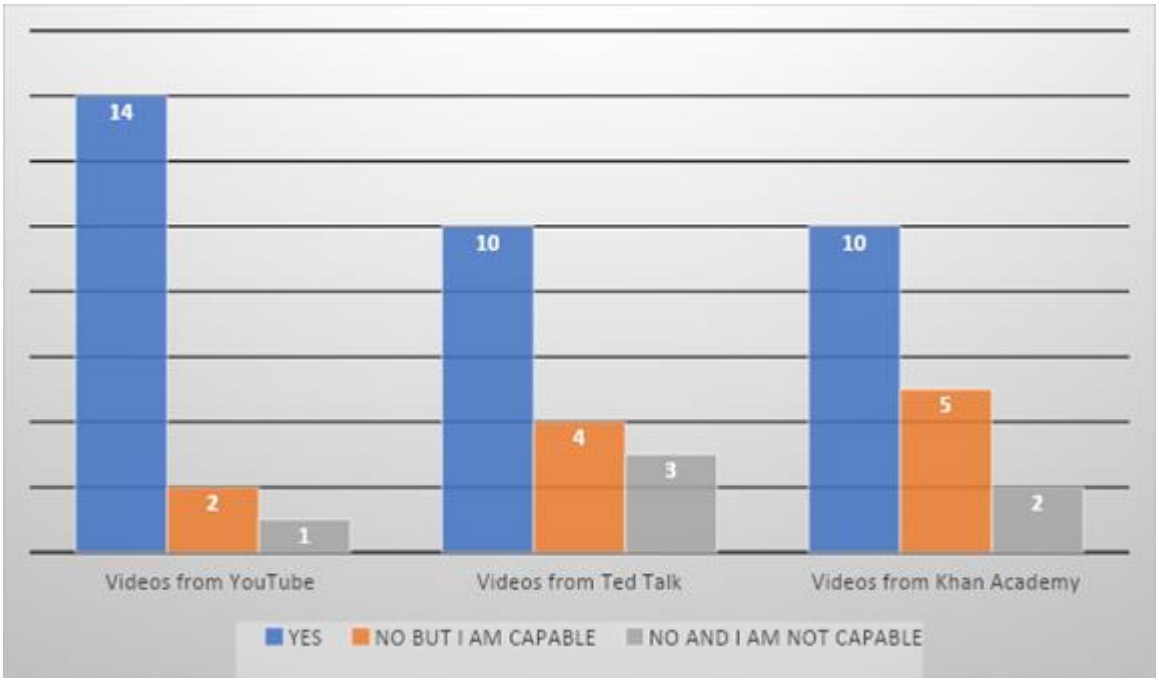


Note: Multiple answers were selected by the respondents

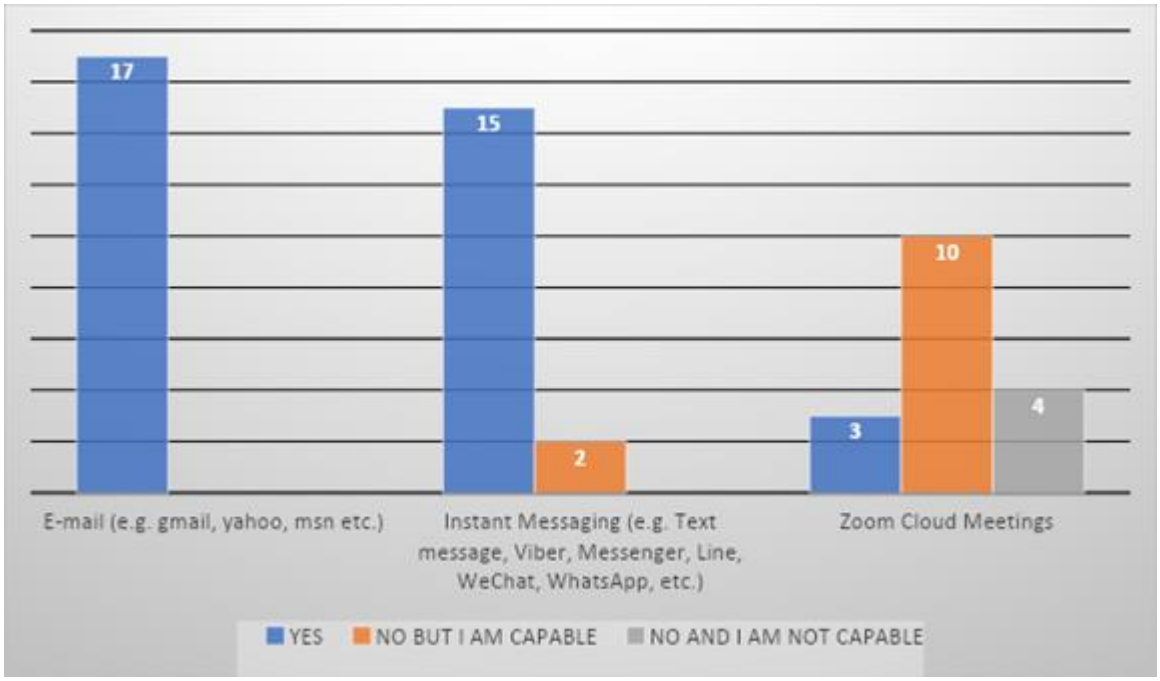
Appendix D.7.3 Places where FSTeM Faculty go to access the internet



Appendix D.7.4 Online materials in video format in the internet used by the FSTeM Faculty

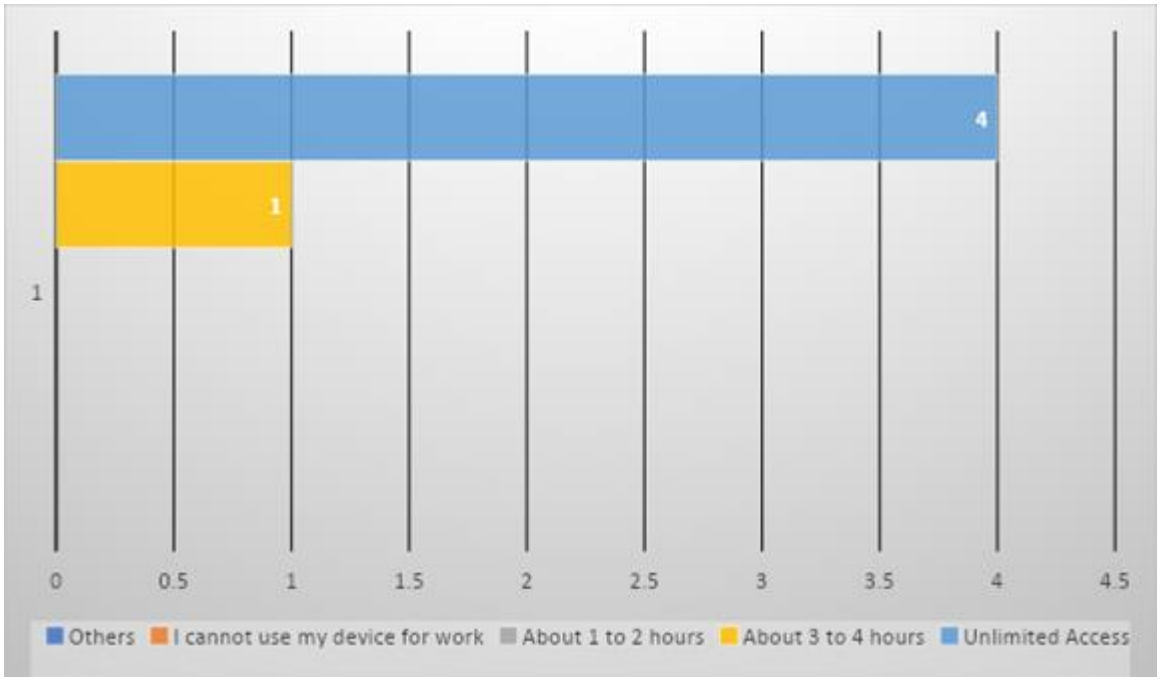


Appendix D.7.5 Different communication technologies for online classes used by FSTeM Faculty

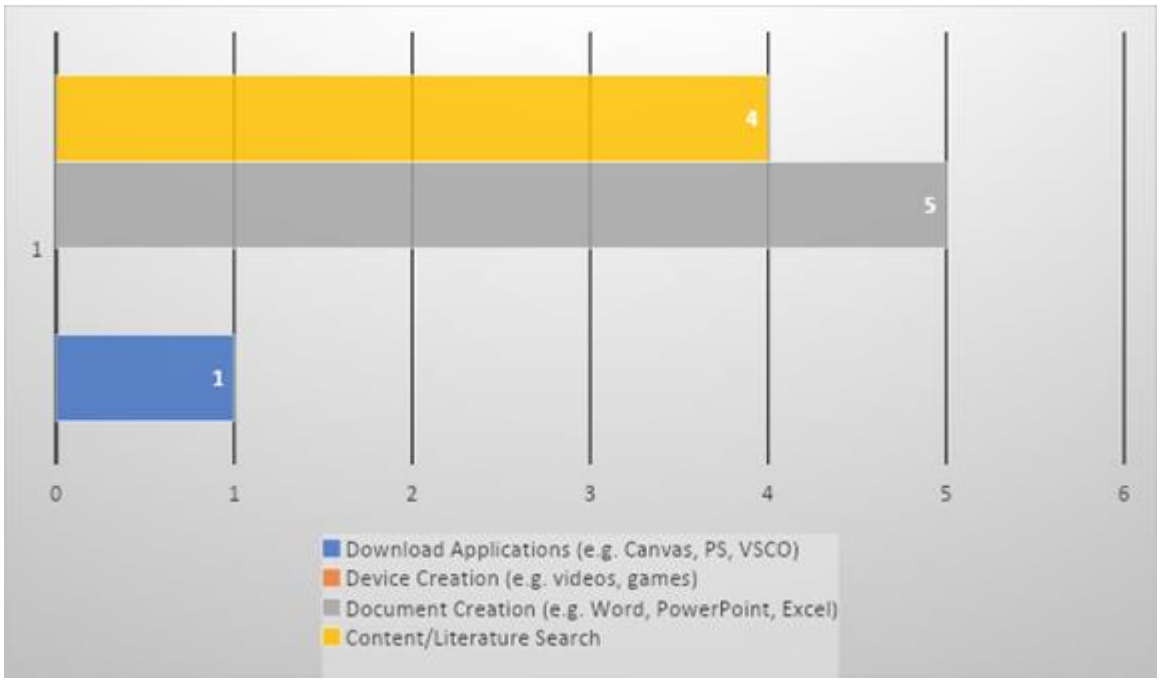


Appendix D.8 IPEHRDS Faculty

Appendix D.8.1 IPEHRDS Faculty access and use of devices to work in a day

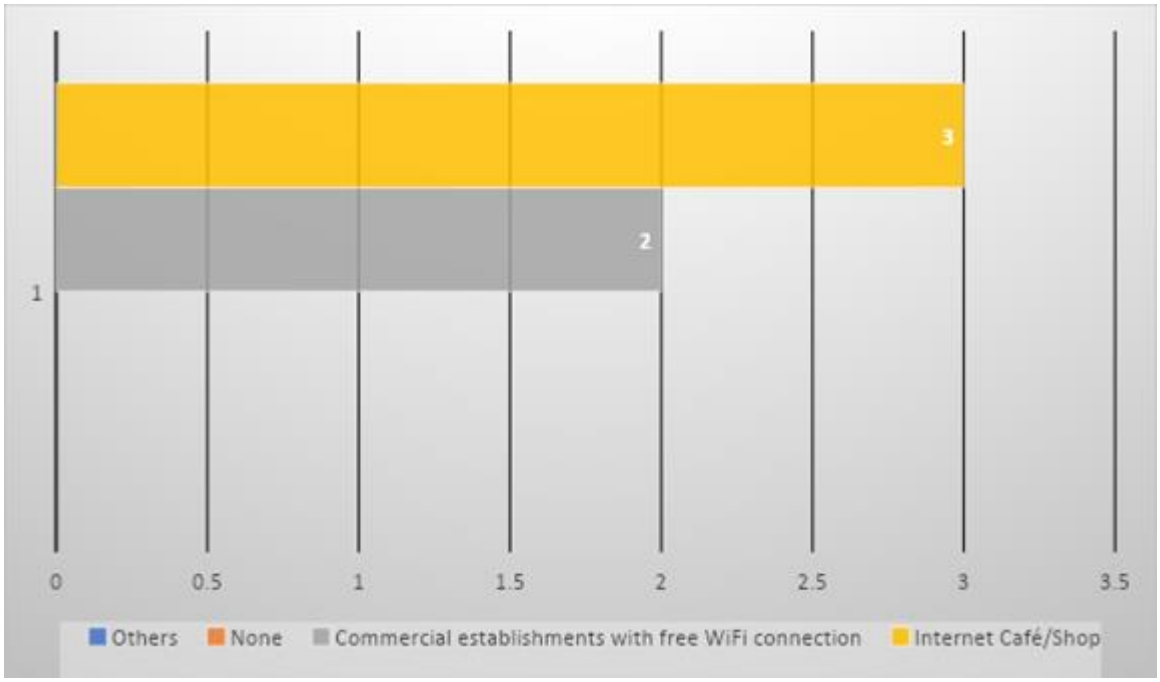


Appendix D.8.2 Work activities done by IPEHRDS Faculty in their device

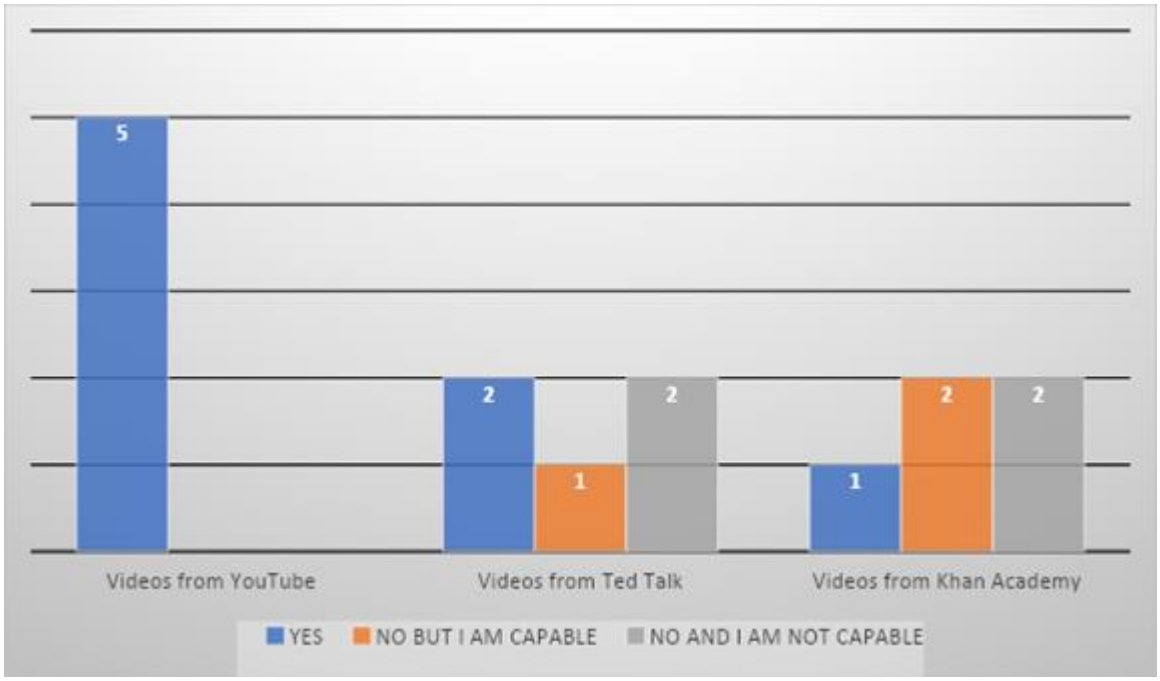


Note: Multiple answers were selected by the respondents

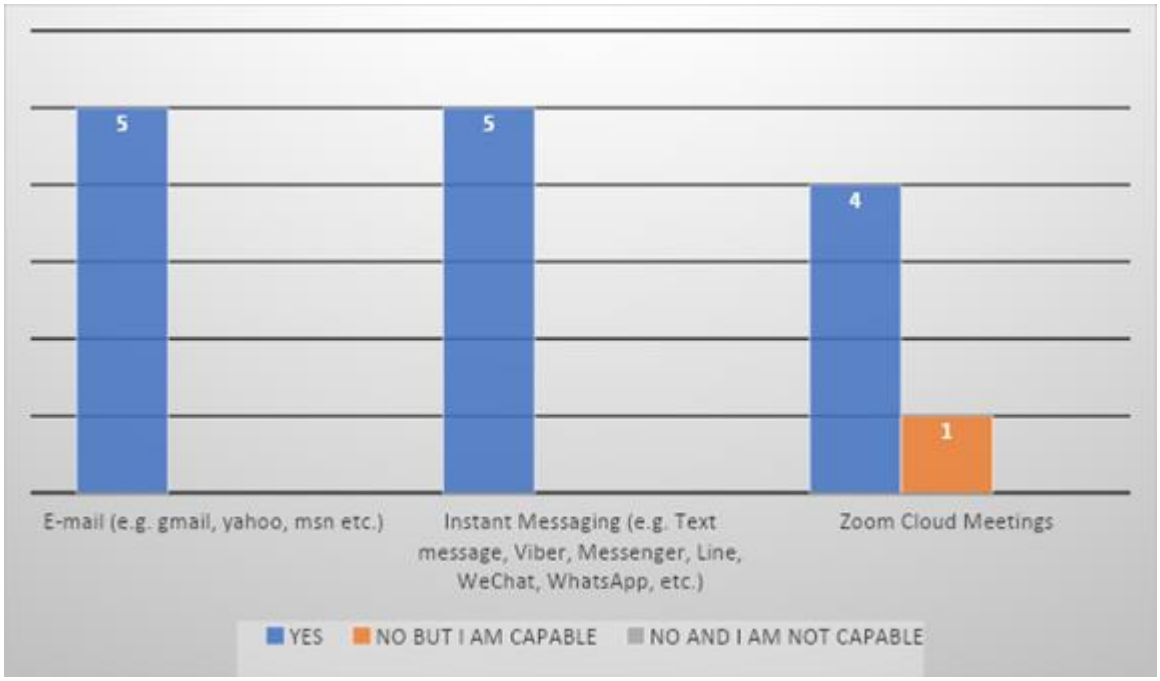
Appendix D.8.3 Places where IPEHRDS Faculty go to access the internet



Appendix D.8.4 Online materials in video format in the internet used by IPEHRDS Faculty

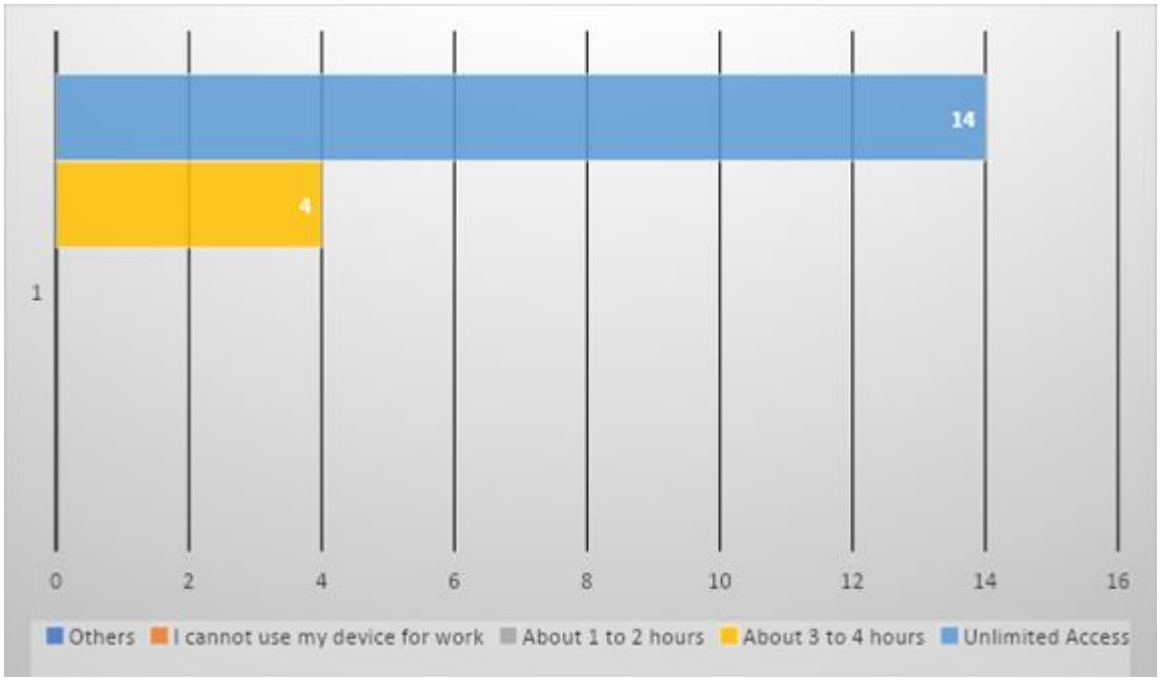


Appendix D.8.5 Different communication technologies for online classes used by IPEHRDS Faculty

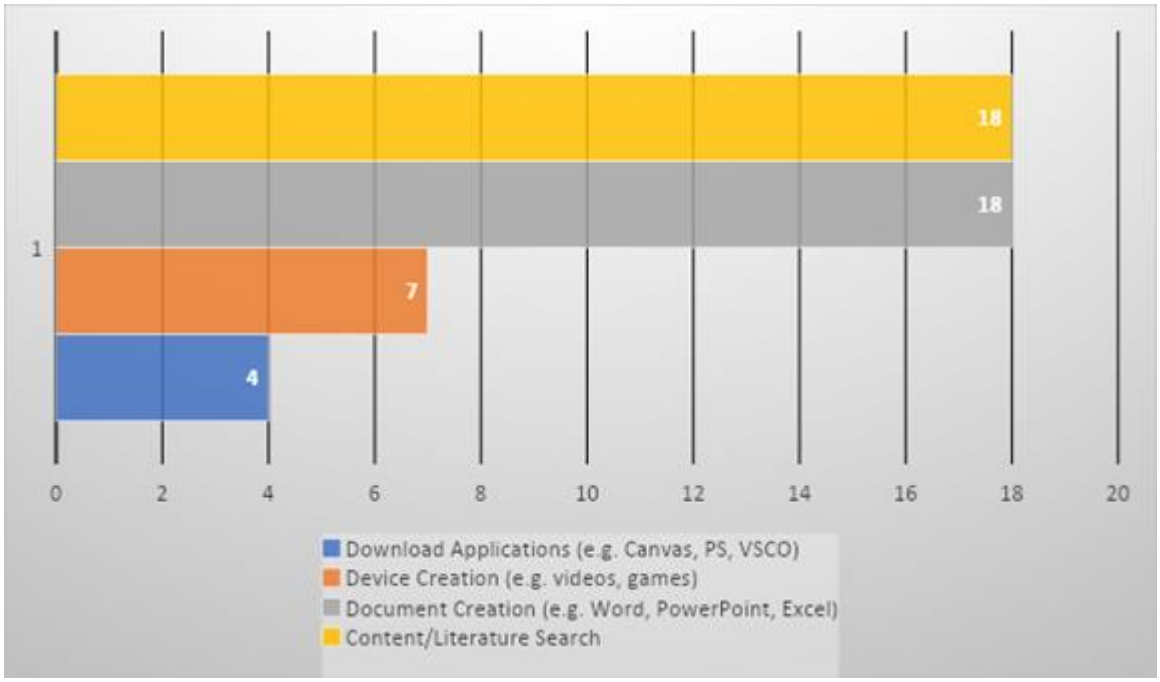


Appendix D.9 ITL Faculty

Appendix D.9.1 ITL Faculty access and use of devices to work in a day

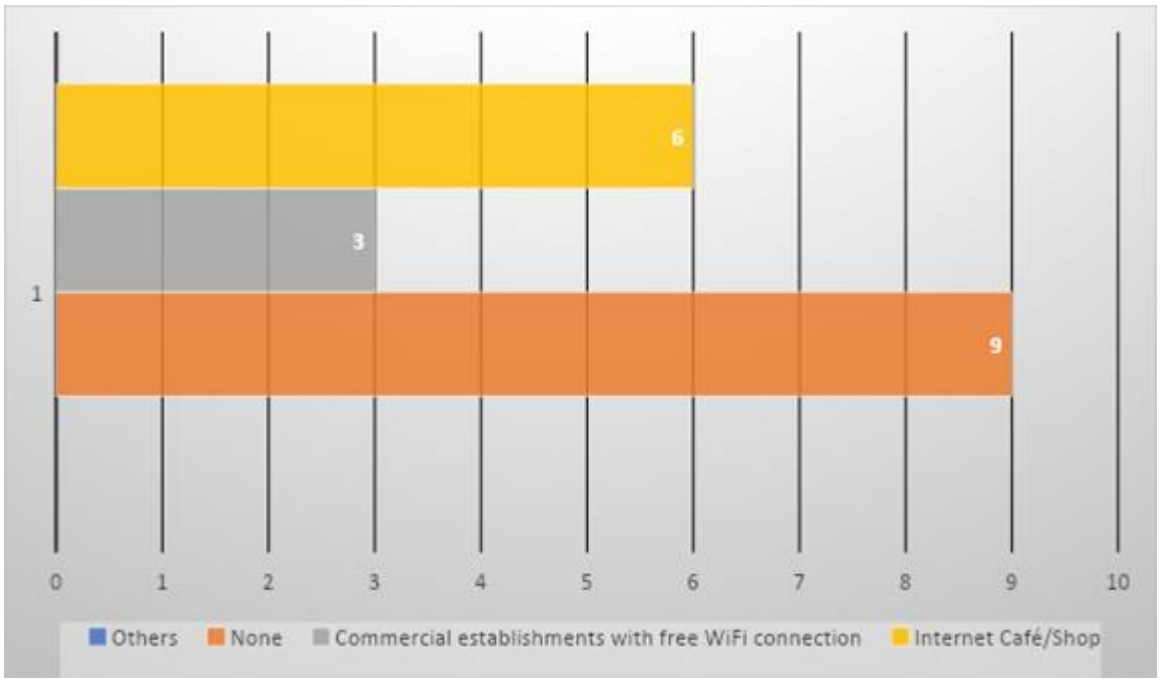


Appendix D.9.2 Work activities done by ITL Faculty in their device

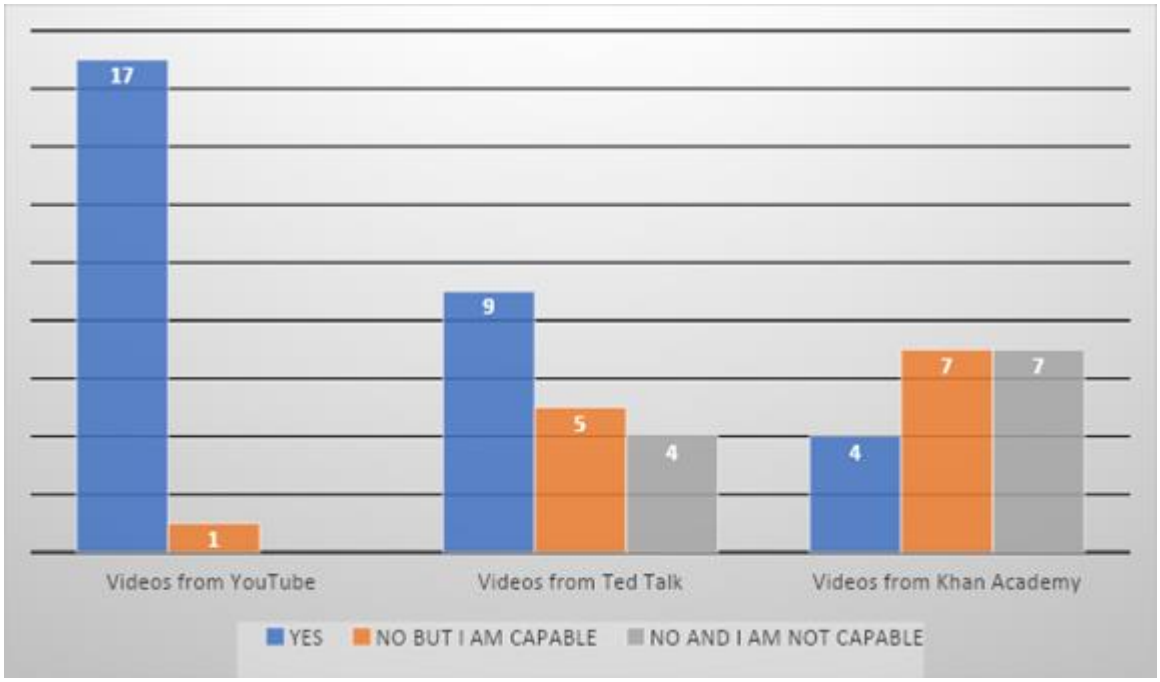


Note: Multiple answers were selected by the respondents

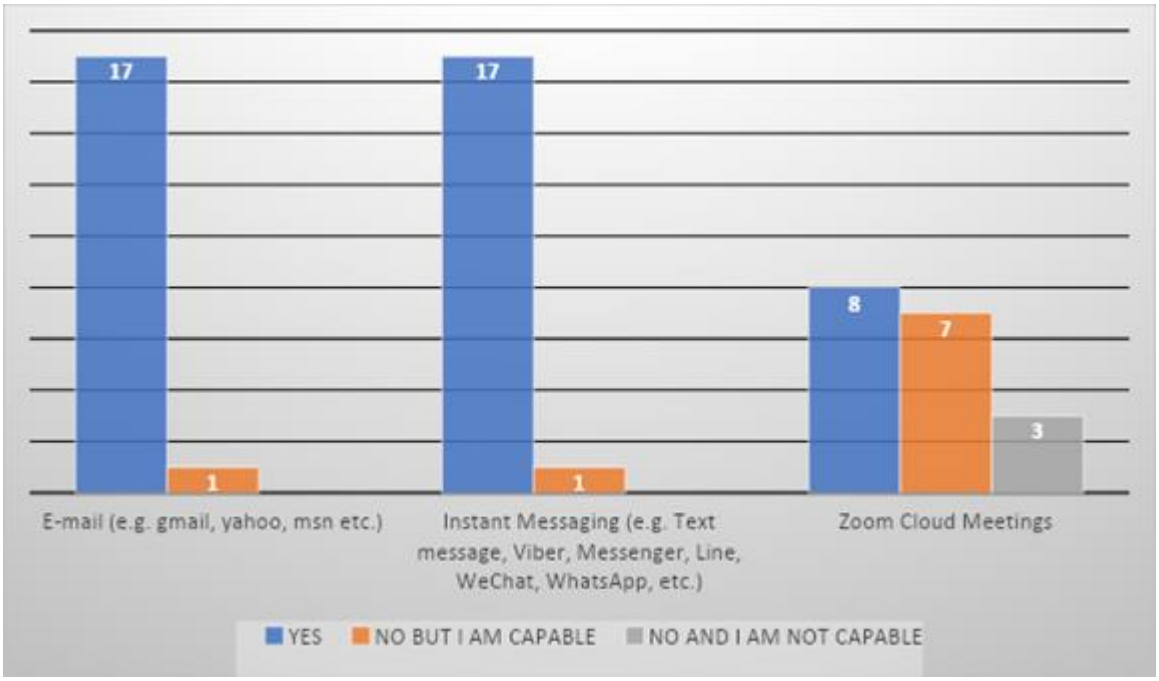
Appendix D.9.3 Places where the ITL Faculty go to access the internet



Appendix D.9.4 Online materials in video format in the internet used by ITL Faculty

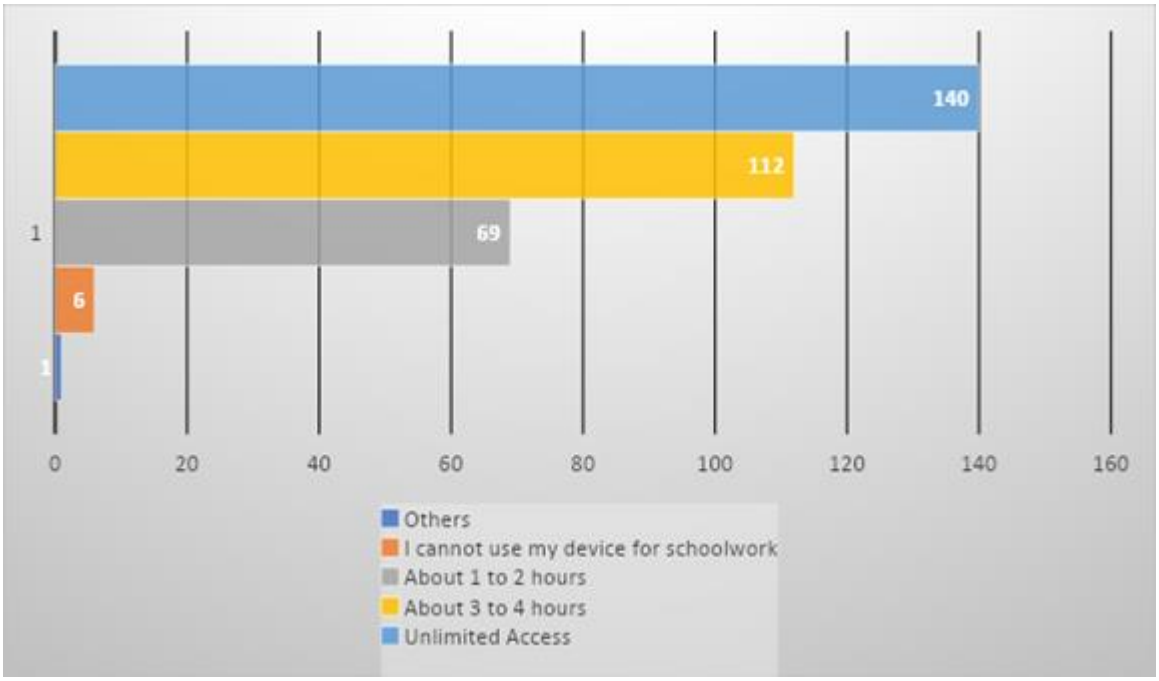


Appendix D.9.5 Different communication technologies for online classes used by ITL Faculty

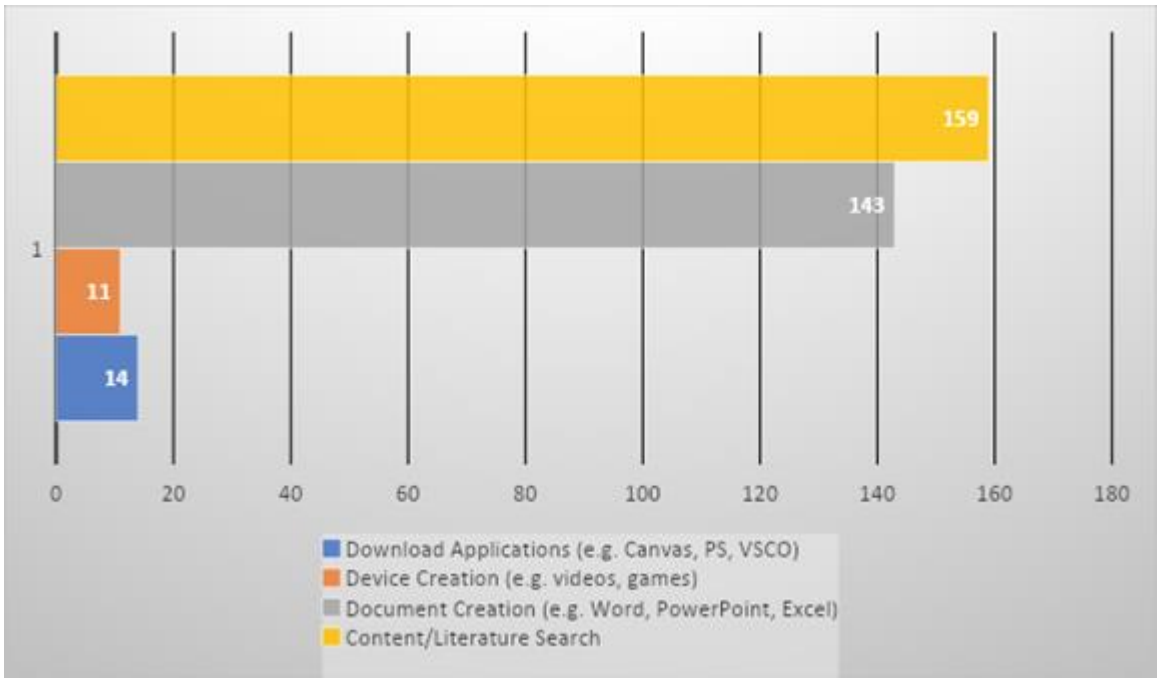


Appendix D.10 General Education/First-year

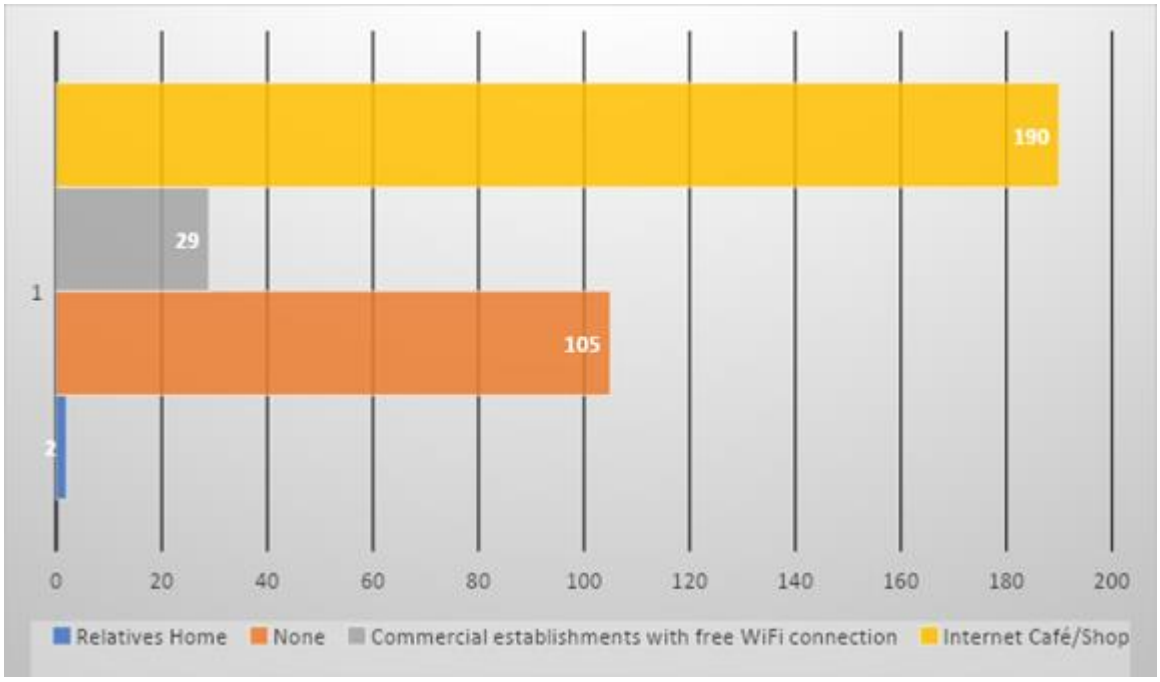
Appendix D.10.1 First-Year students' access and use of devices to schoolwork in a day



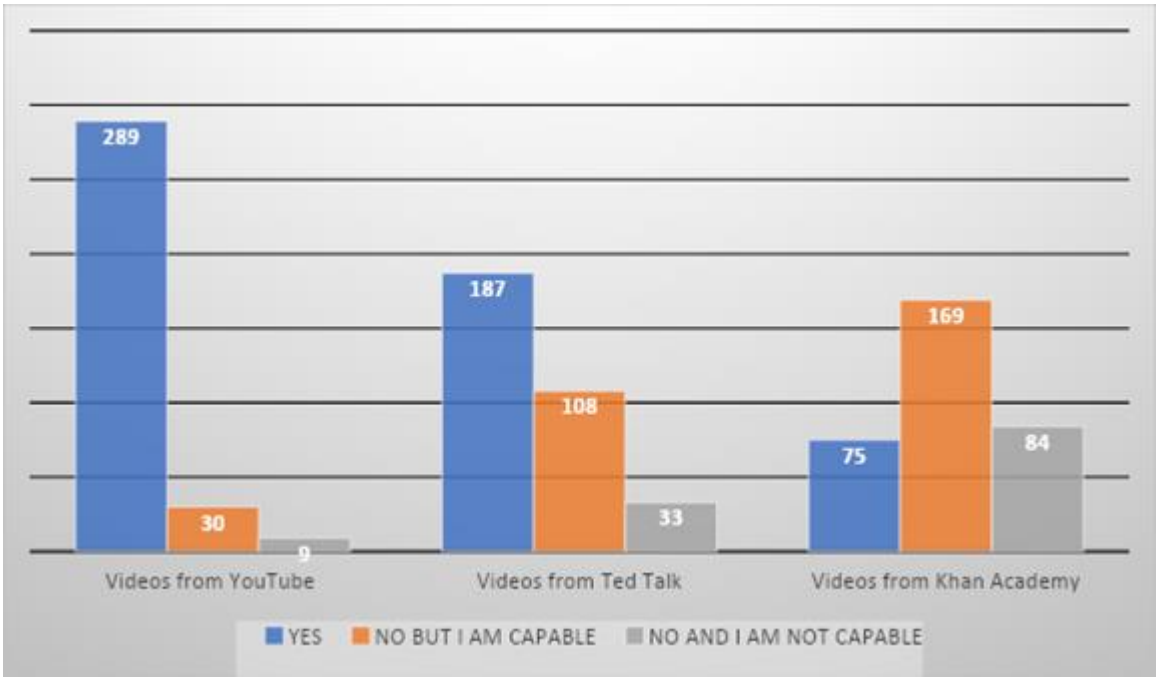
Appendix D.10.2 Schoolwork activities done by First-Year students in their device



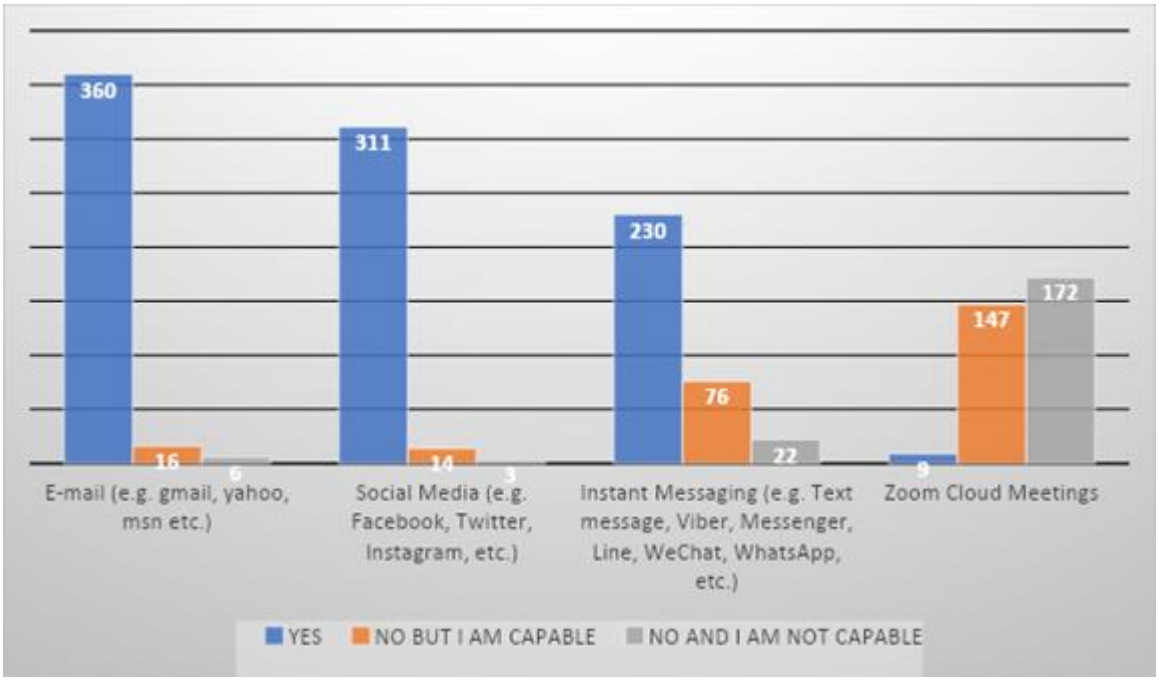
Appendix D.10.3 Places where First-Year students go to access the internet



Appendix D.10.4 Online materials in video format in the internet used by First-Year Students

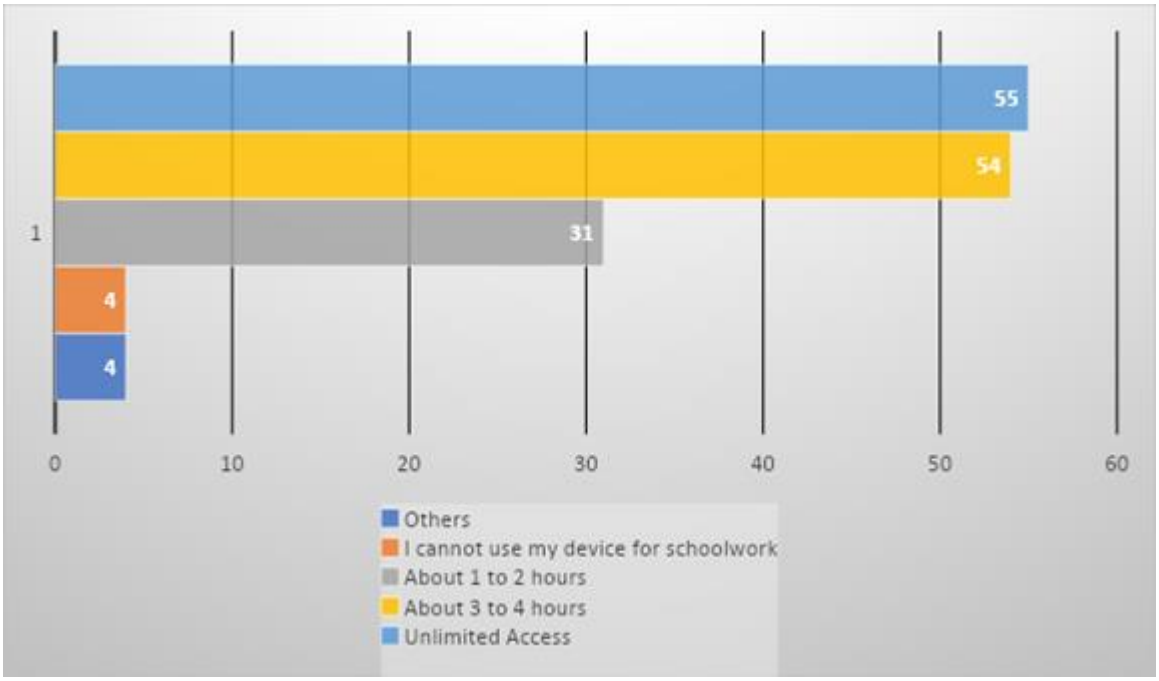


Appendix D.10.5 Different communication technologies for online classes use by First-Year students

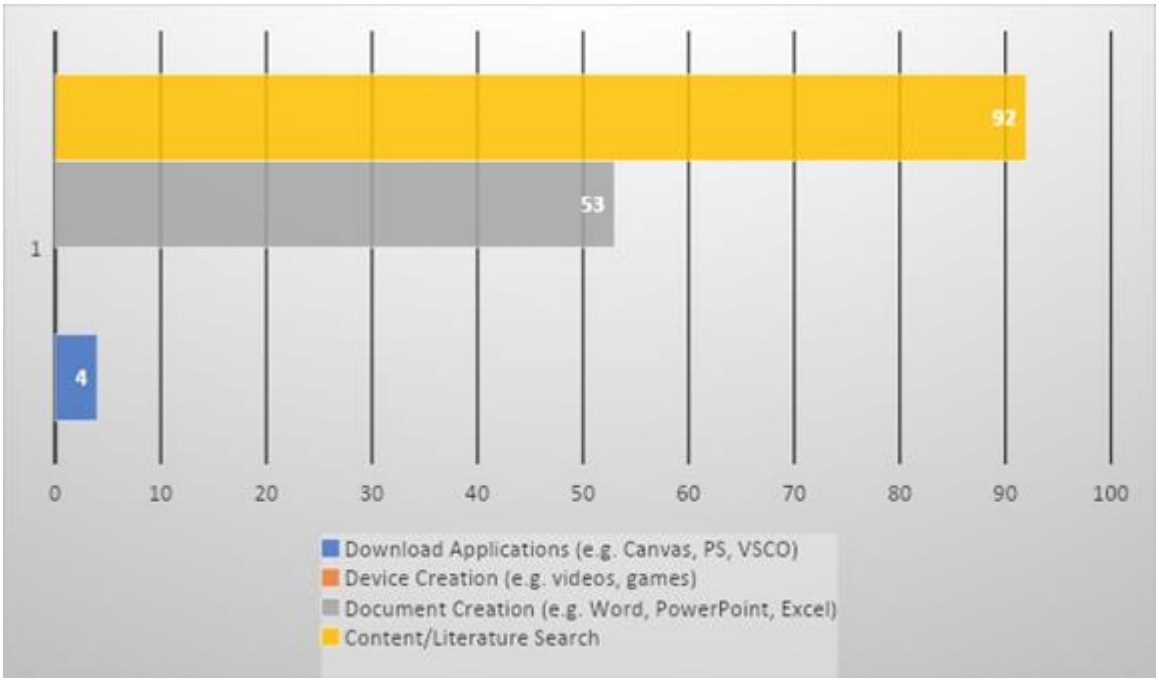


Appendix D.11 FAL Students

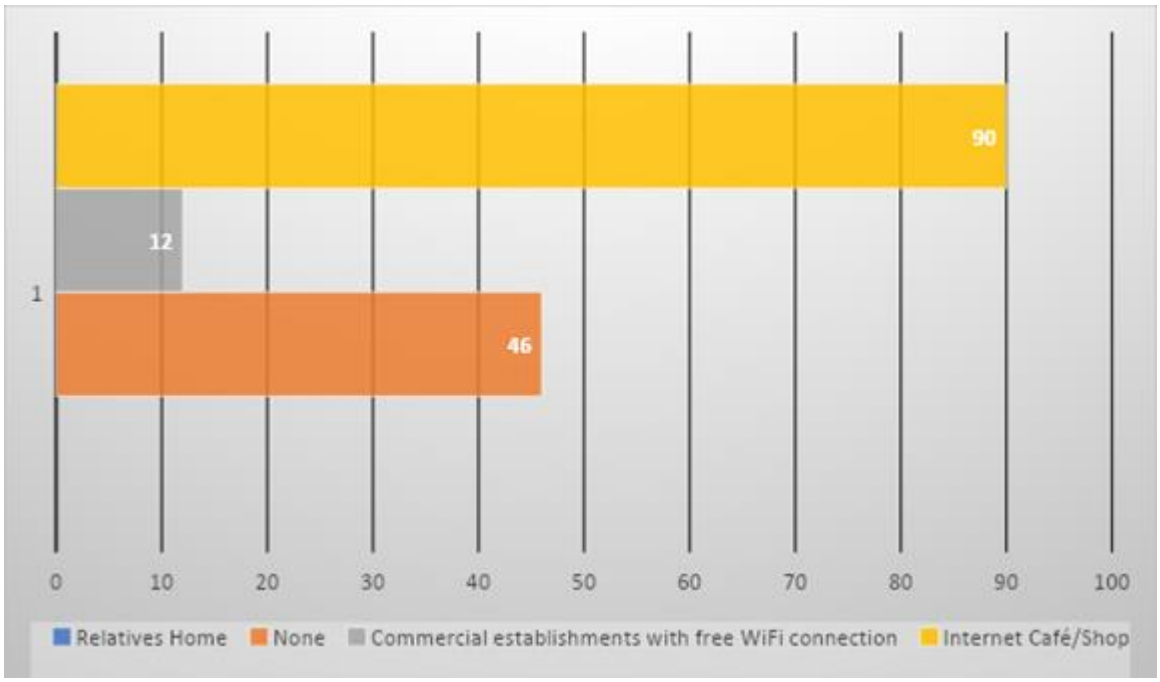
Appendix D.11.1 FAL students access and use of devices to schoolwork in a day



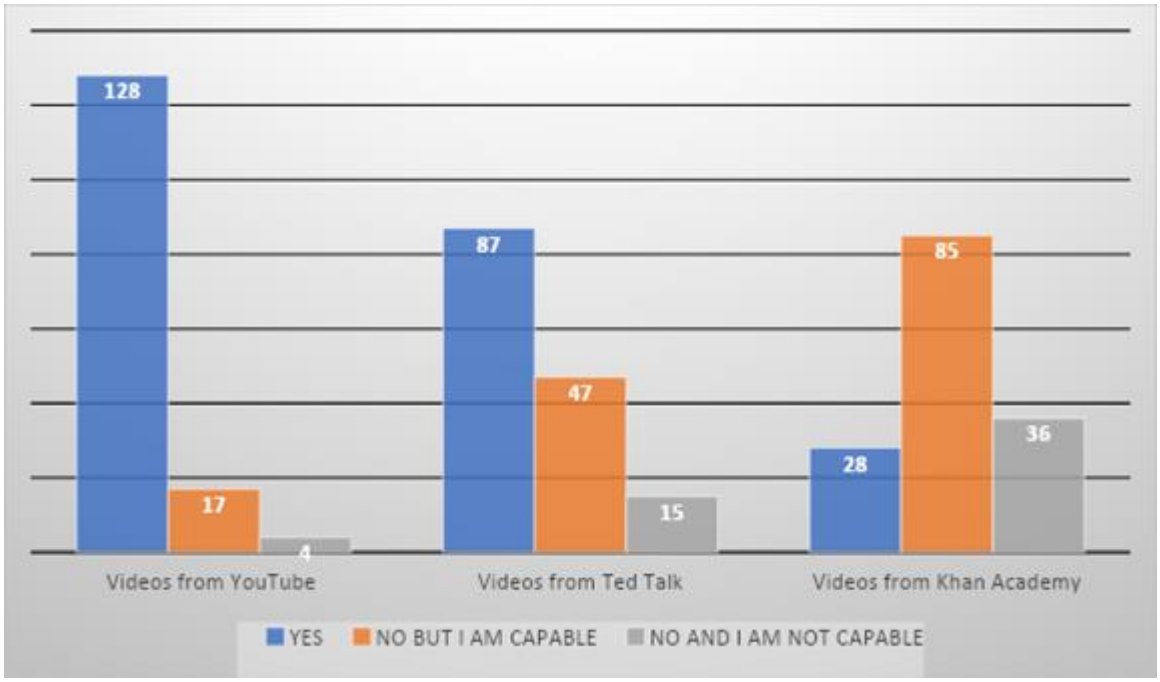
Appendix D.11.2 Schoolwork activities done by FAL students in their device



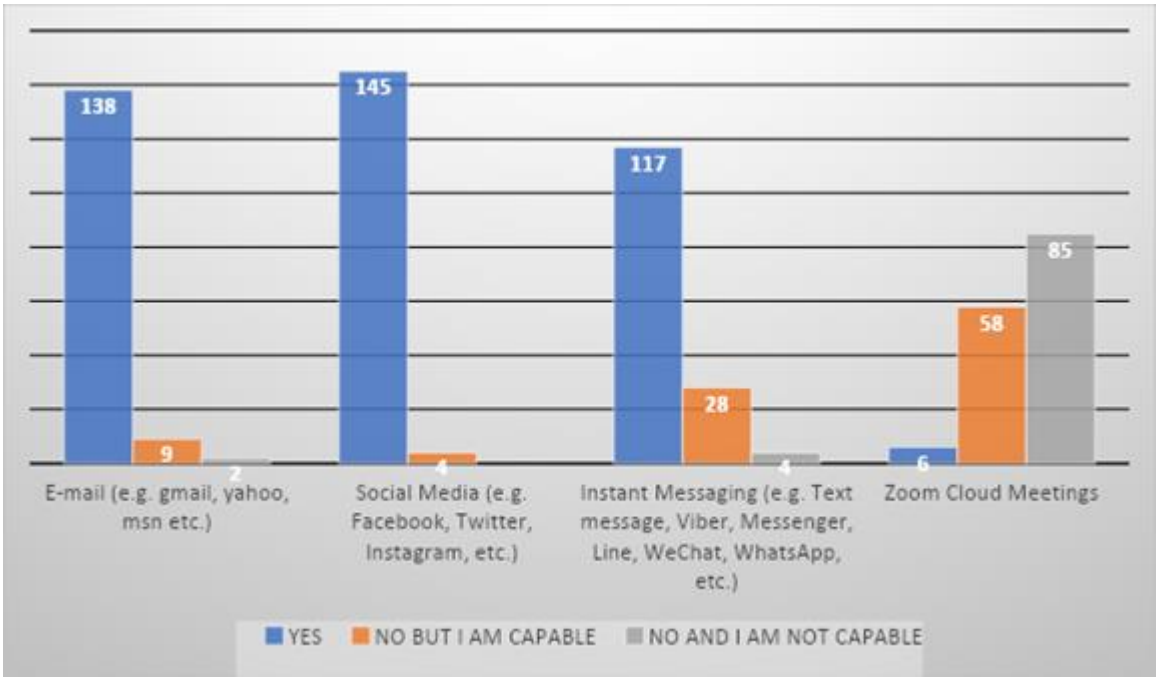
Appendix D.11.3 Places where FAL students go to access the internet



Appendix D.11.4 Online materials in video format in the internet used by FAL students

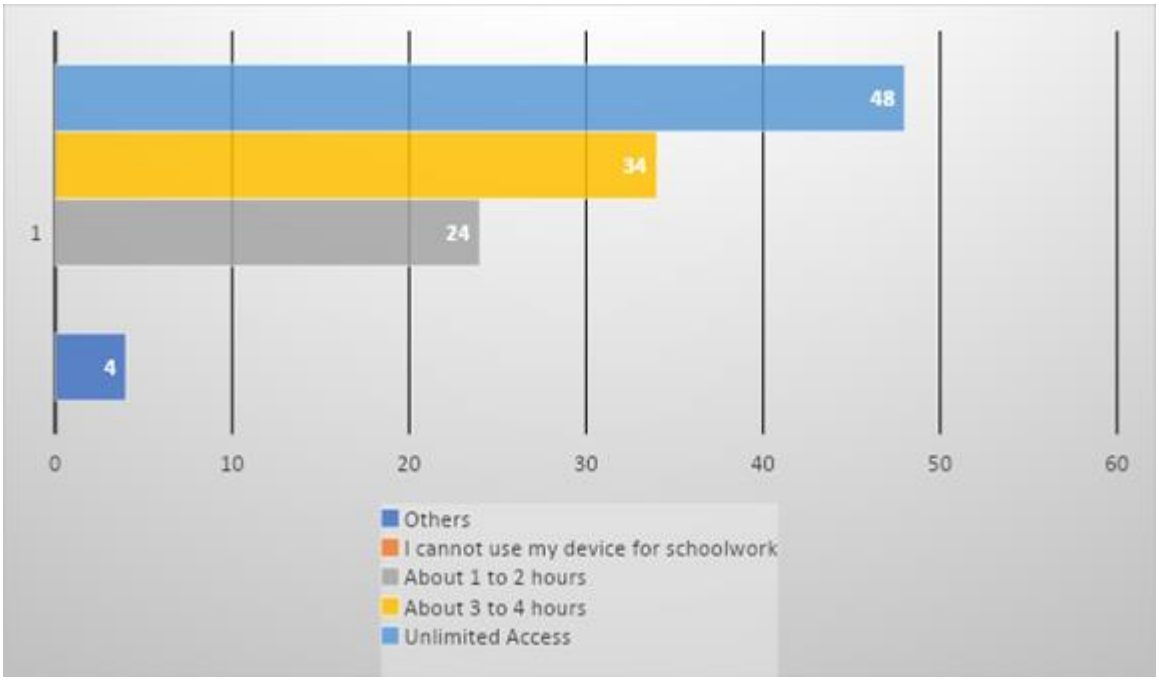


Appendix D.11.5 Different communication technologies for online classes used by FAL Students

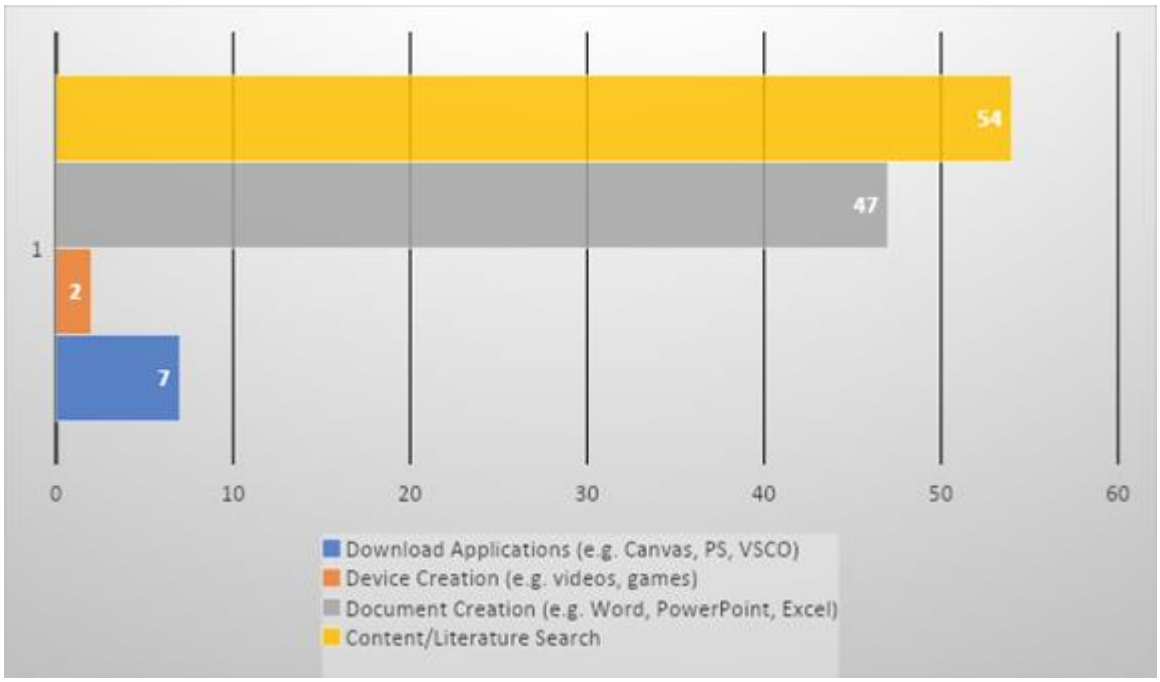


Appendix D.12 FBeSS Students

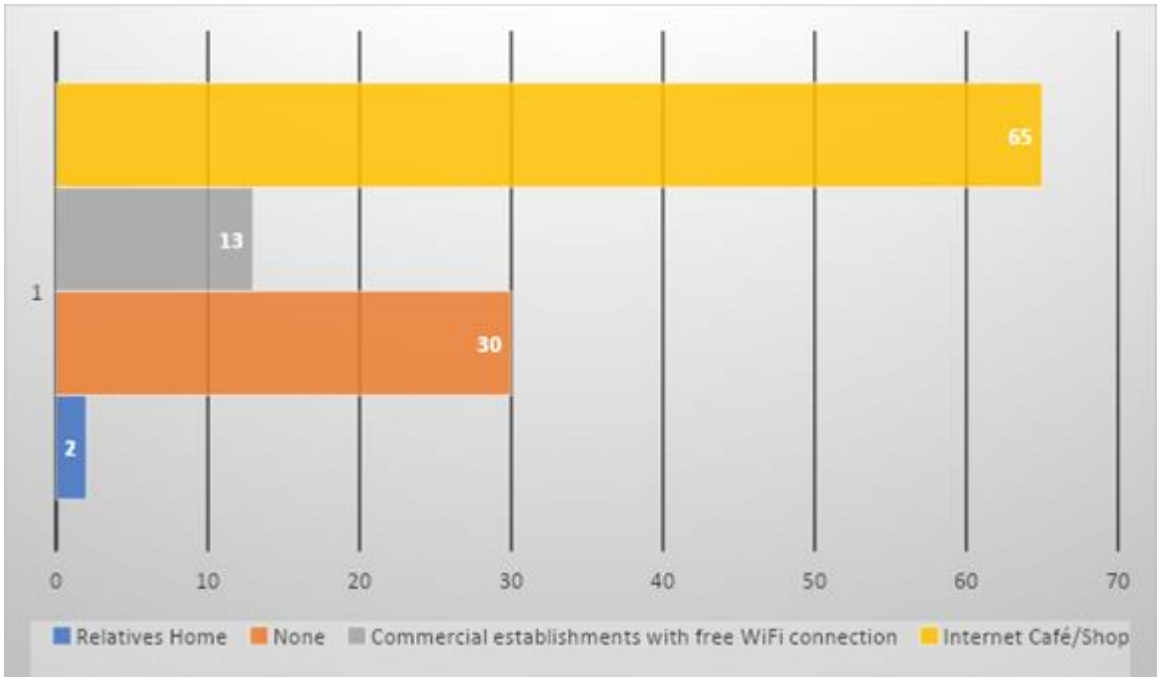
Appendix D.12.1 FBeSS students access and use of devices to schoolwork in a day



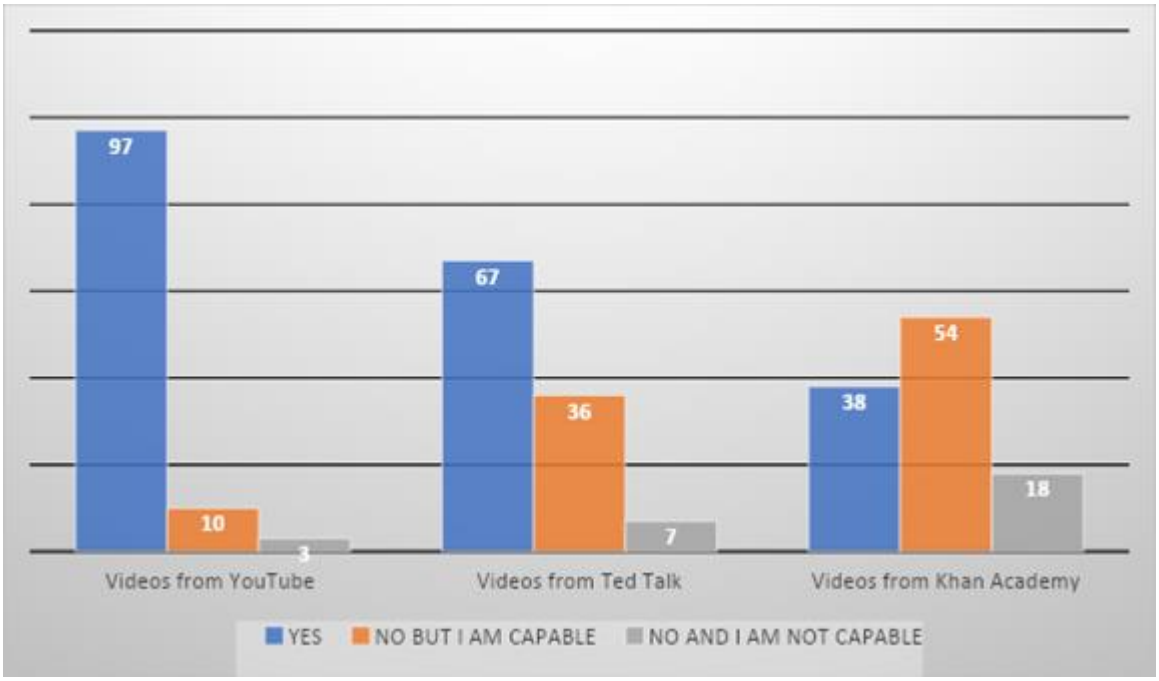
Appendix D.12.2 Schoolwork activities done by FBeSS students in their device



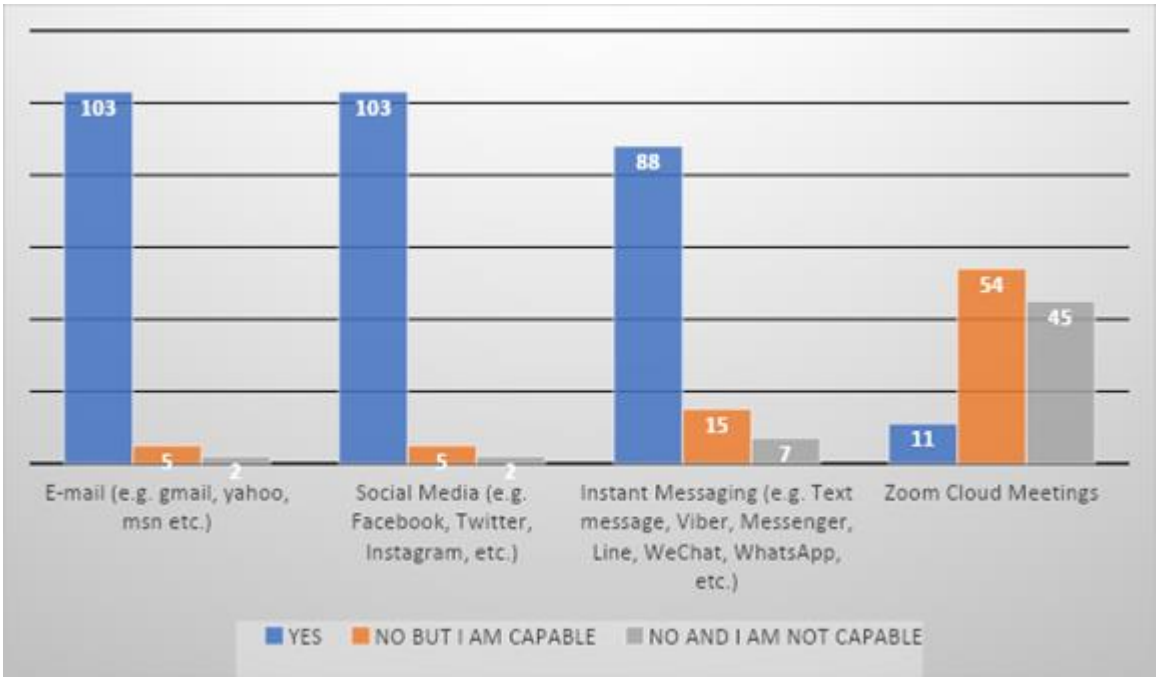
Appendix D.12.3 Places where FBeSS students go to access the internet



Appendix D.12.4 Online materials in video format in the internet used by FBeSS students

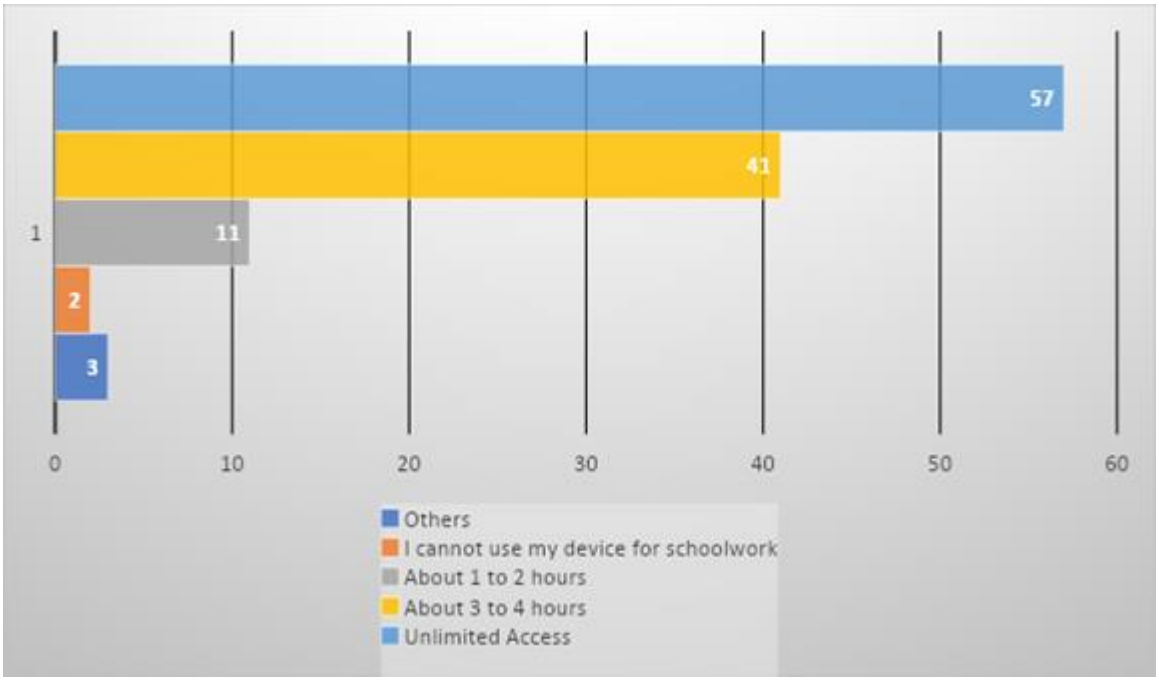


Appendix D.12.5 Different communication technologies for online classes used by FBeSS students

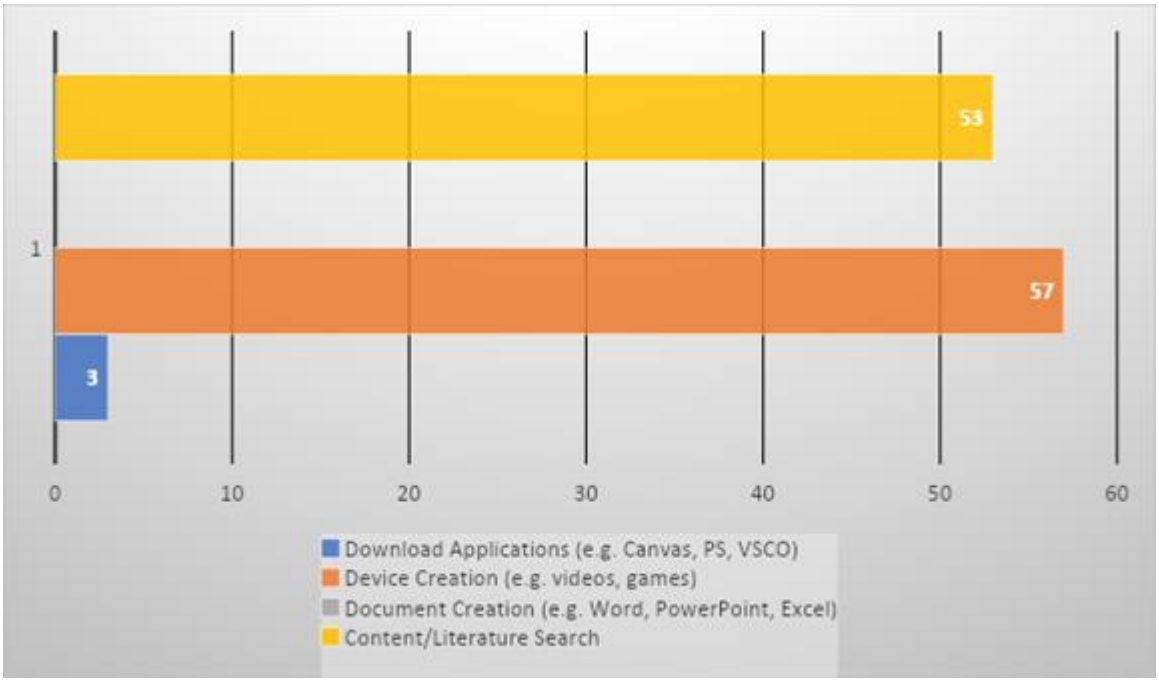


Appendix D.13 FES Students

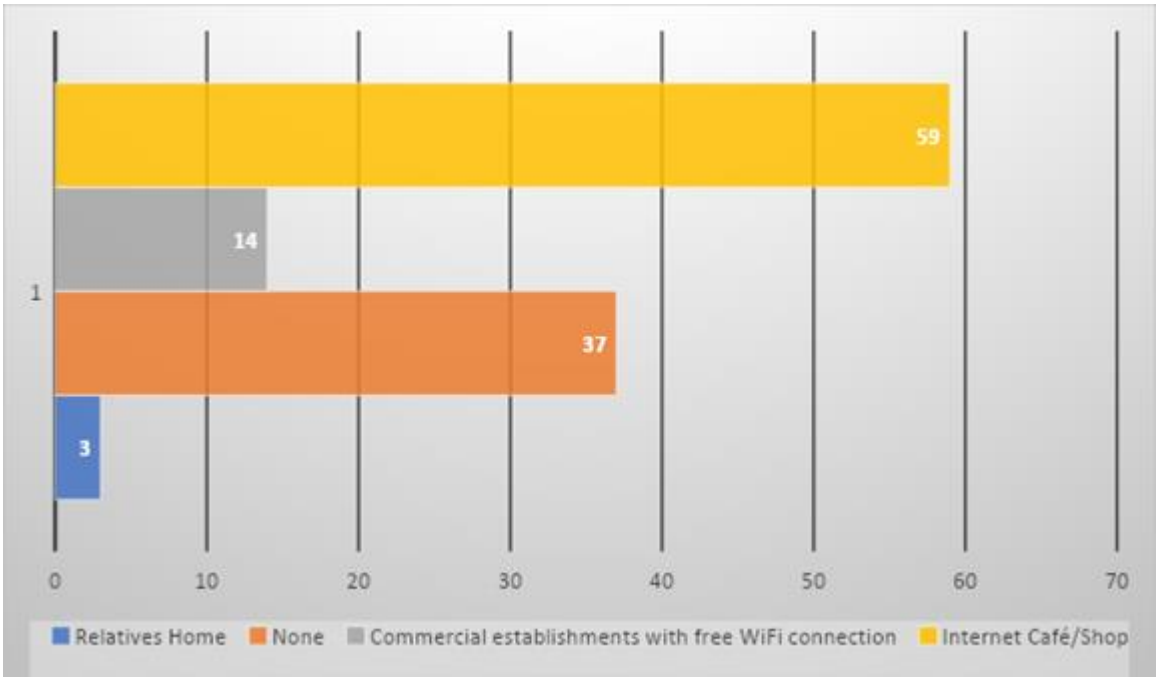
Appendix D.13.1 FES students access and use of devices to schoolwork in a day



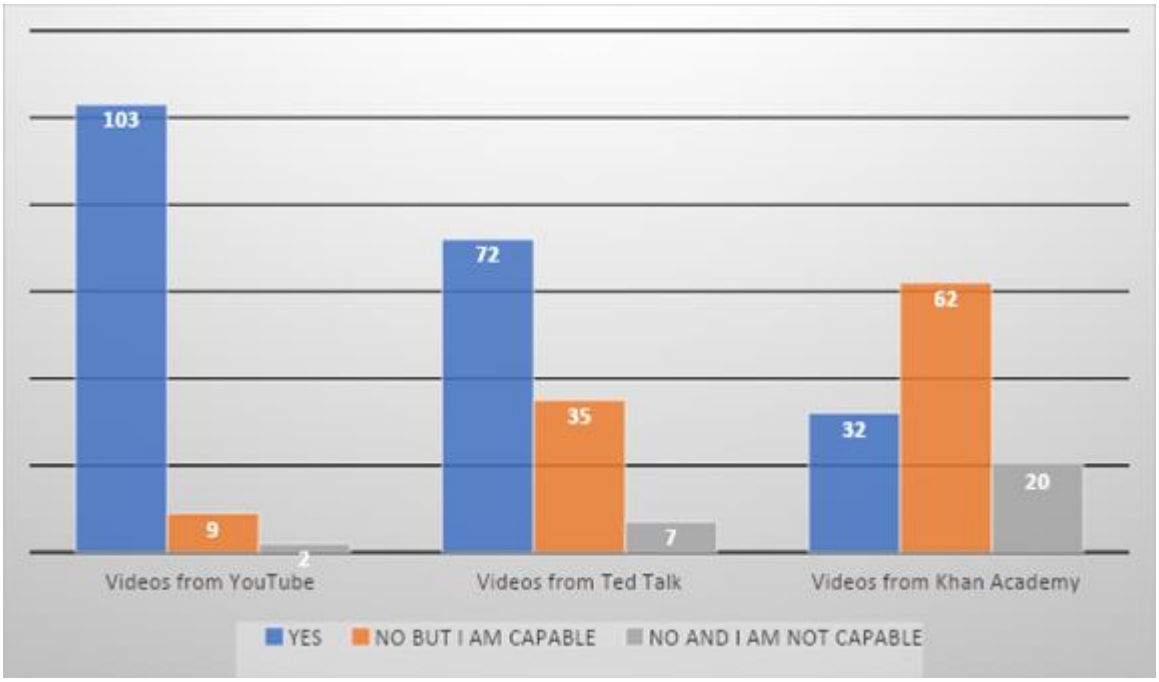
Appendix D.13.2 Schoolwork activities done by FES students in their device



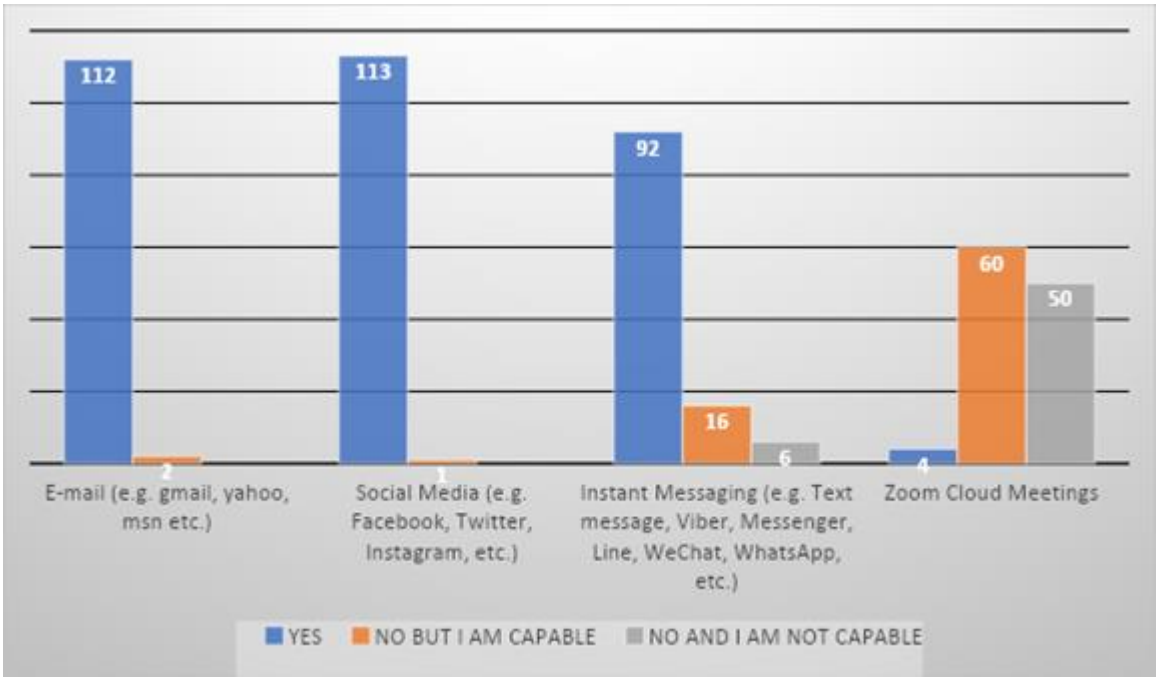
Appendix D.13.3 Places where FES students go to access the internet



Appendix D.13.4 Online materials in video format in the internet used by FES students

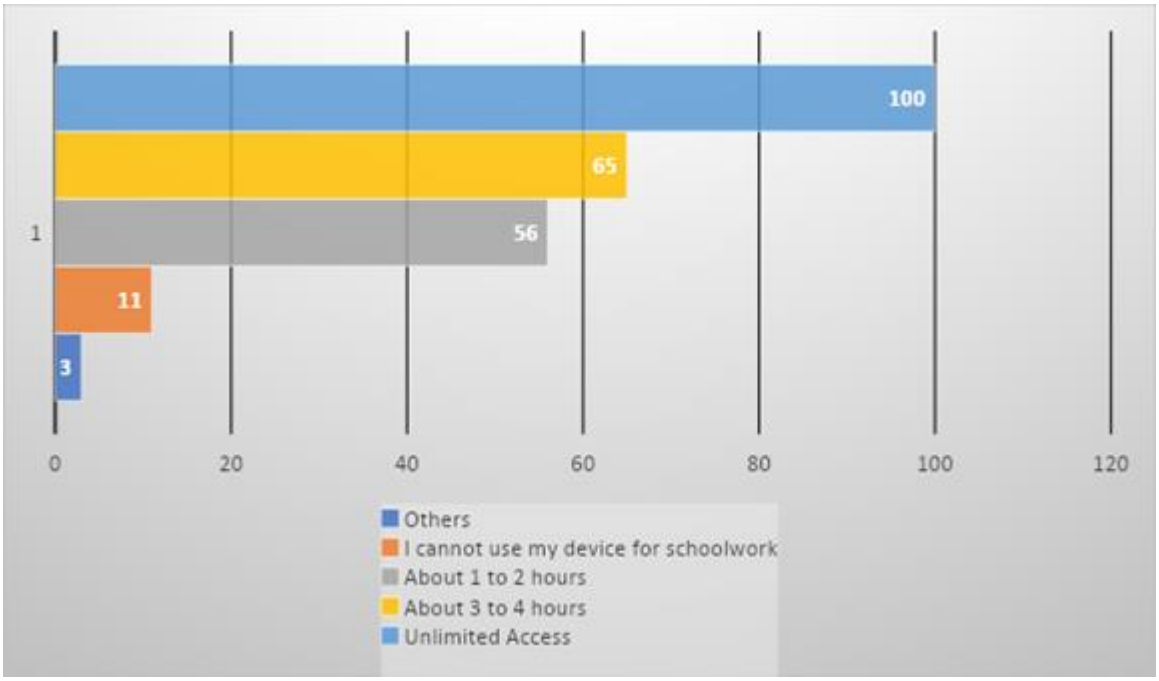


Appendix D.13.5 Different communication technologies for online classes used by FES students

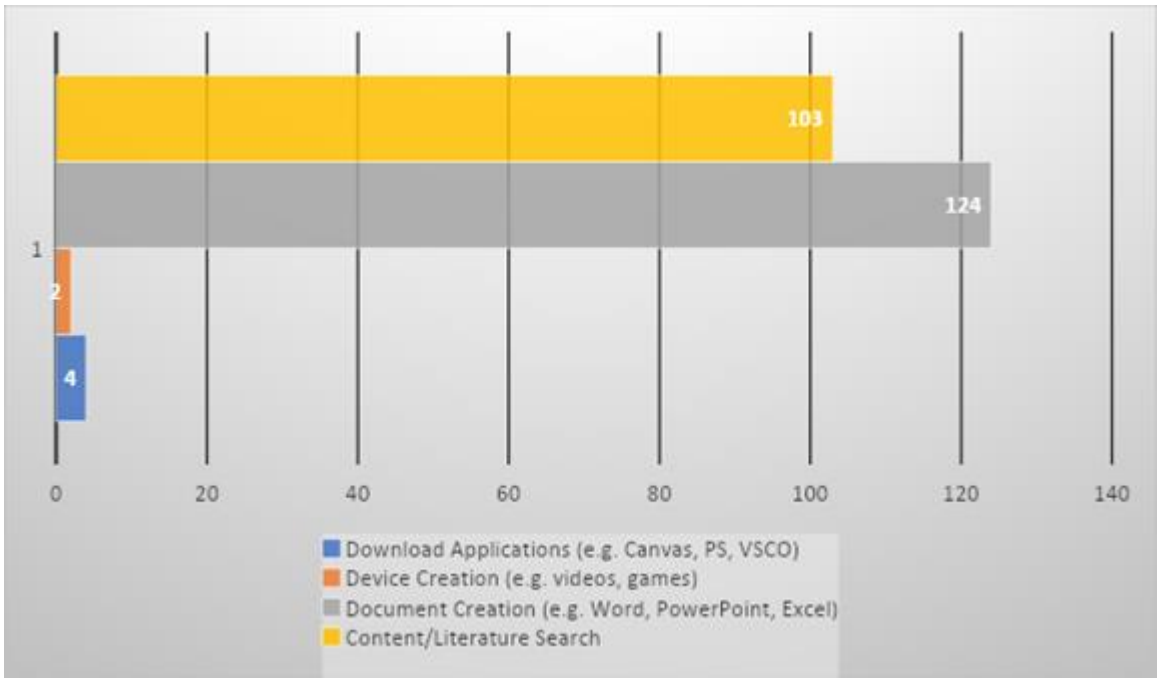


Appendix D.14 FSTeM Students

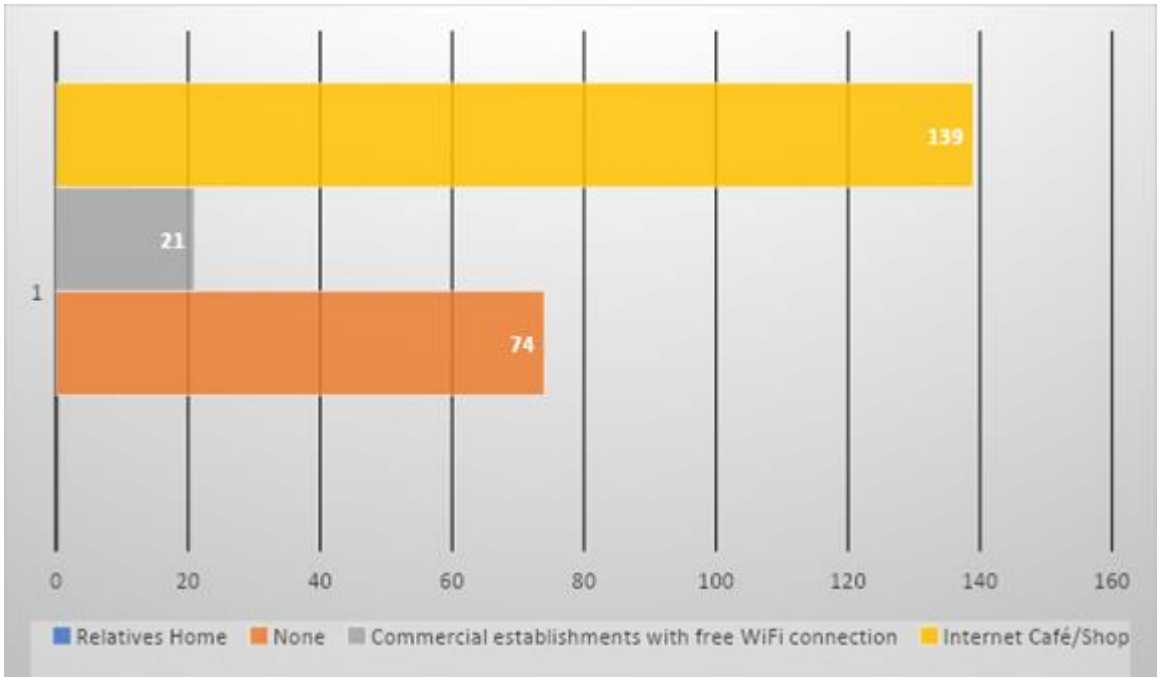
Appendix D.14.1 FSTeM students access and use of devices to schoolwork in a day



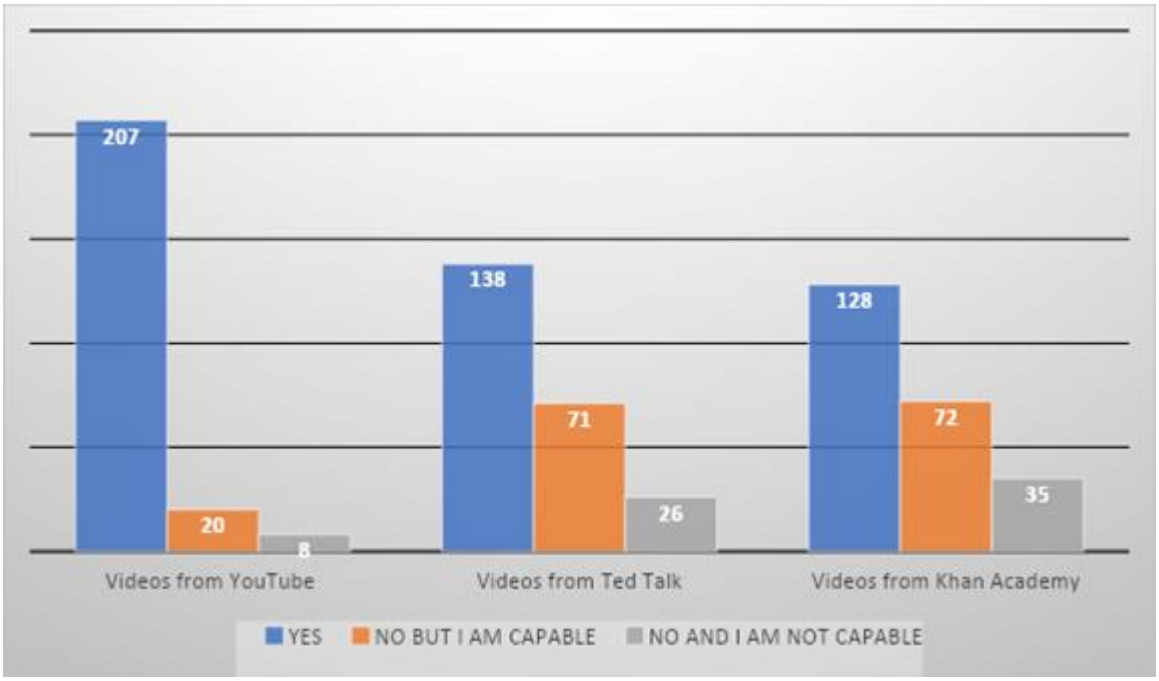
Appendix D.14.2 Schoolwork activities done by the FSTeM students in their device



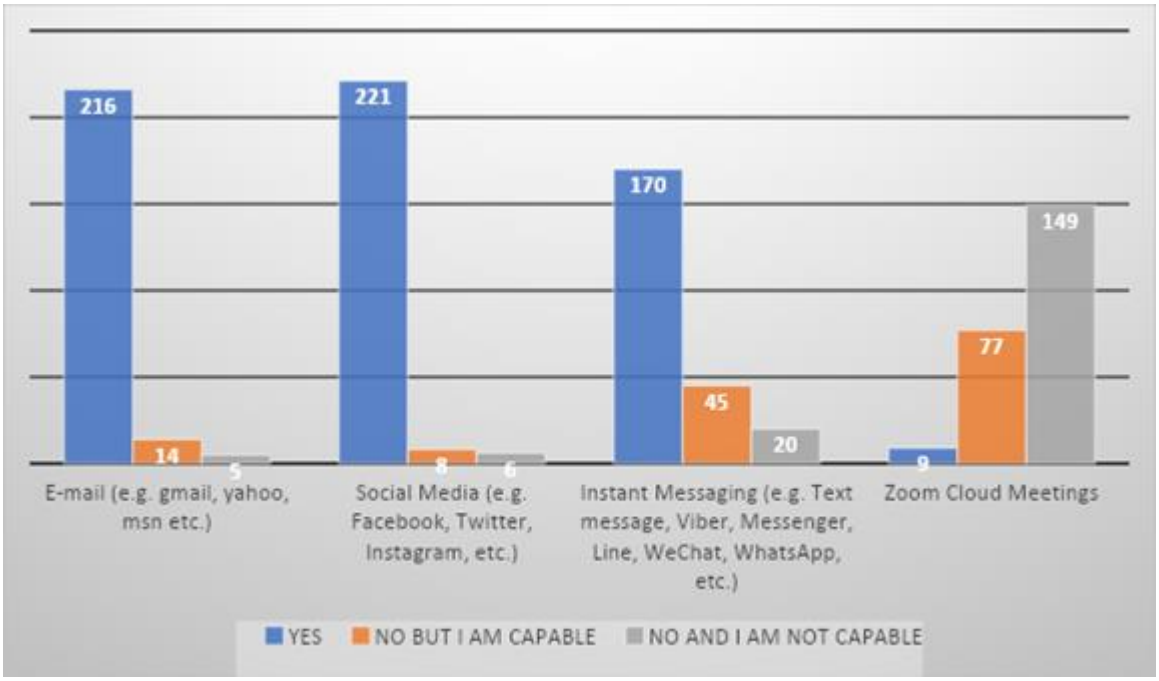
Appendix D.14.3 Places where the FSTeM students go to access the internet



Appendix D.14.4 Online materials in video format in the internet used by the FSTeM students

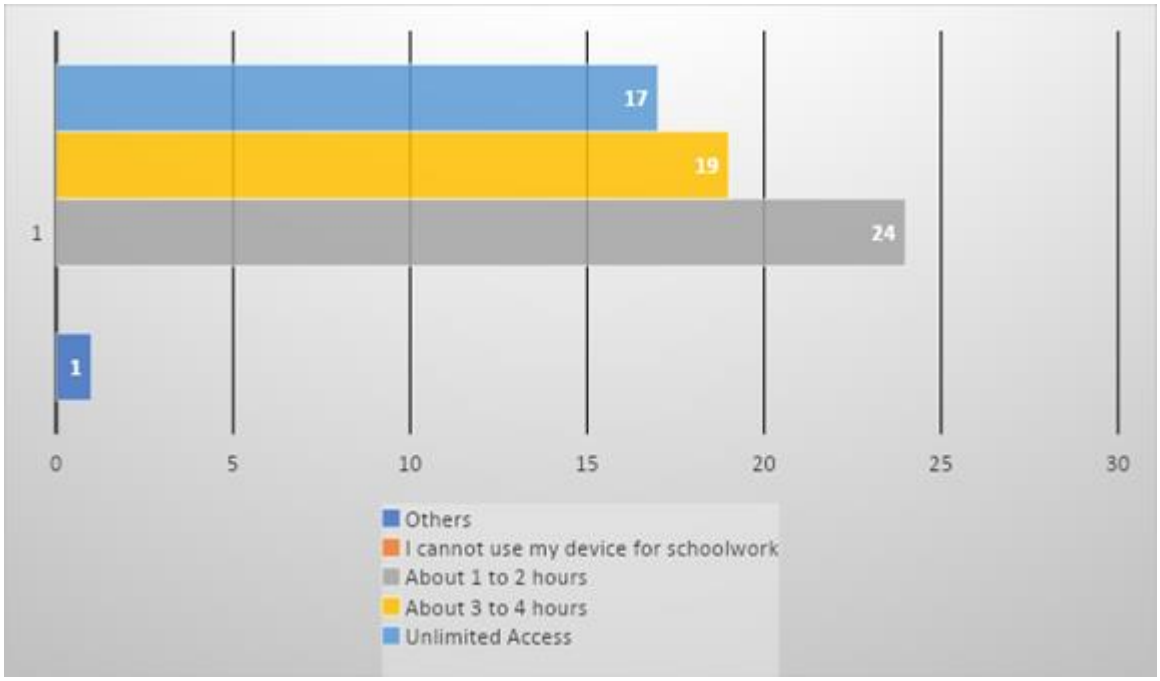


Appendix D.14.5 Different communication technologies for online classes used by FSTeM students

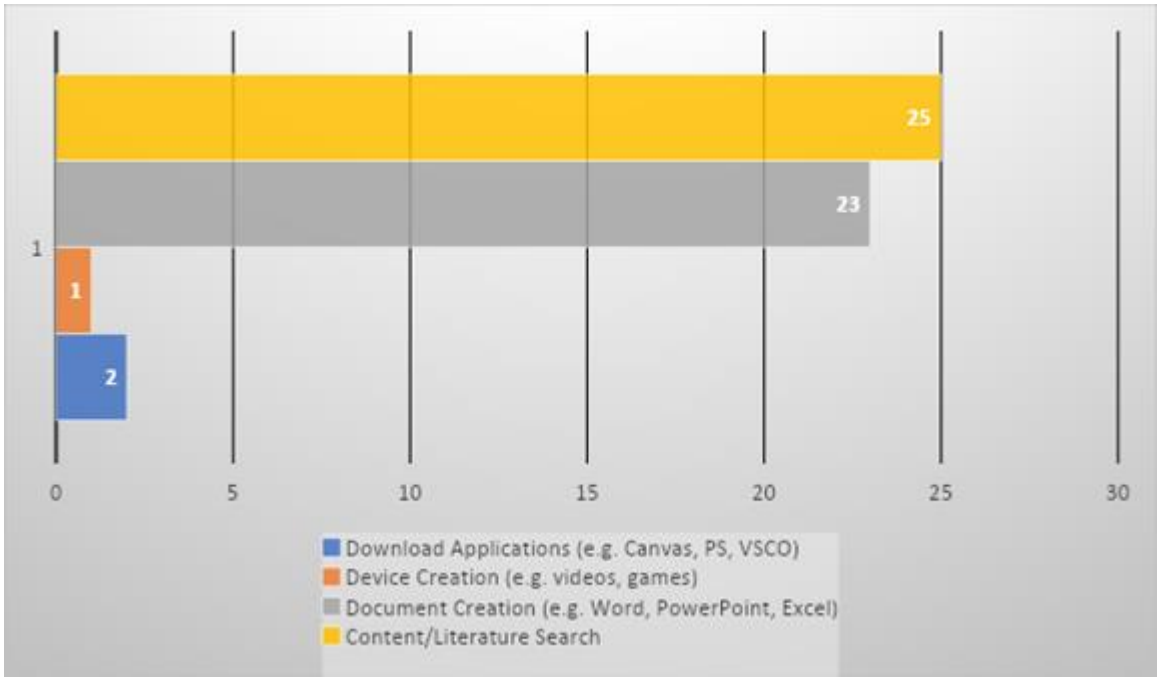


Appendix D.15 IPEHRDS Students

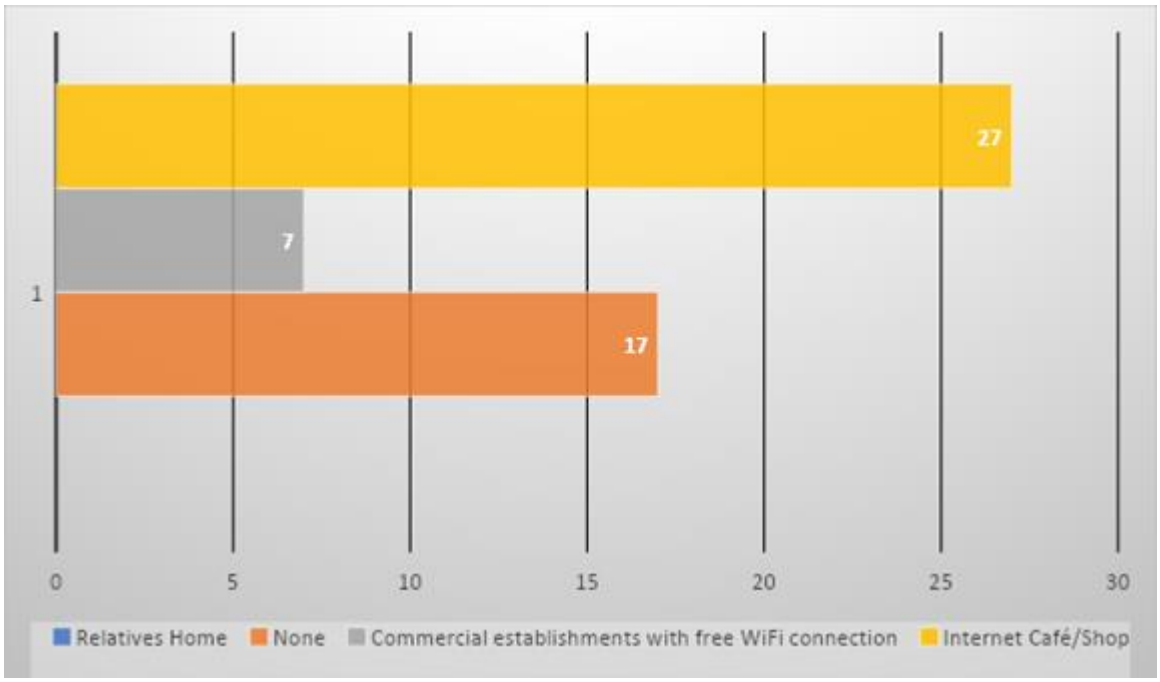
Appendix D.15.1 IPEHRDS students access and use of devices to schoolwork in a day



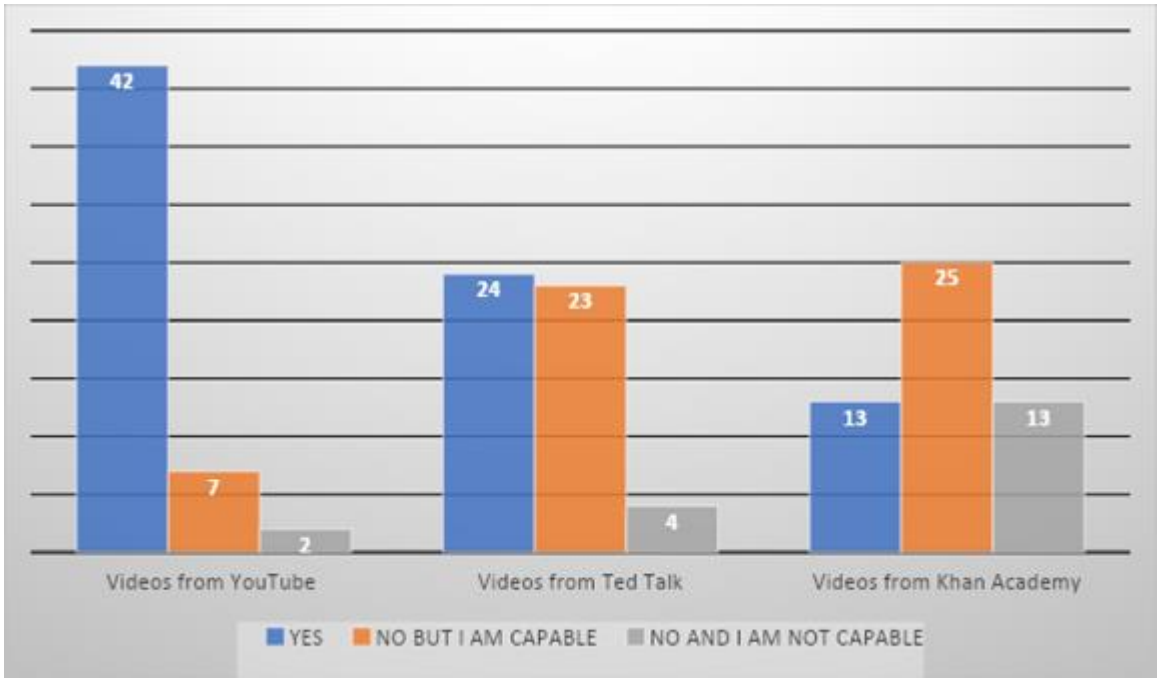
Appendix D.15.2 Schoolwork activities done by the IPEHRDS students in their device



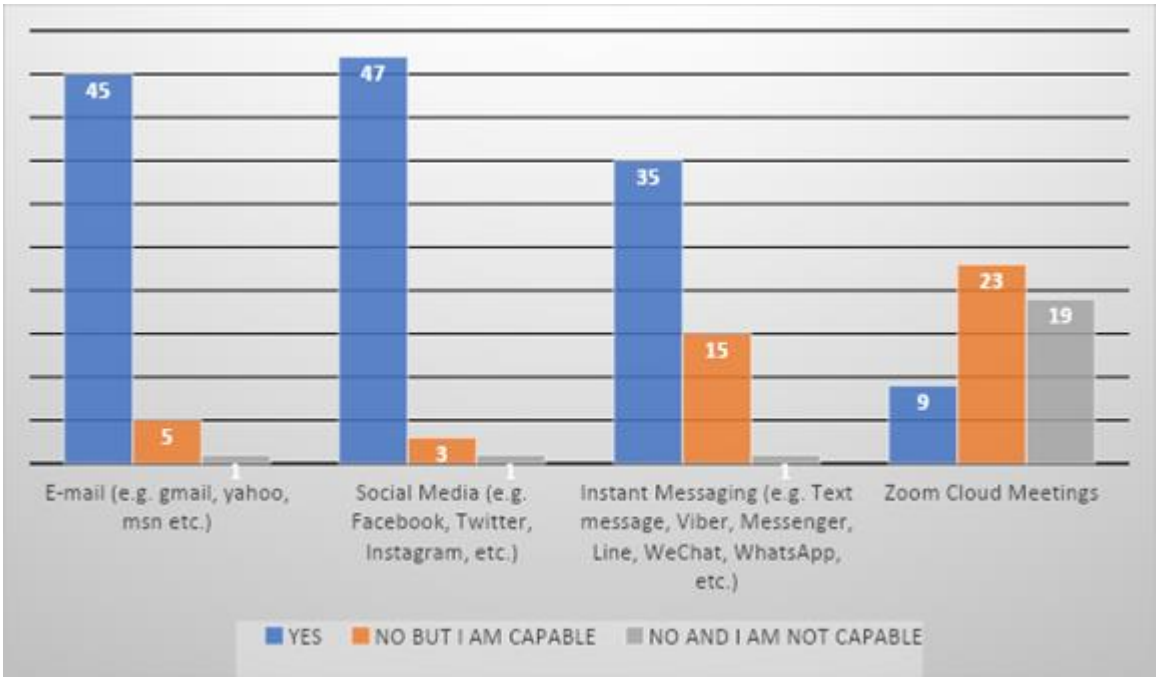
Appendix D.15.3 Places where the IPEHRDS students go to access the internet



Appendix D.15.4 Online materials in video format in the internet used by IPEHRDS students

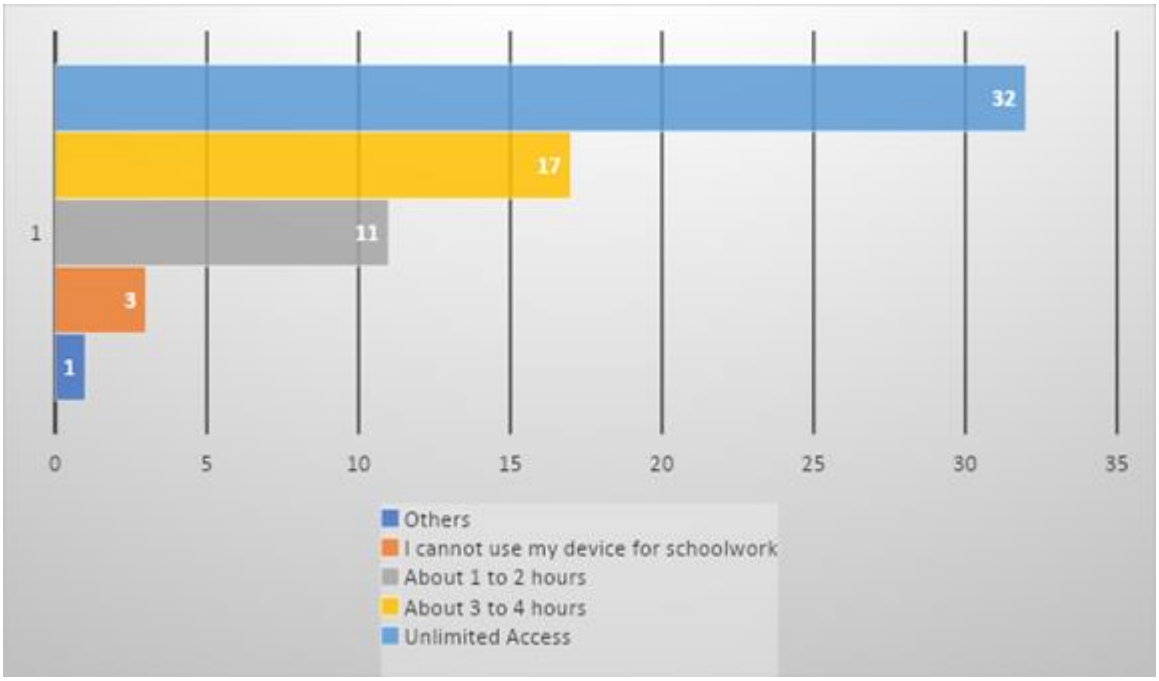


Appendix D.15.5 Different communication technologies for online classes used by IPEHRDS students

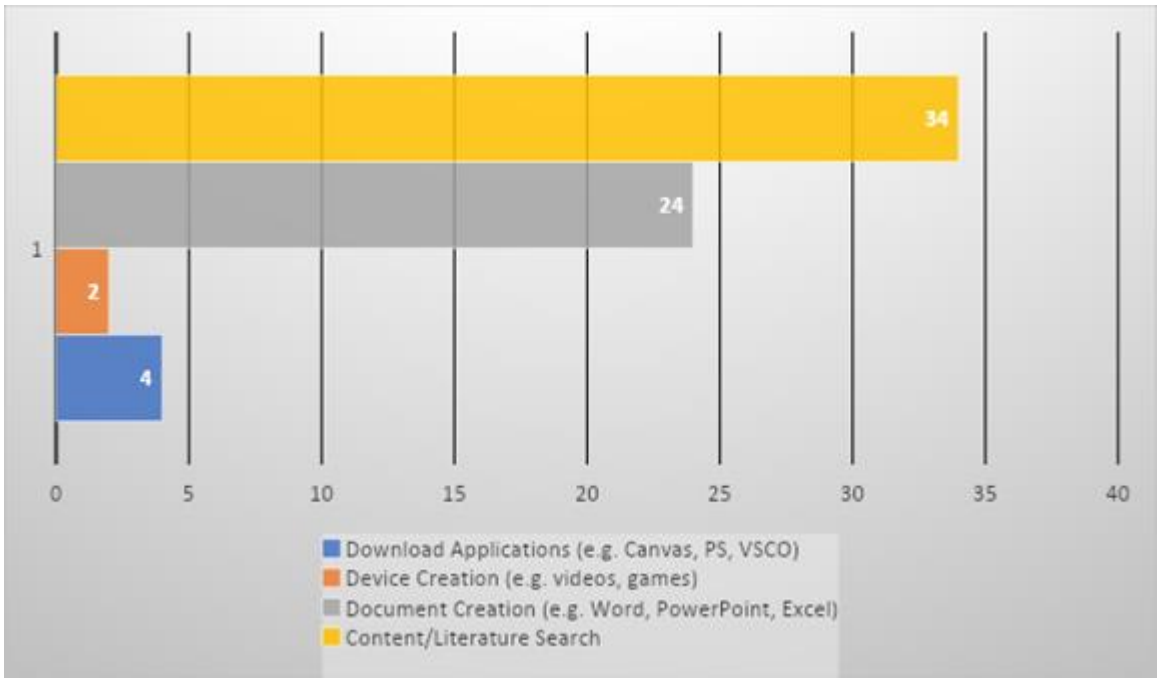


Appendix D.16 SIKM Students

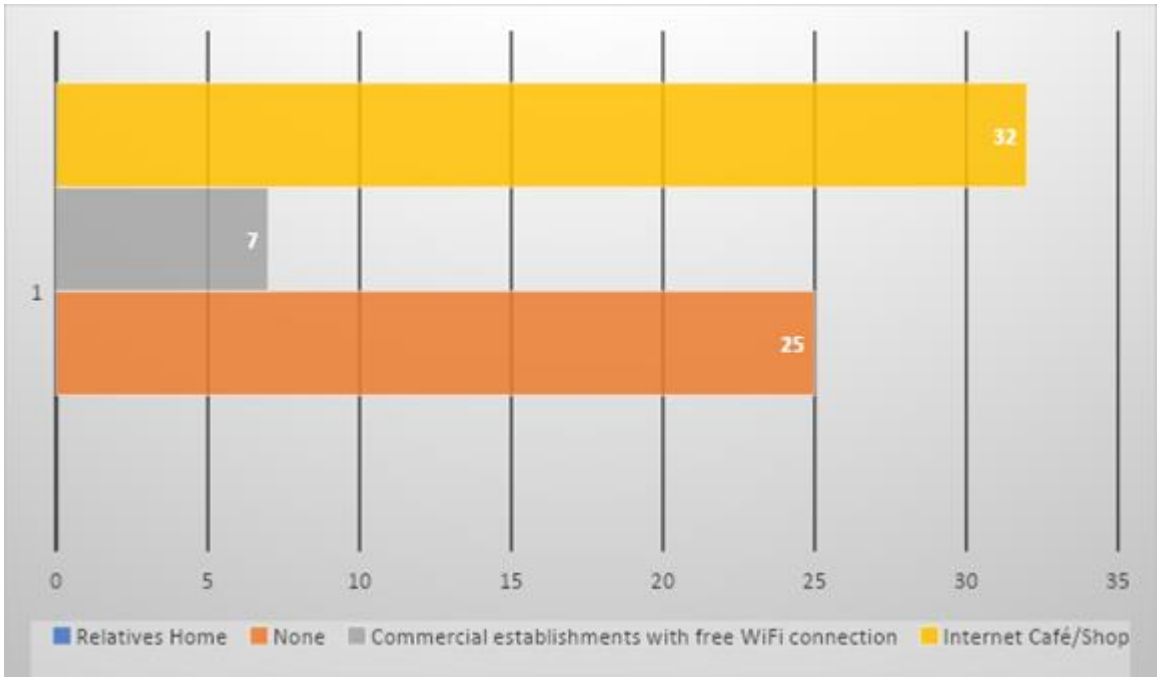
Appendix D.16.1 SIKM students access and use of devices to schoolwork in a day



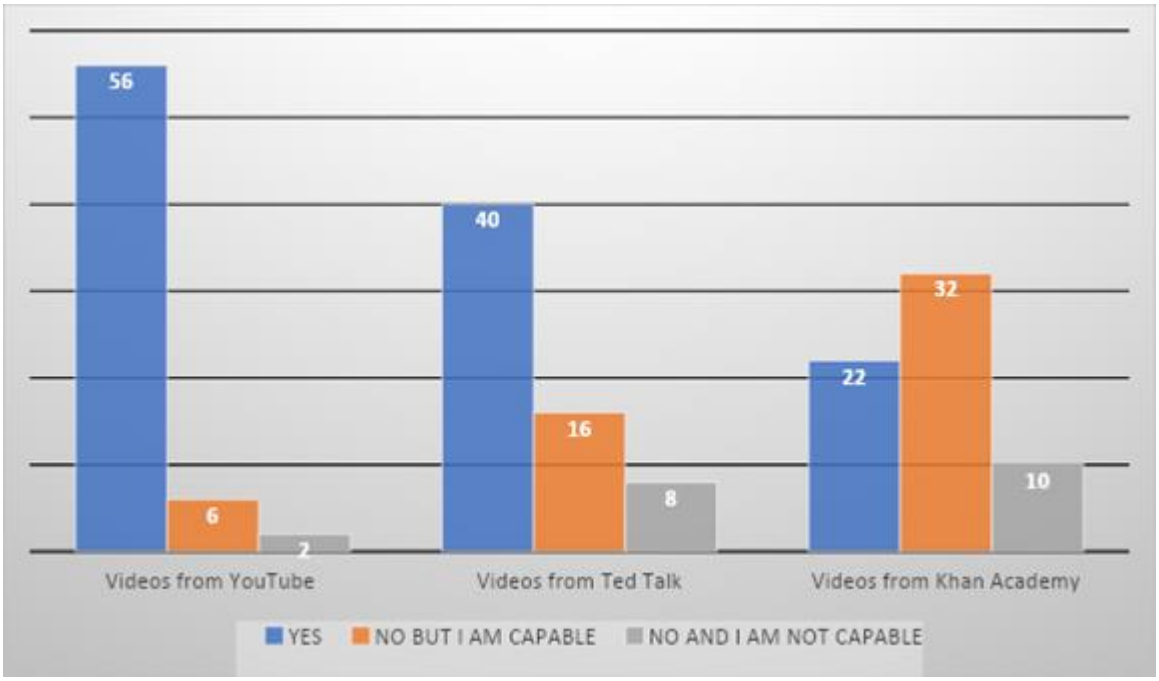
Appendix D.16.2 Schoolwork activities done by SIKM students in their device



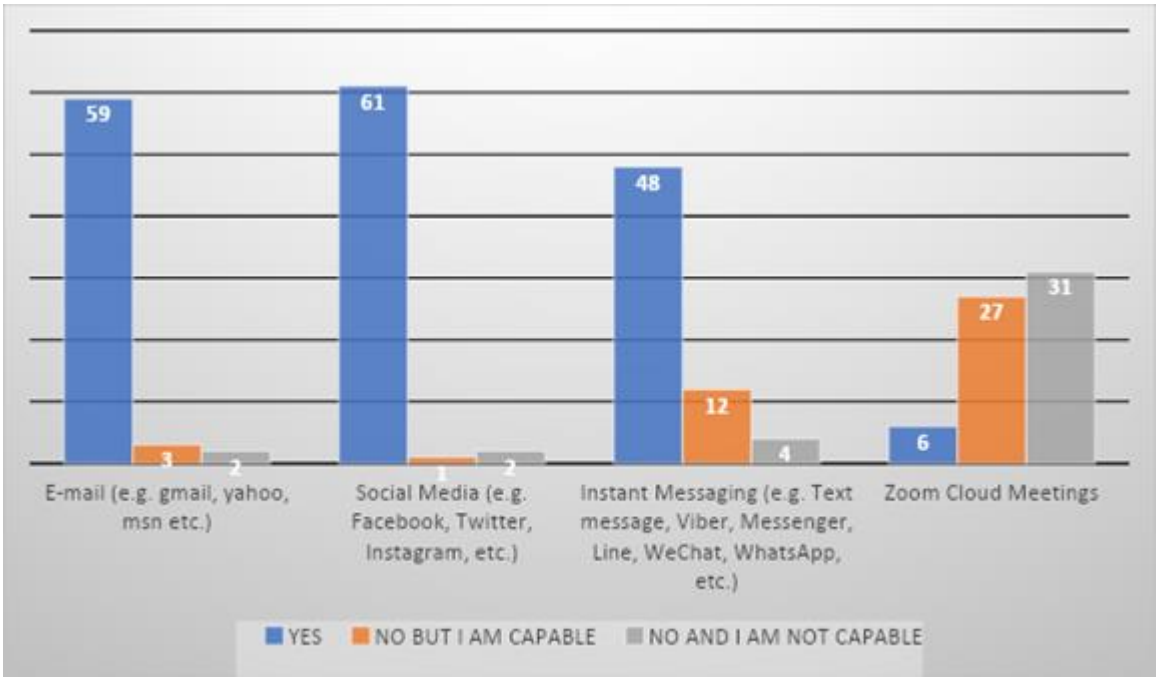
Appendix D.16.3 Places where the SIKM students go to access the internet



Appendix D.16.4 Online materials in video format in the internet used by SIKM students

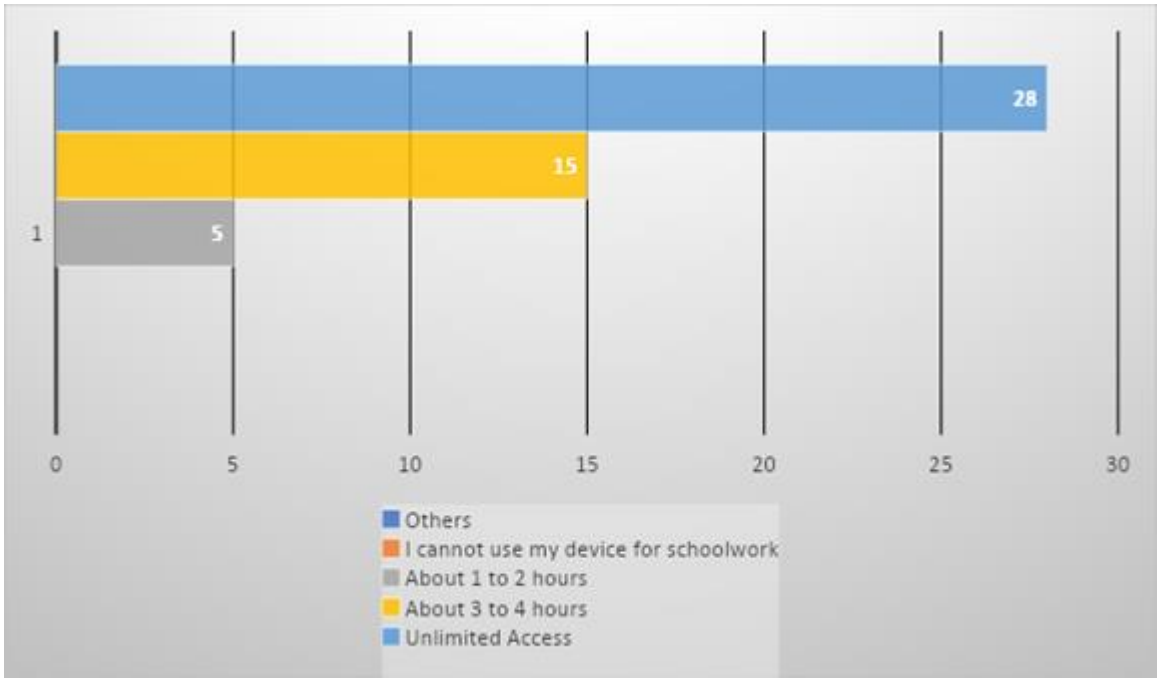


Appendix D.16.5 Different communication technologies for online classes used by the SIKM students

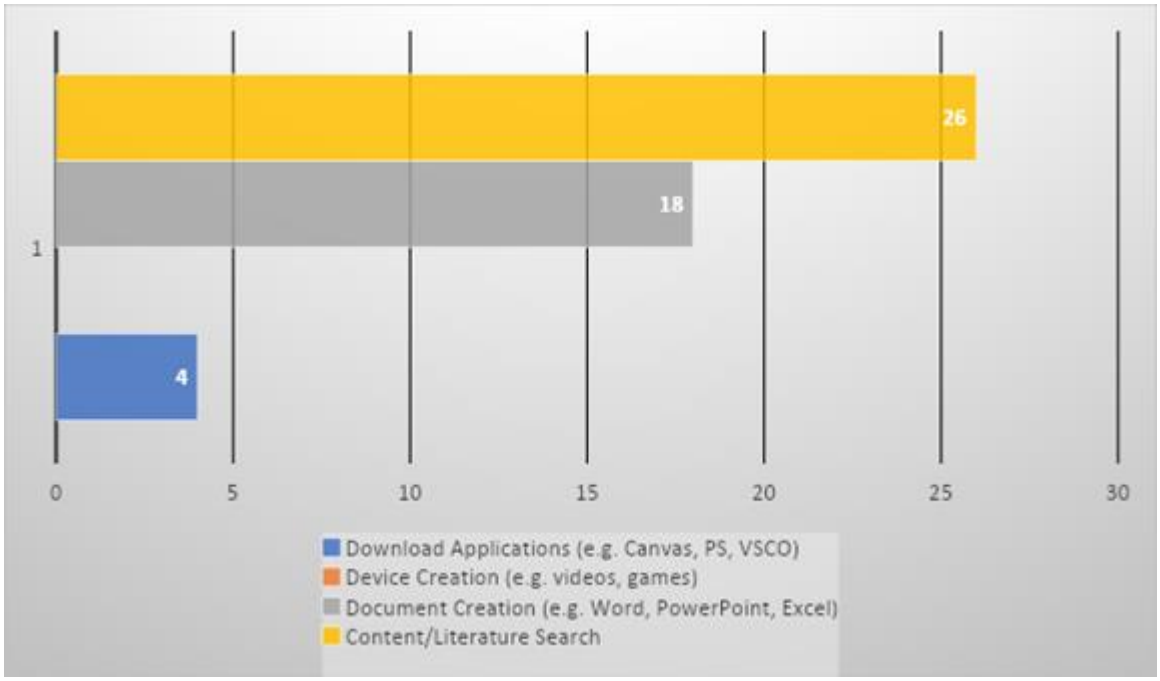


Appendix D.17 Bachelor of Science – Master of Arts in Psychology and Counseling Straight Program – Students

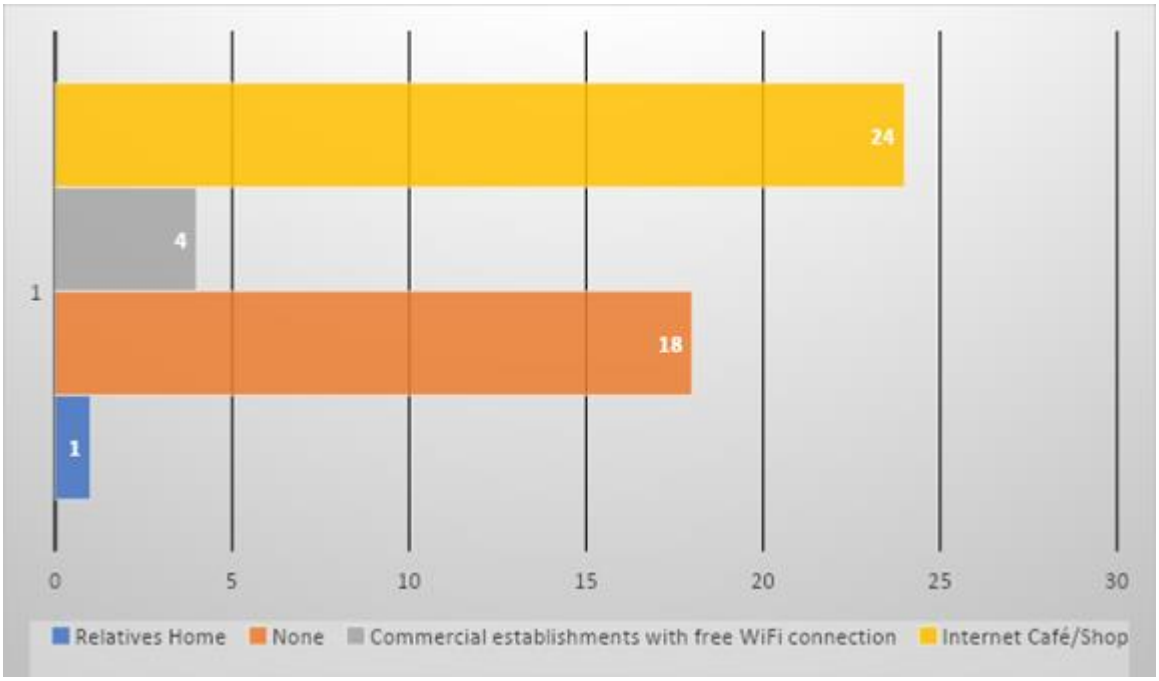
Appendix D.17.1 BSMA-PC students access and use of devices to schoolwork in a day



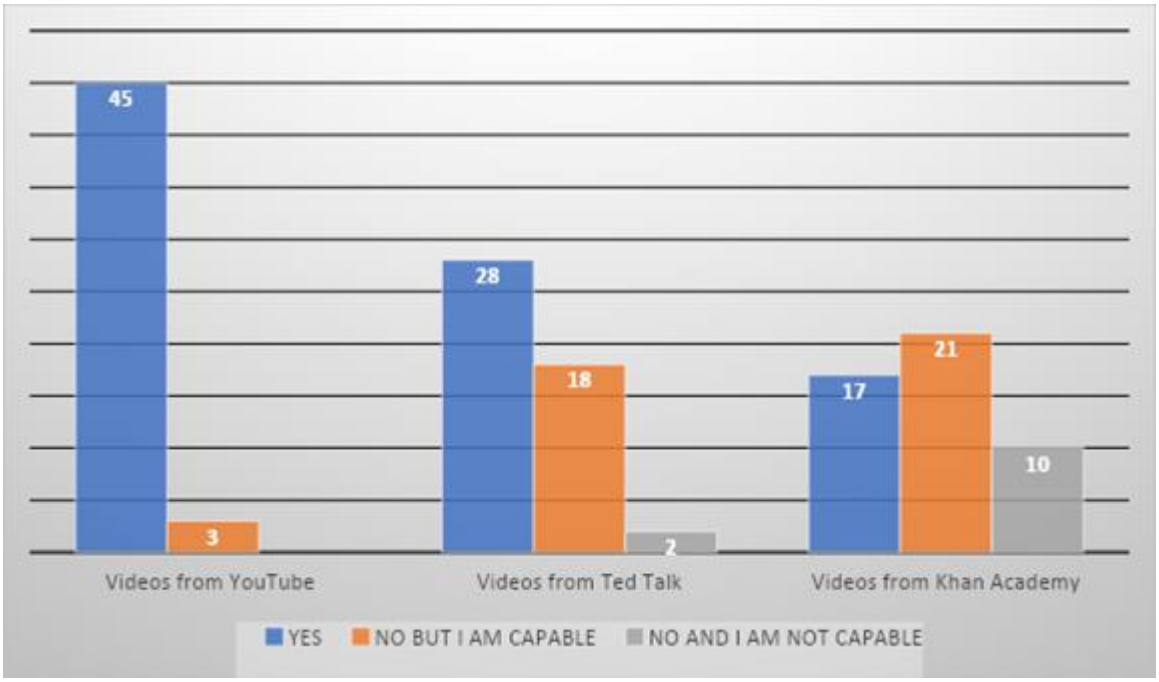
Appendix D.17.2 Schoolwork activities done by the BSMA-PC students in their device



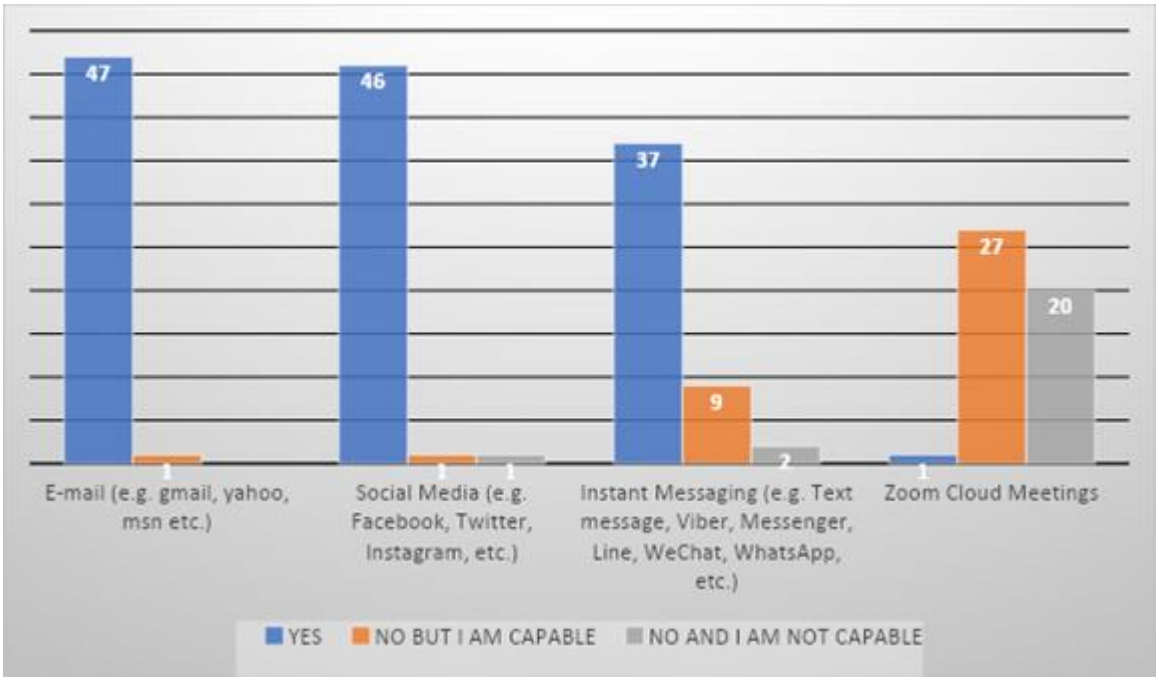
Appendix D.17.3 Places where BSMA-PC students go to access the internet



Appendix D.17.4 Online materials in video format in the internet used by BSMA-PC students

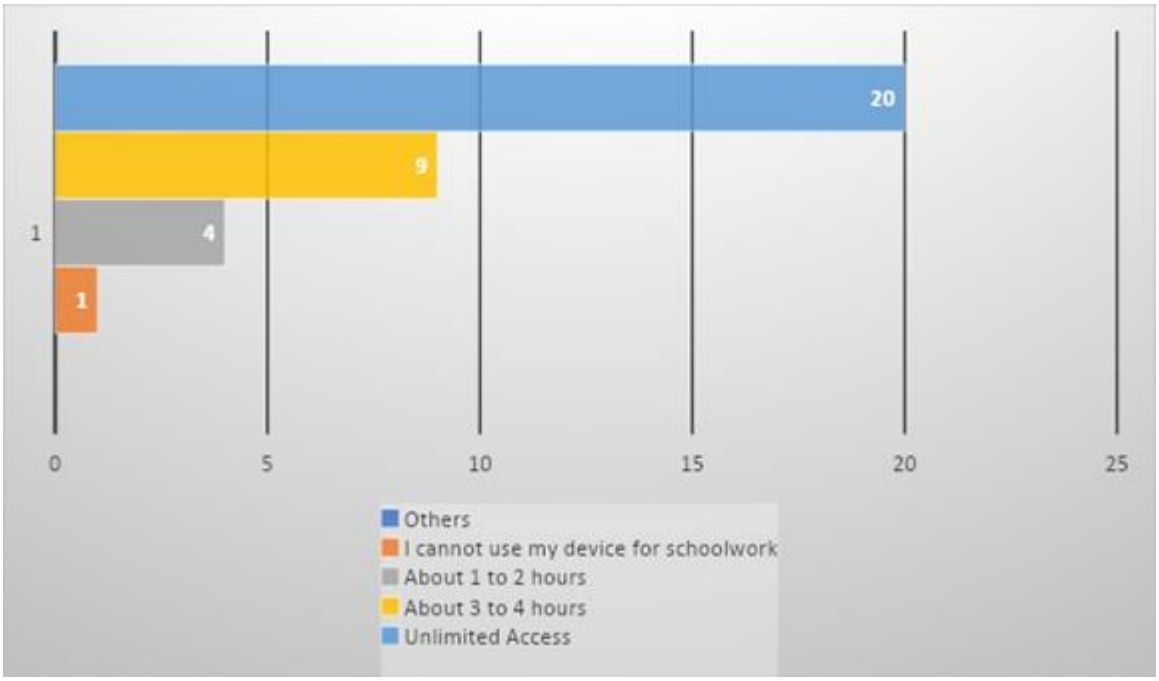


Appendix D.17.5 Different communication technologies for online classes used by BSMA-PC students

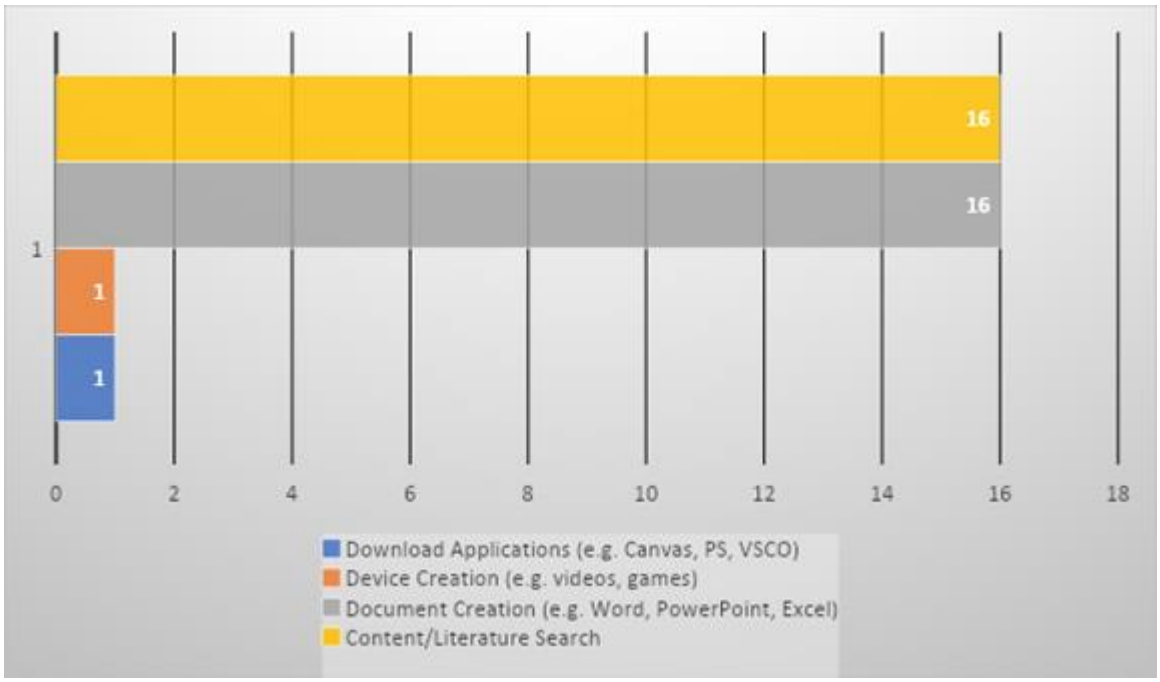


Appendix D.18 CTP Students

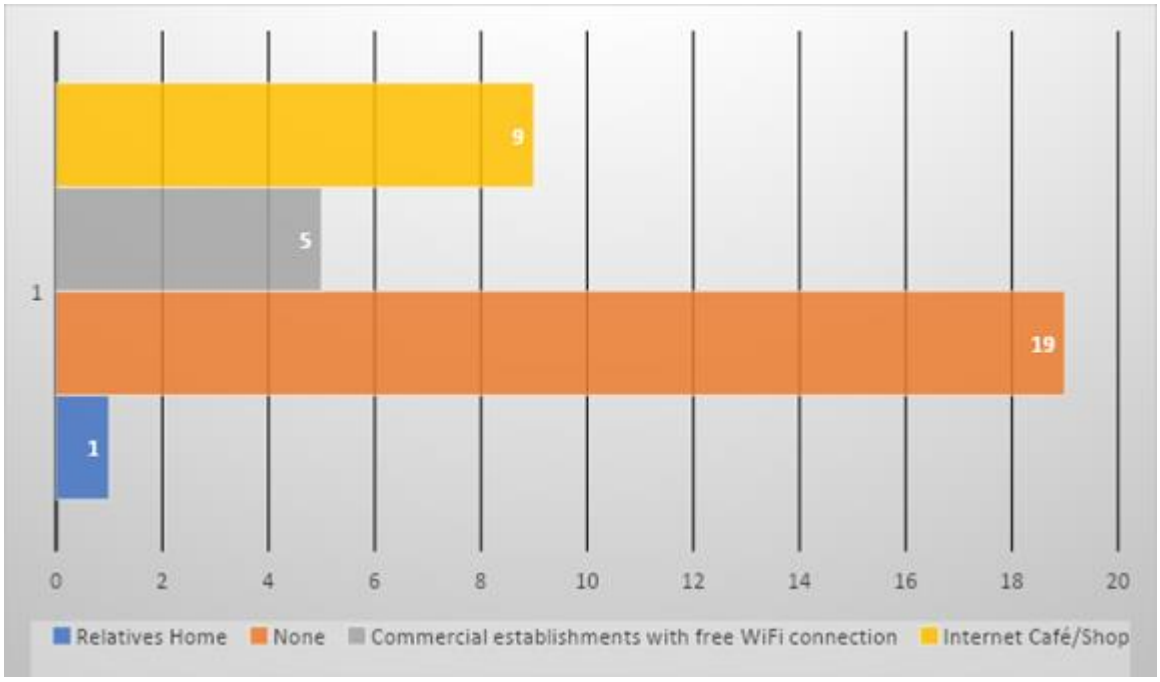
Appendix D.18.1 CTP Students access and use of devices to schoolwork in a day



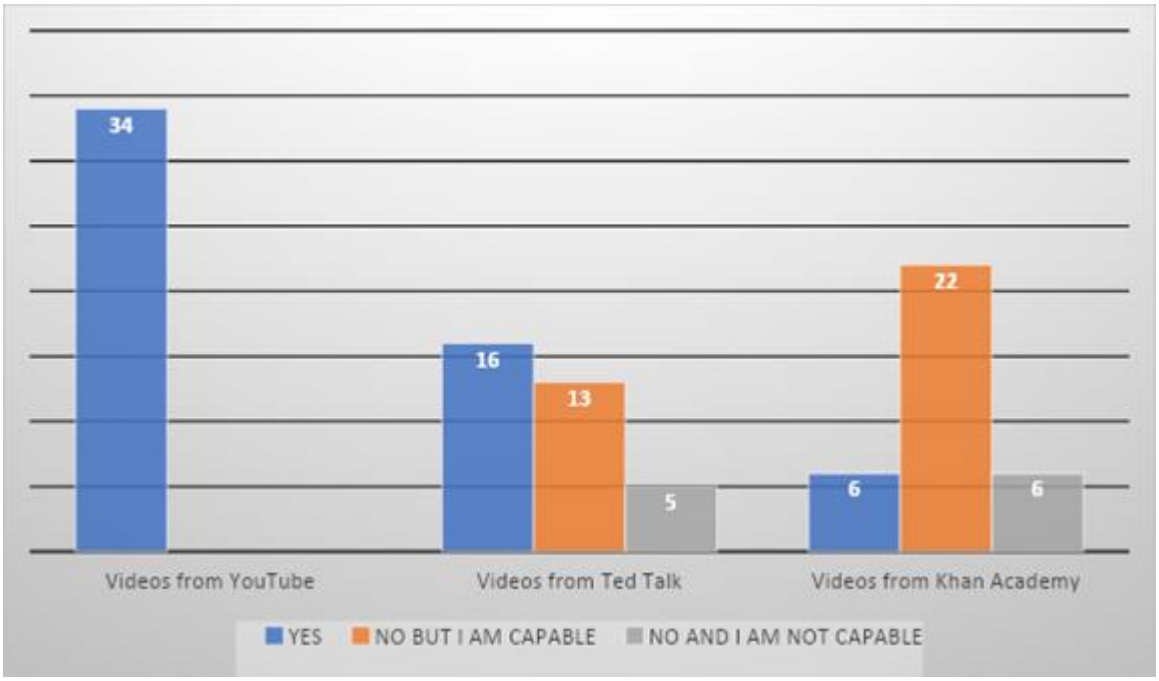
Appendix D.18.2 Schoolwork activities done by CTP students in their device



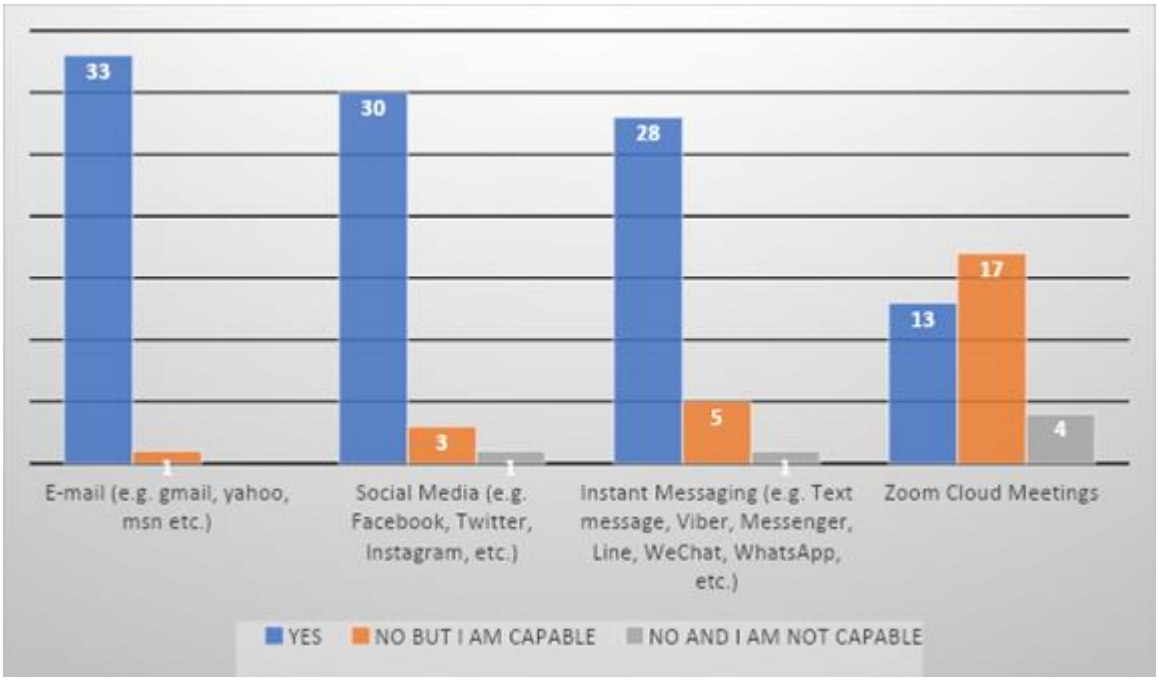
Appendix D.18.3 Places where CTP Students go to access the internet



Appendix D.18.4 Online materials in video format in the internet used by CTP students

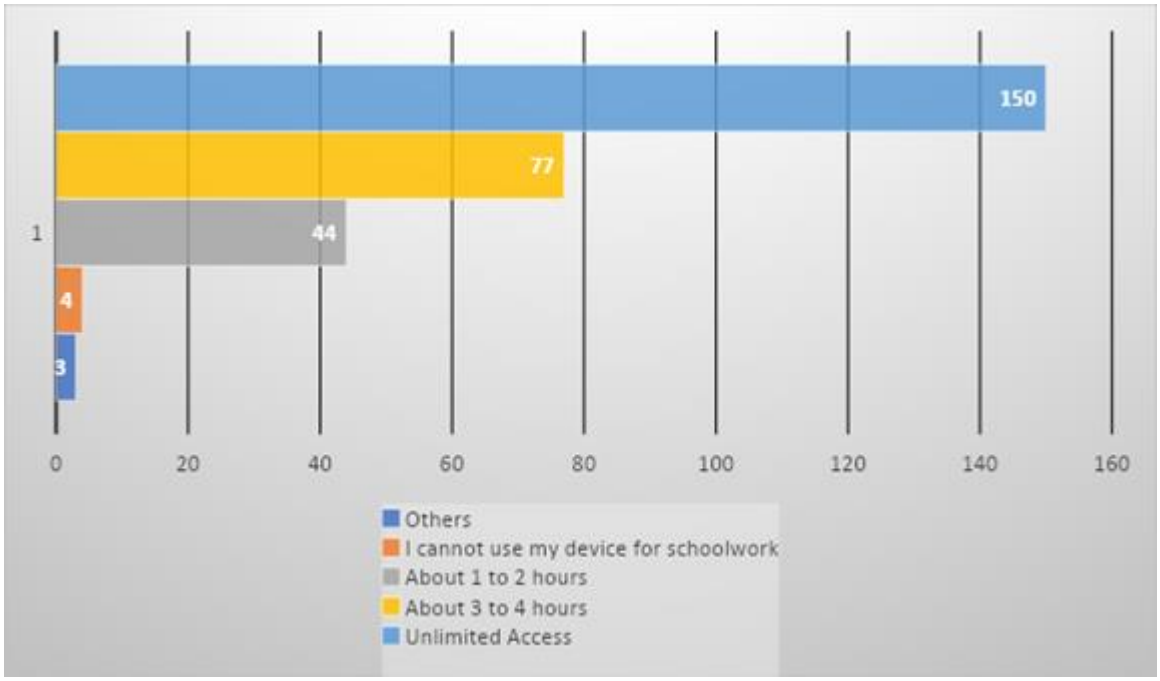


Appendix D.18.5 Different communication technologies for online classes used by CTP students

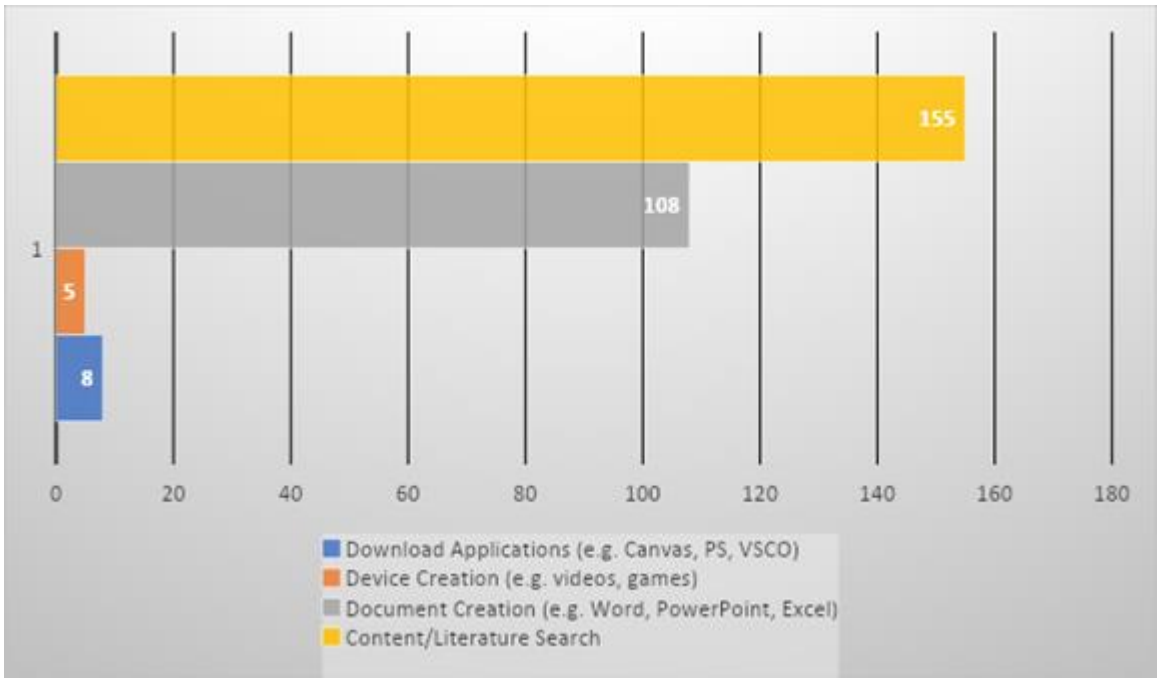


Appendix D.19 GTEF-MA Students

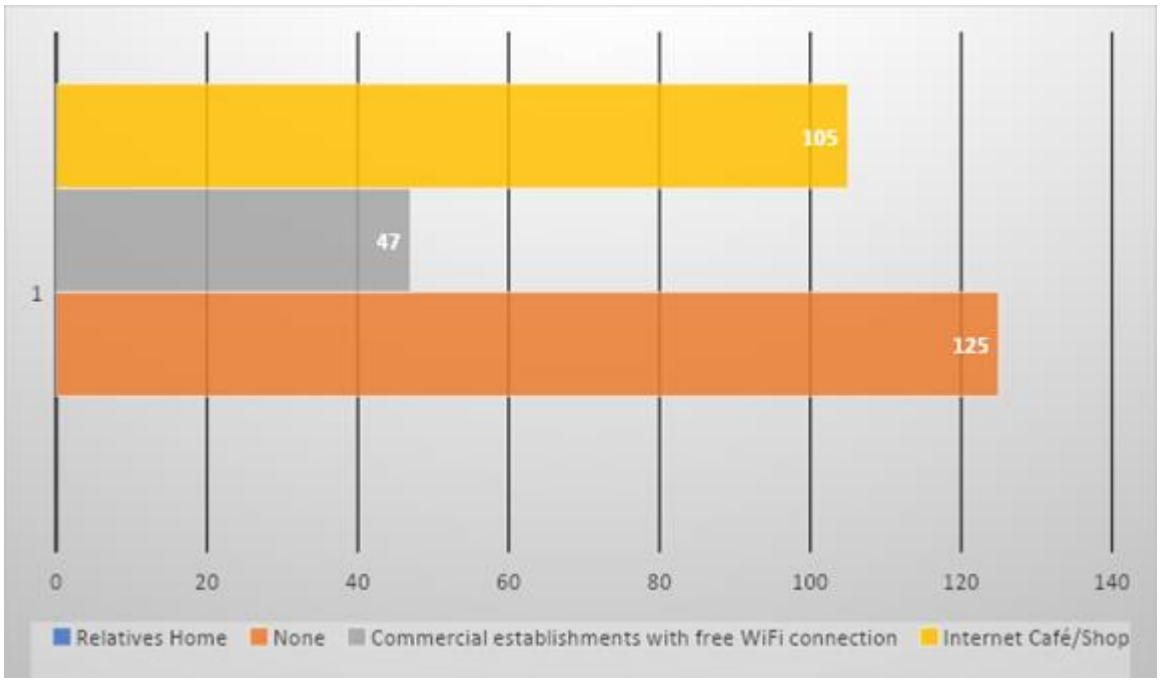
Appendix D.19.1 GTEF-MA students access and use of devices to schoolwork in a day



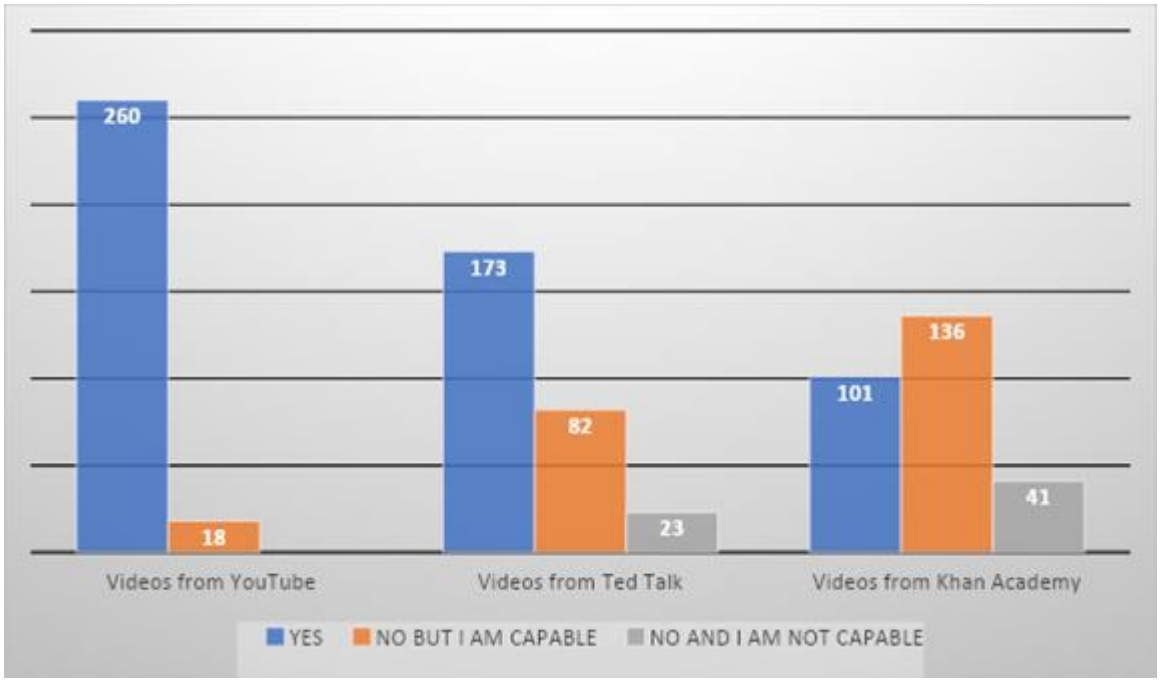
Appendix D.19.2 Schoolwork activities done by the GTEF-MA students in their device



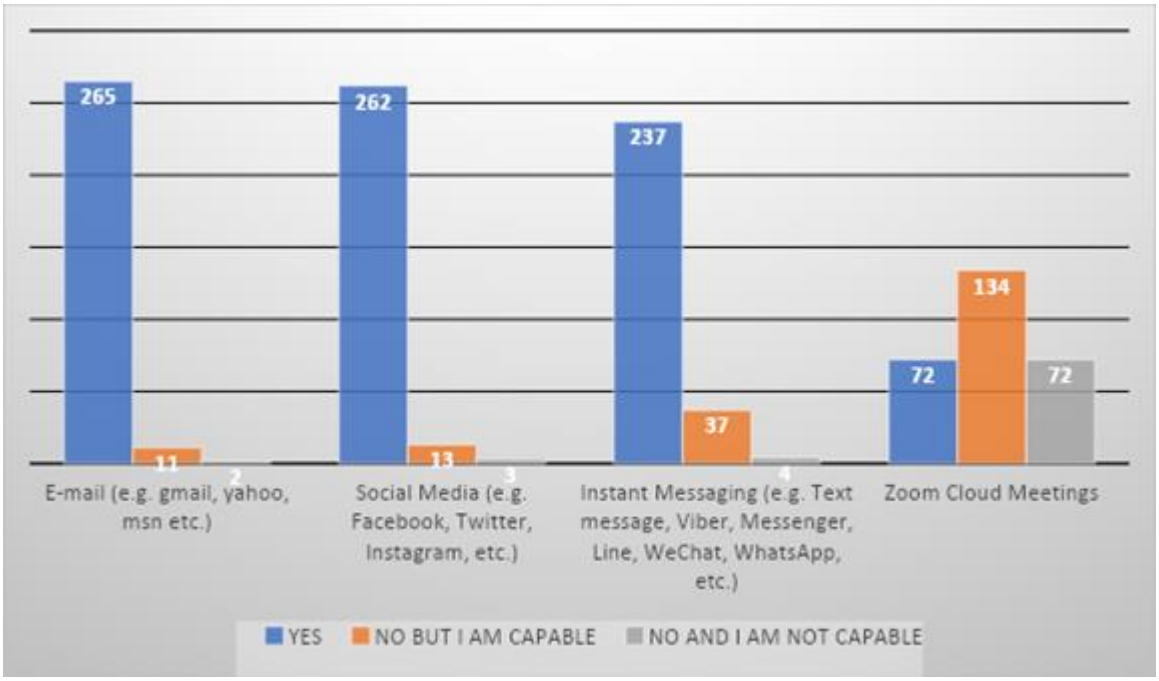
Appendix D.19.3 Places where GTEF-MA students go to access the internet



Appendix D.19.4 Online materials in video format in the internet used by GTEF-MA students

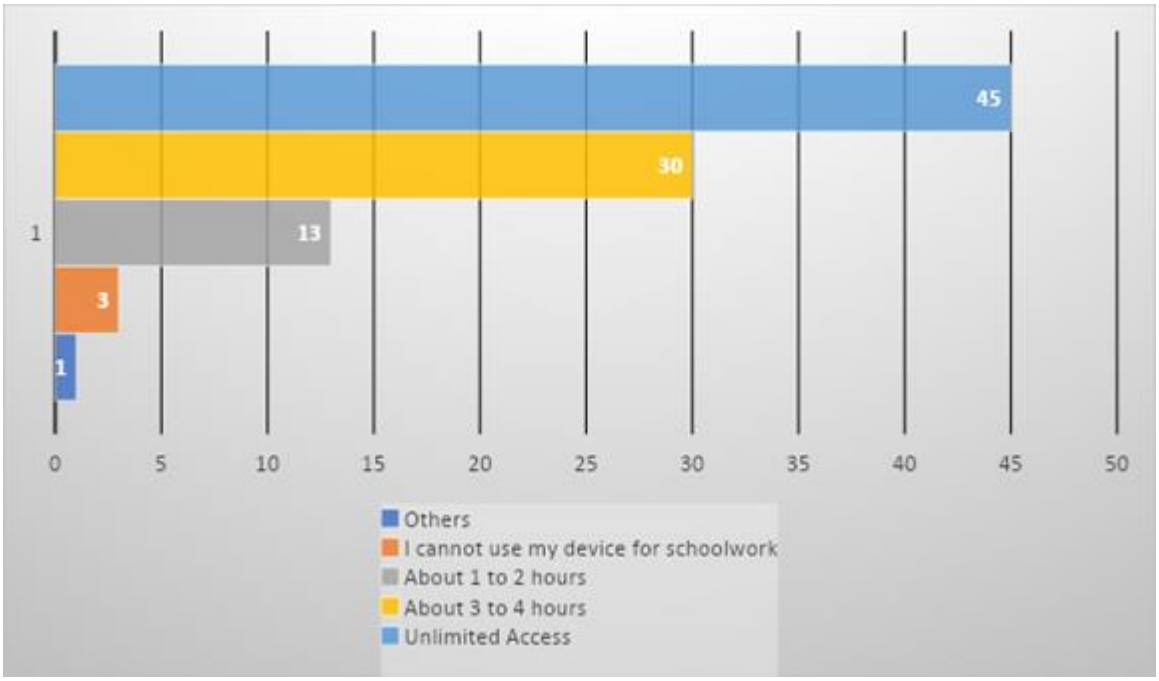


Appendix D.19.5 Different communication technologies for online classes used by GTEF-MA students

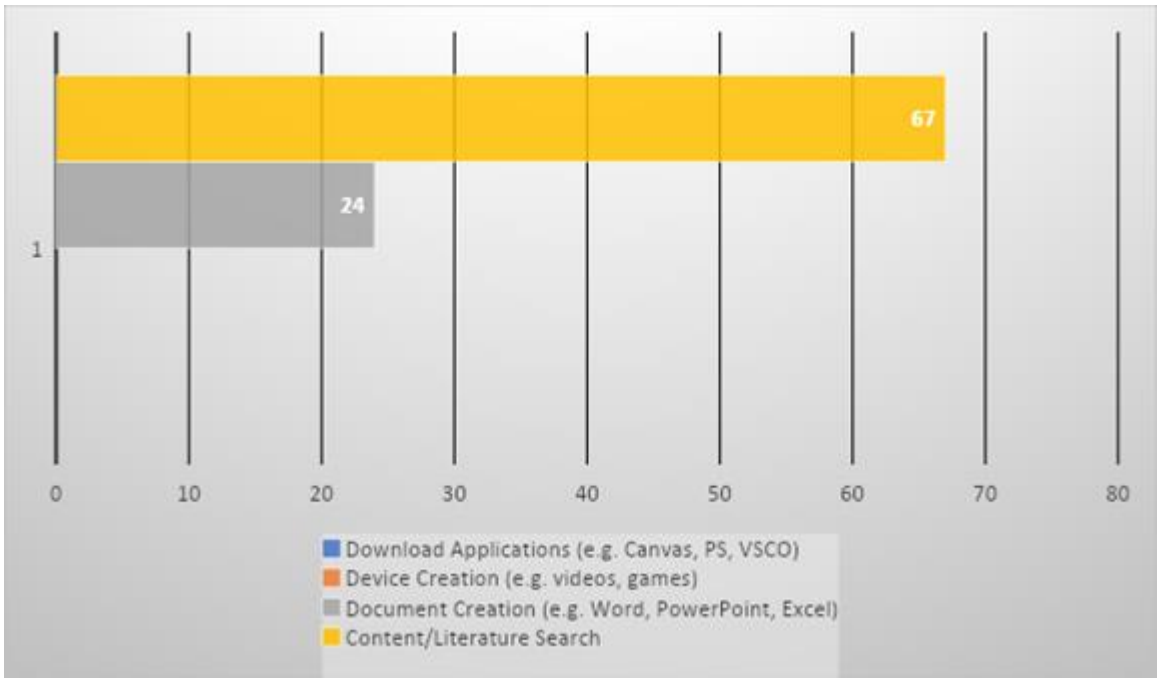


Appendix D.20 GTEF-Doctorate Students

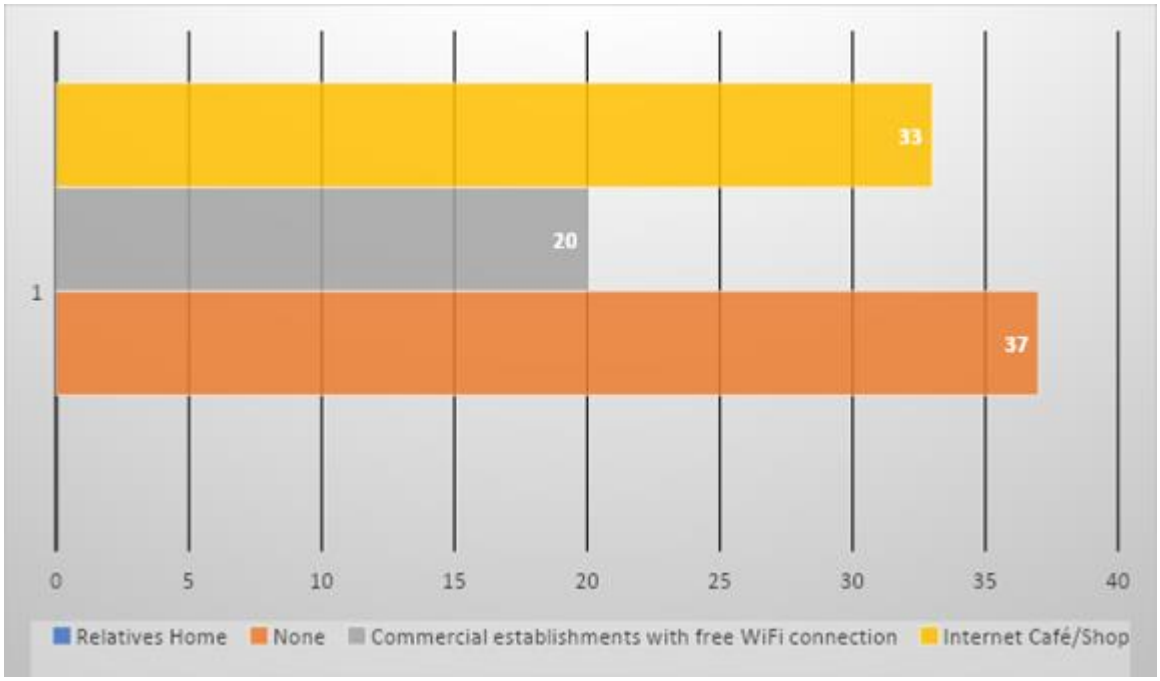
Appendix D.20.1 GTEF-PhD students access and use of devices to schoolwork in a day



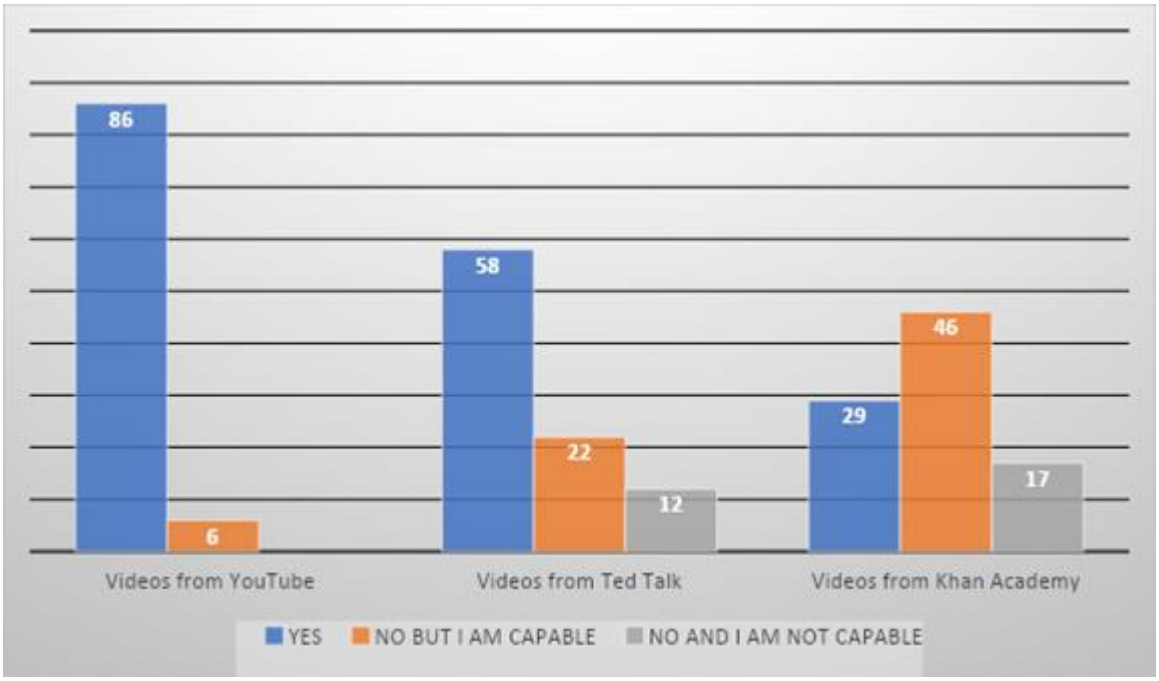
Appendix D.20.2 Schoolwork activities done by GTEF-PhD students in their device



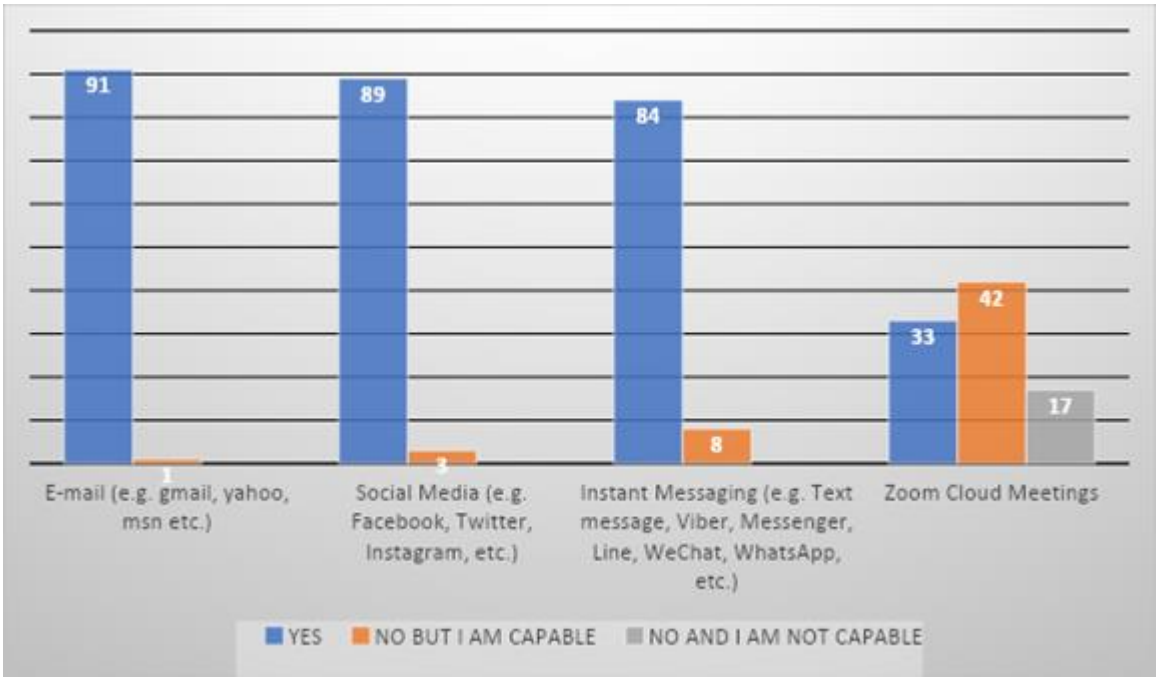
Appendix D.20.3 Places where GTEF-PhD students go to access the internet



Appendix D.20.4 Online materials in video format in the internet used by GTEF-PhD students



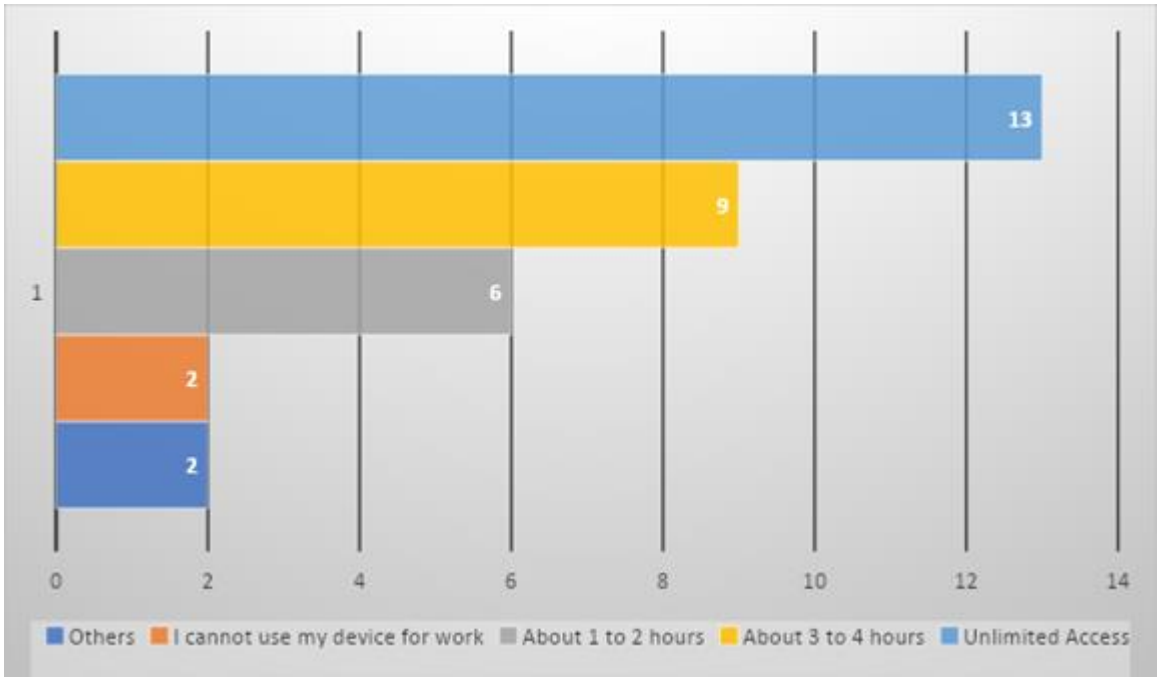
Appendix D.20.5 Different communication technologies for online classes used by GTEF-PhD Students



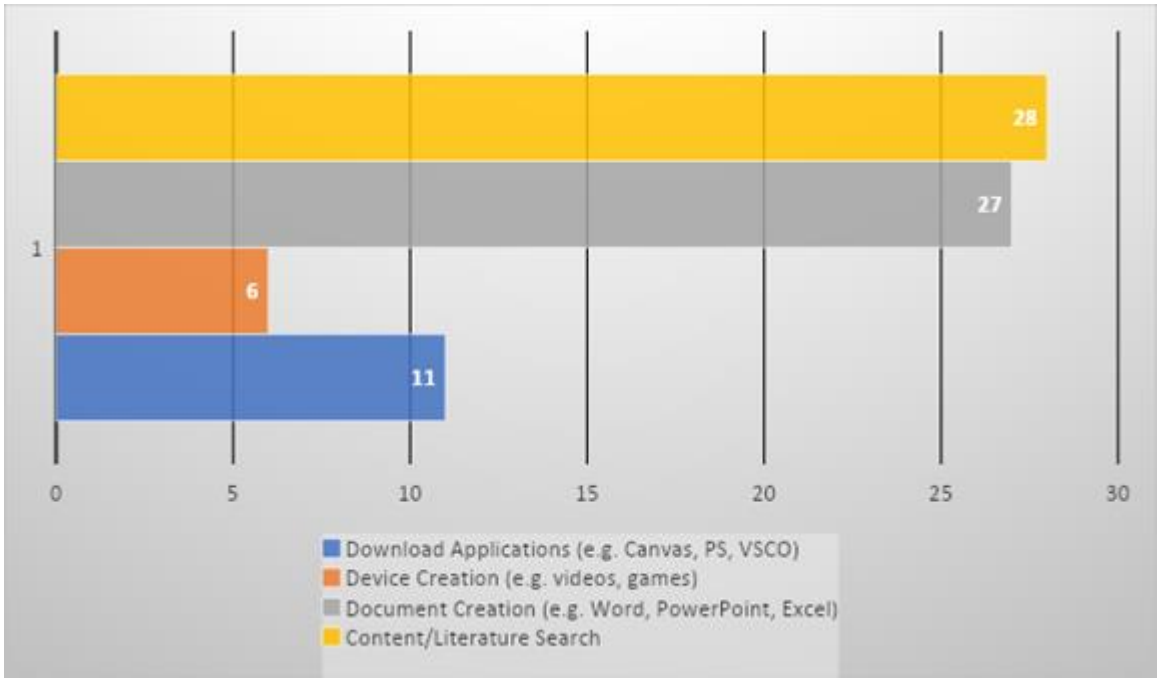
Appendix E. Faculty and Students from PNU Campuses

Appendix E.1 PNU Mindanao Faculty

Appendix E.1.1 PNU-Min Faculty access and use of devices to work in a day

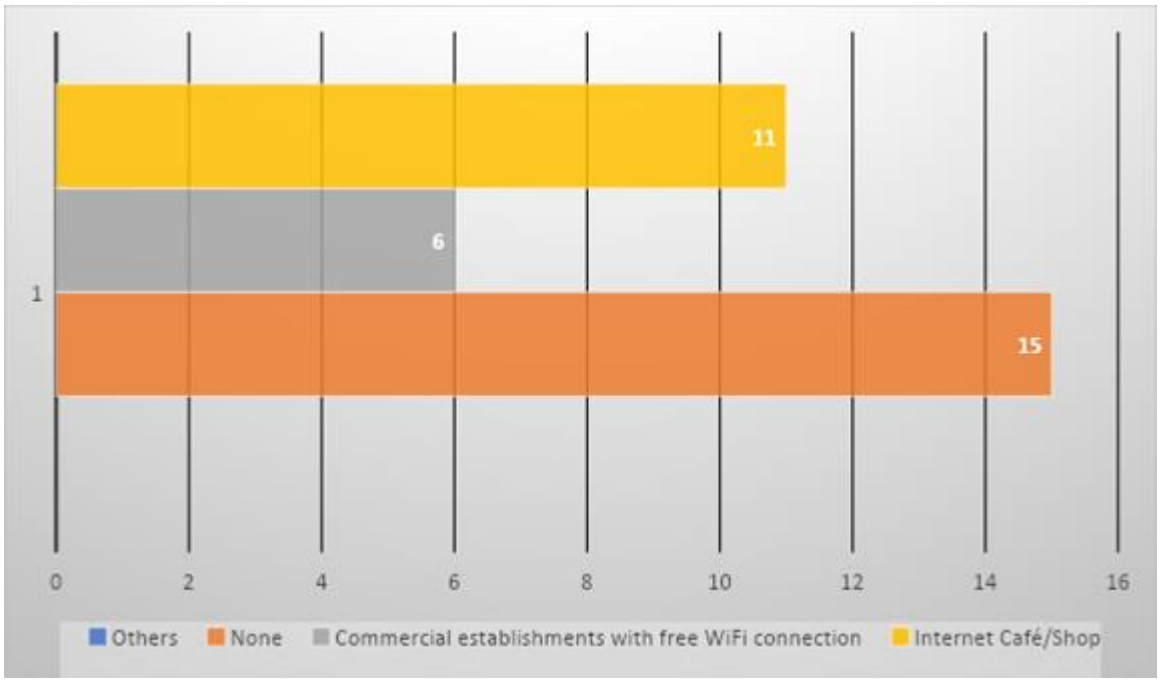


Appendix E.1.2 Work activities done by PNU-Min Faculty in their device

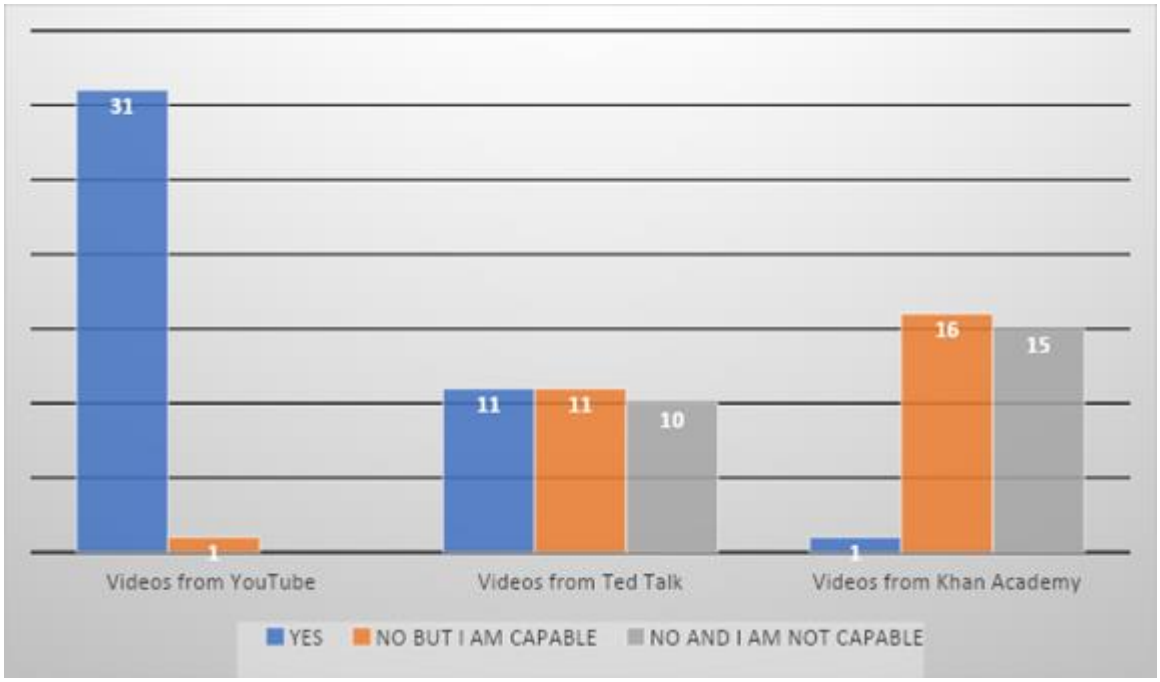


Note: Multiple answers were selected by the respondents

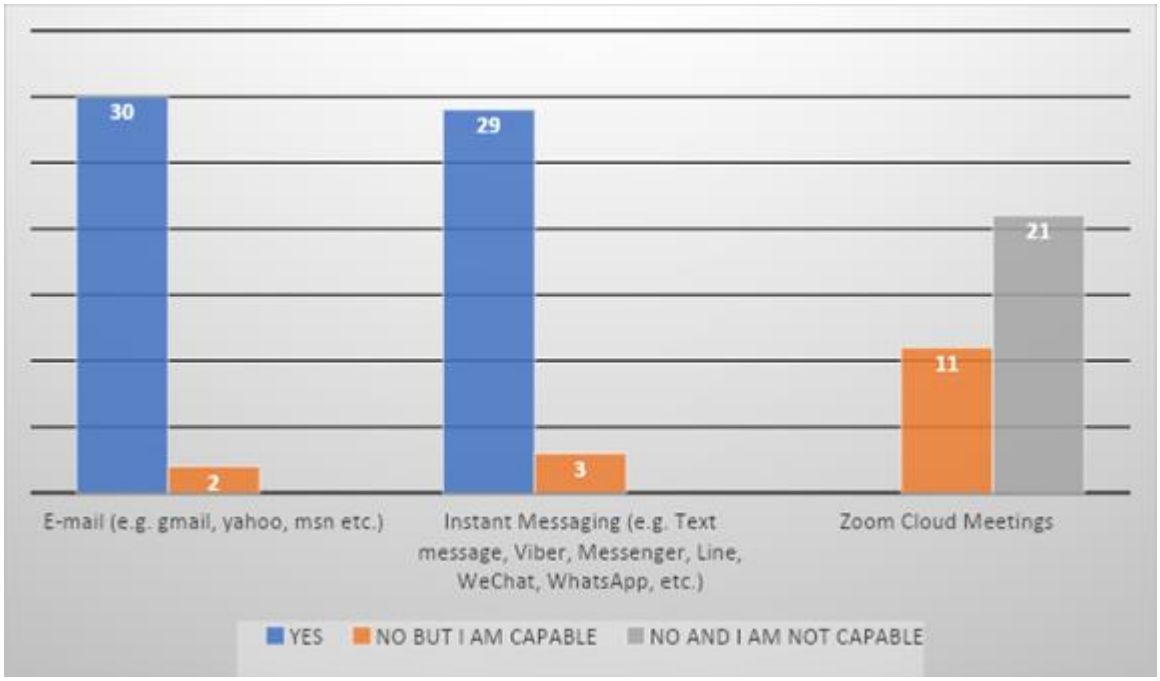
Appendix E.1.3 Places where PNU-Min Faculty go to access the internet



Appendix E.1.4 Online materials in video format in the internet used by PNU-Min Faculty

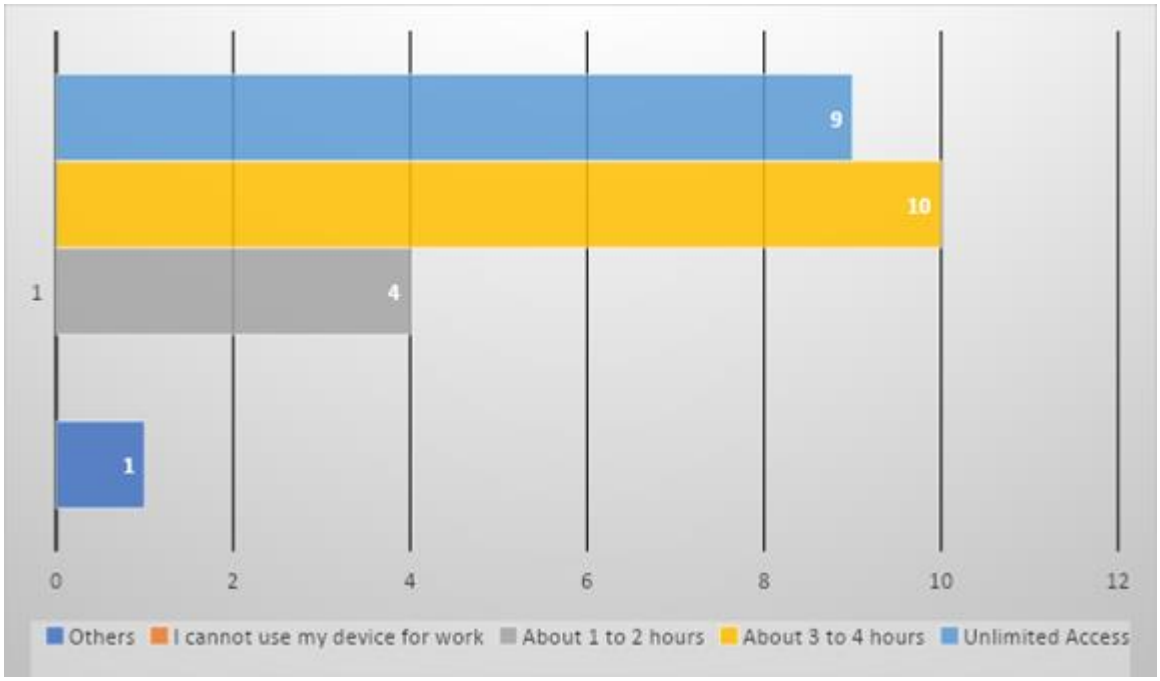


Appendix E.1.5 Different communication technologies for online classes used by PNU-Min Faculty

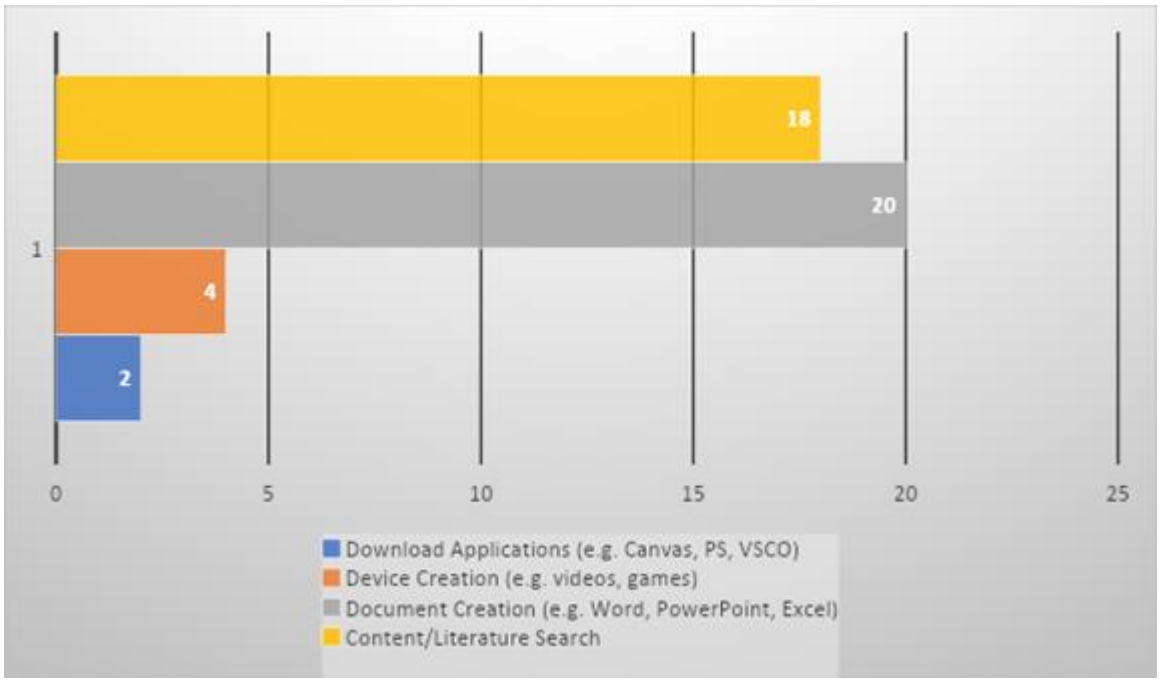


Appendix E.2 PNU North Luzon Faculty

Appendix E.2.1 PNU-NL Faculty access and use of devices to work in a day

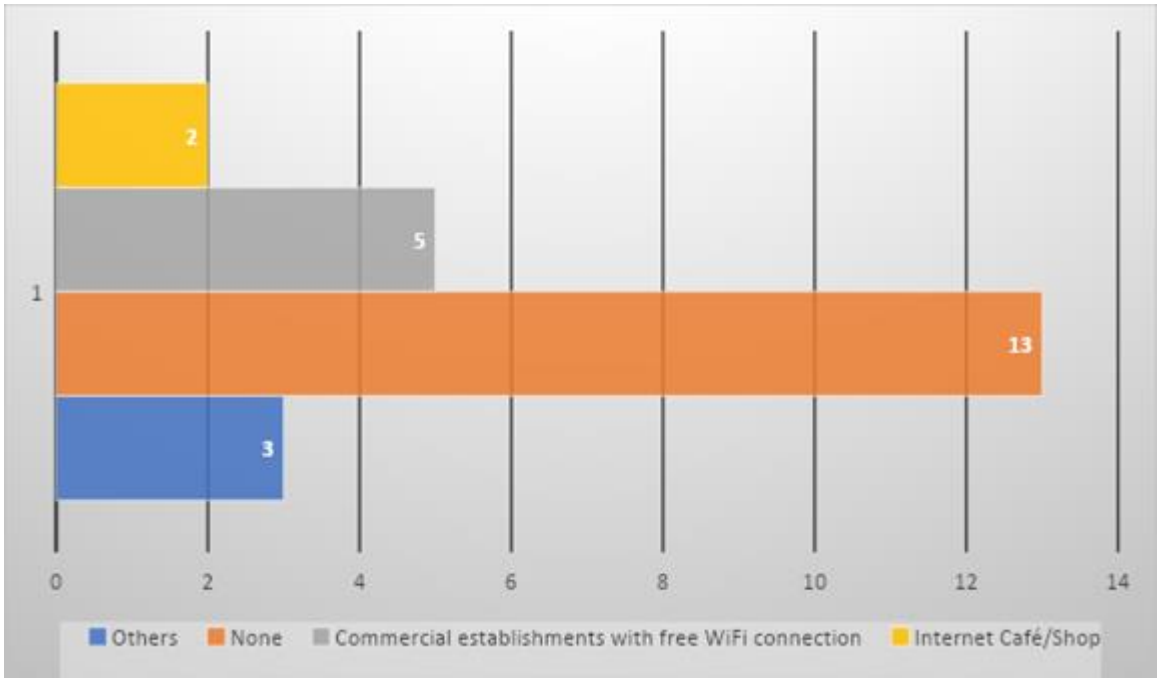


Appendix E.2.2 Work activities done by PNU-NL Faculty in their device

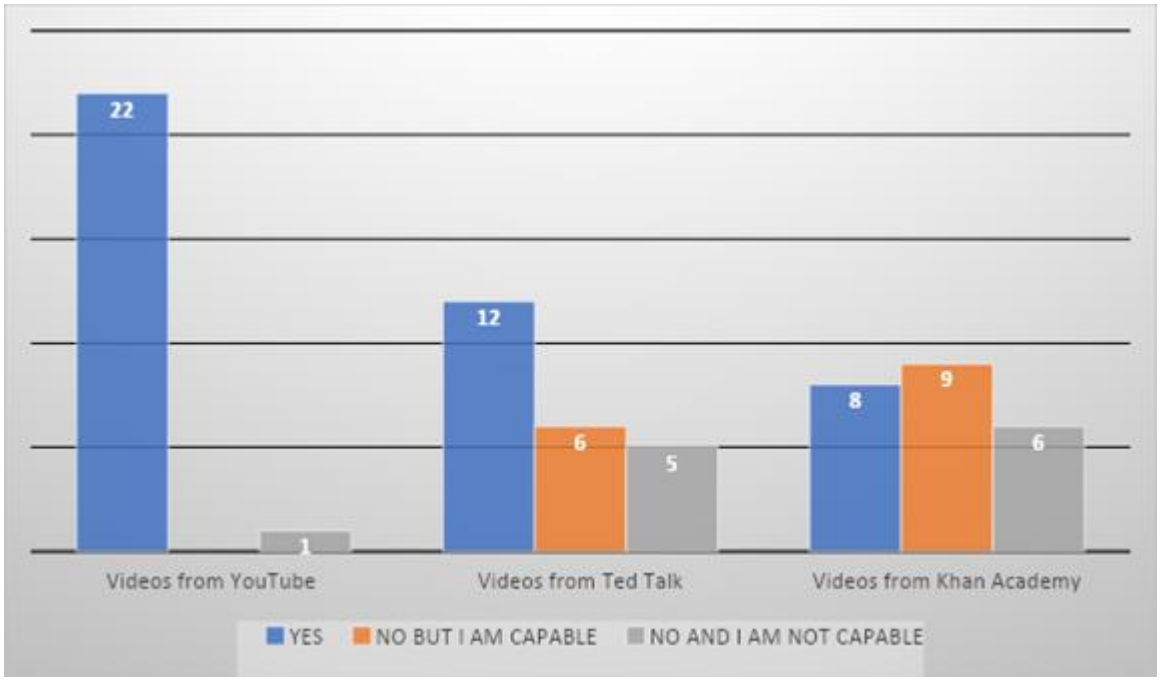


Note: Multiple answers were selected by the respondents

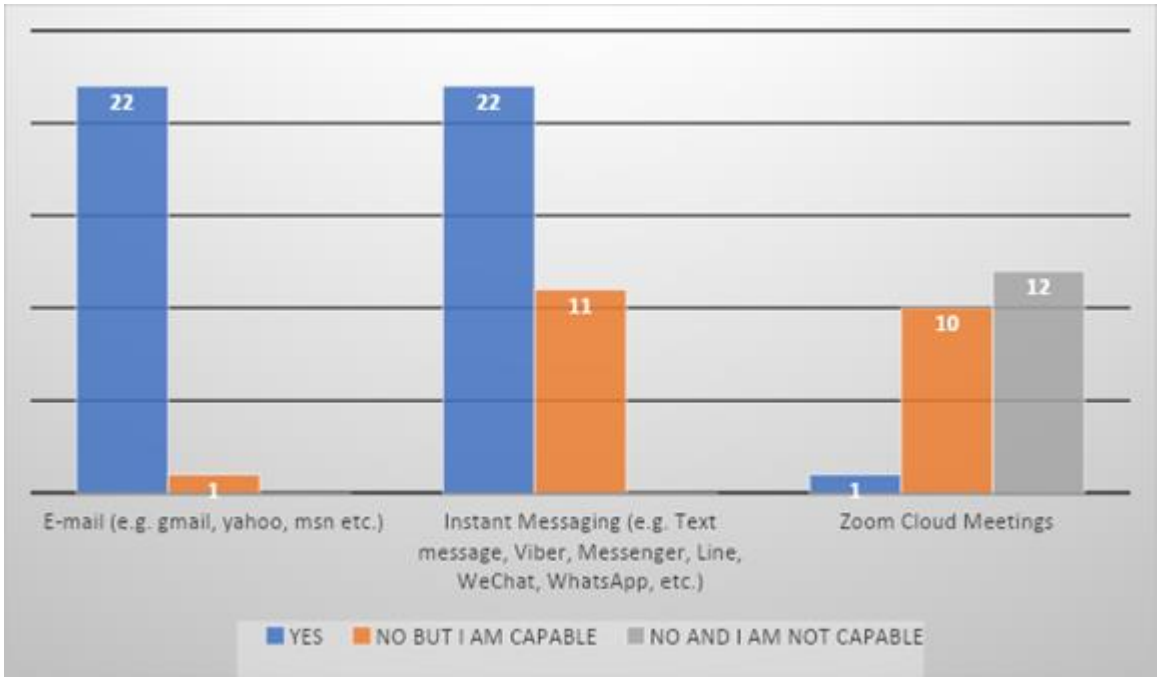
Appendix E.2.3 Places where PNU-NL Faculty go to access the internet



Appendix E.2.4 Online materials in video format in the internet used by PNU-NL Faculty

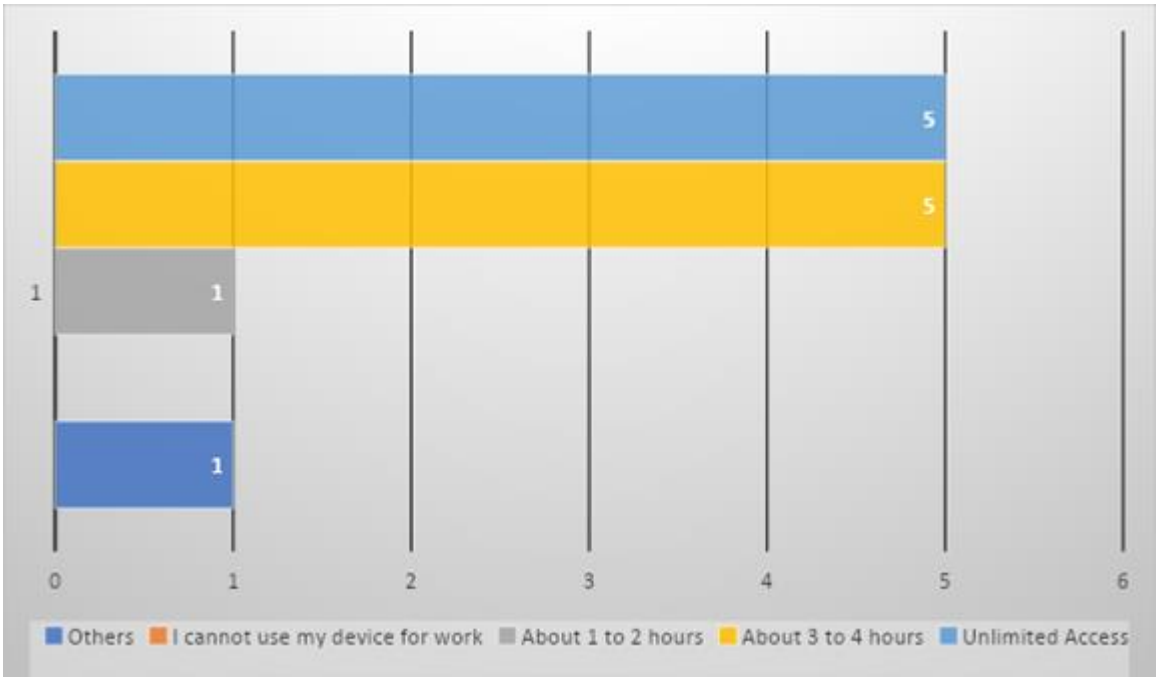


Appendix E.2.5 Different communication technologies for online classes used PNU-NL Faculty

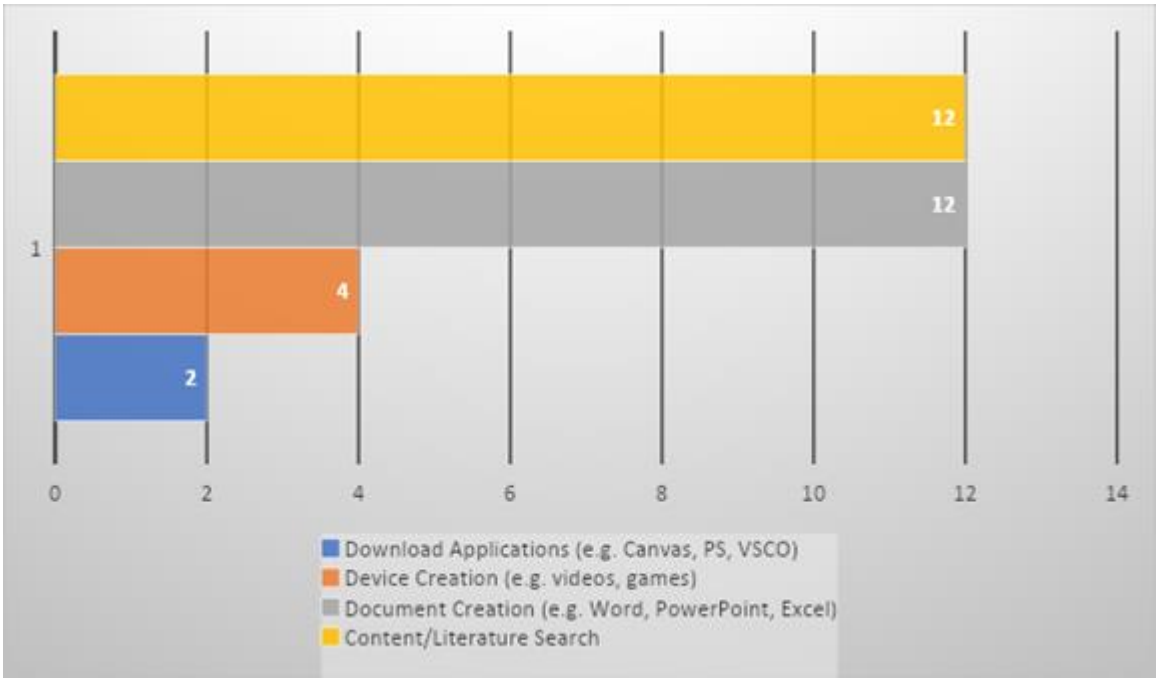


Appendix E.3 PNU South Luzon Faculty

Appendix E.3.1 PNU-SL Faculty access and use of devices to work in a day

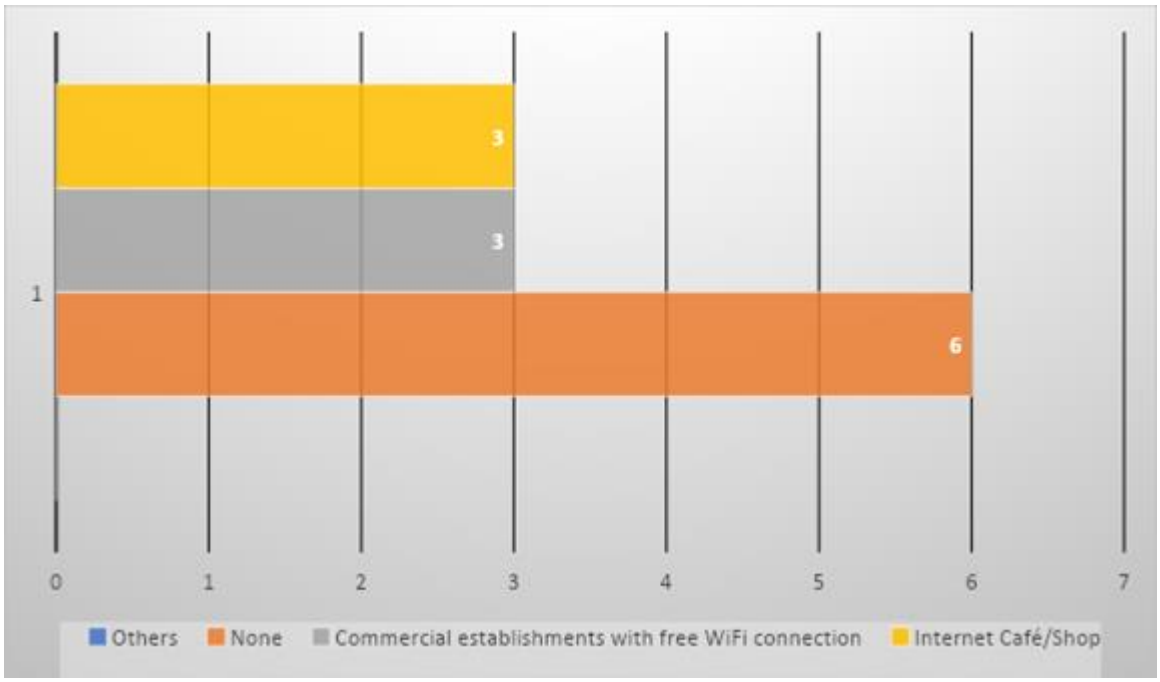


Appendix E.3.2 Work activities done by PNU-SL Faculty in their device

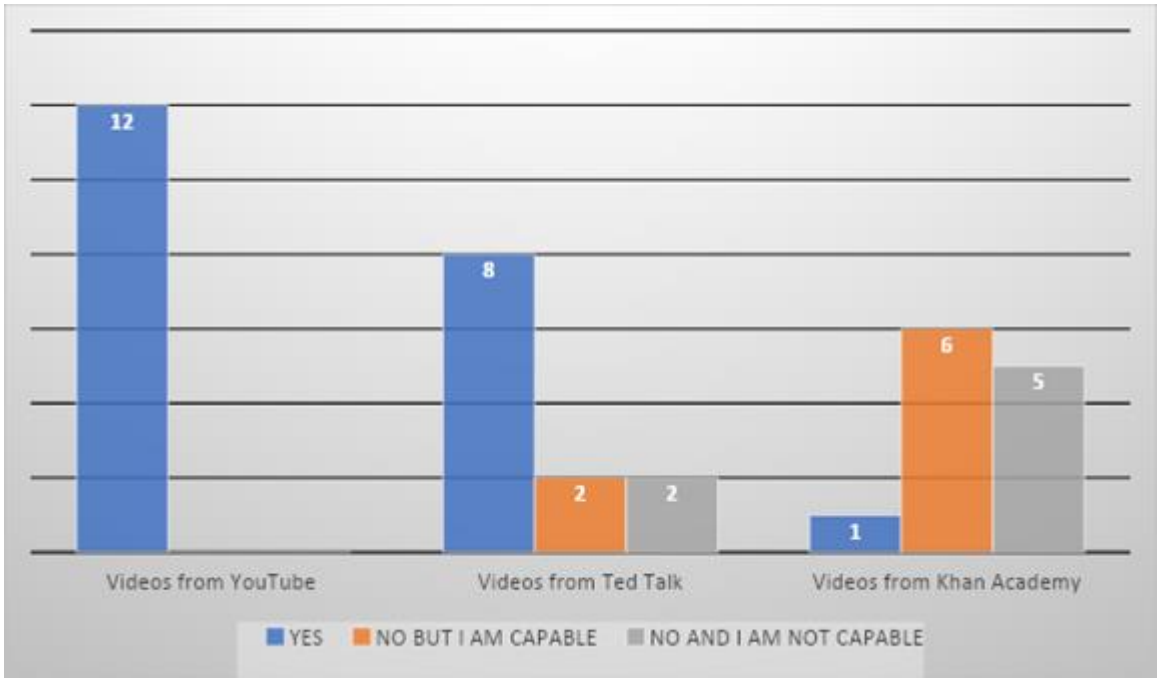


Note: Multiple answers were selected by the respondents

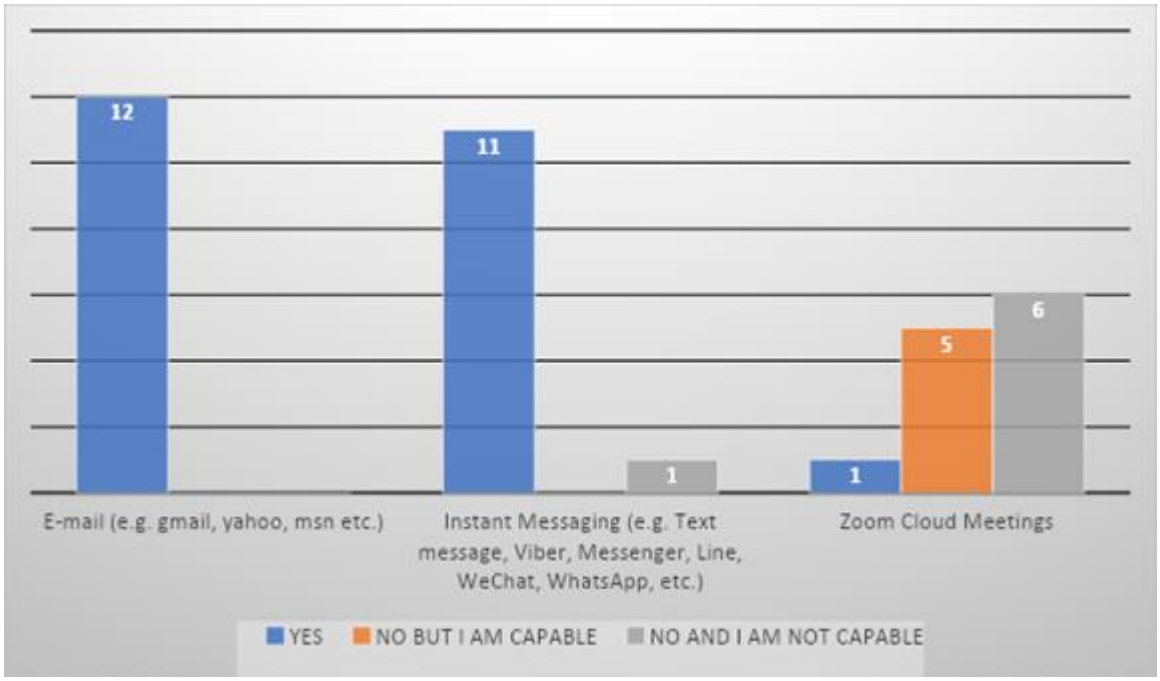
Appendix E.3.3 Places where PNU-SL Faculty go to access the internet



Appendix E.3.4 Online materials in video format in the internet used by PNU-SL Faculty

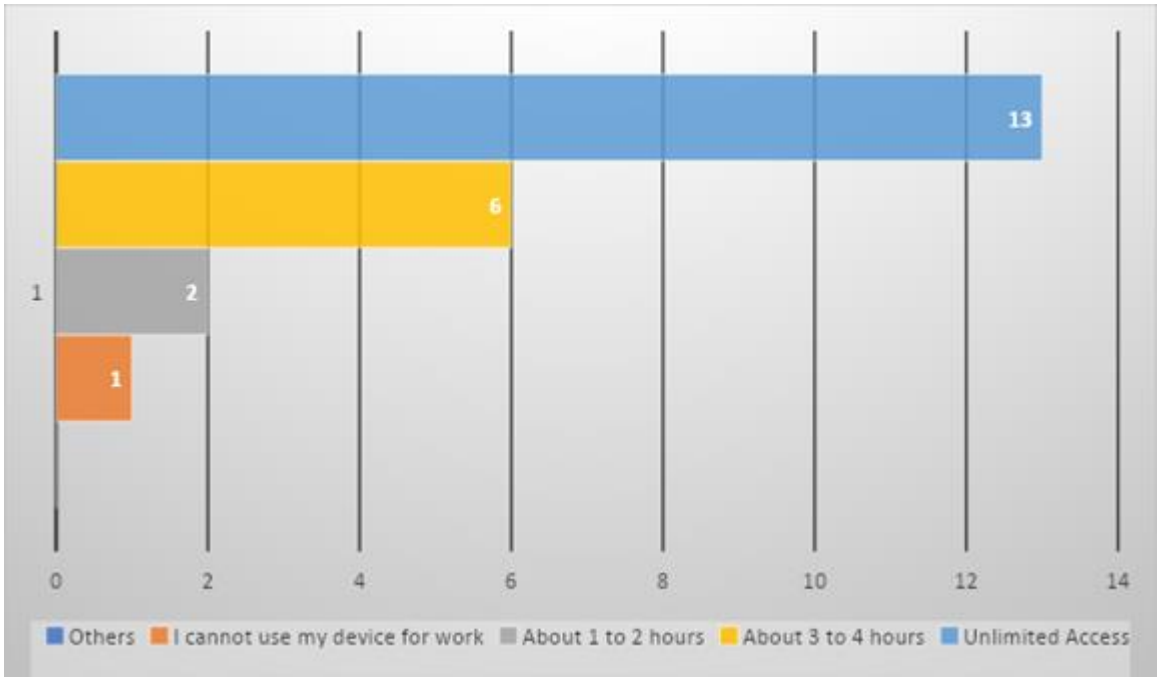


Appendix E.3.5 Different communication technologies for online classes used by PNU-SL Faculty

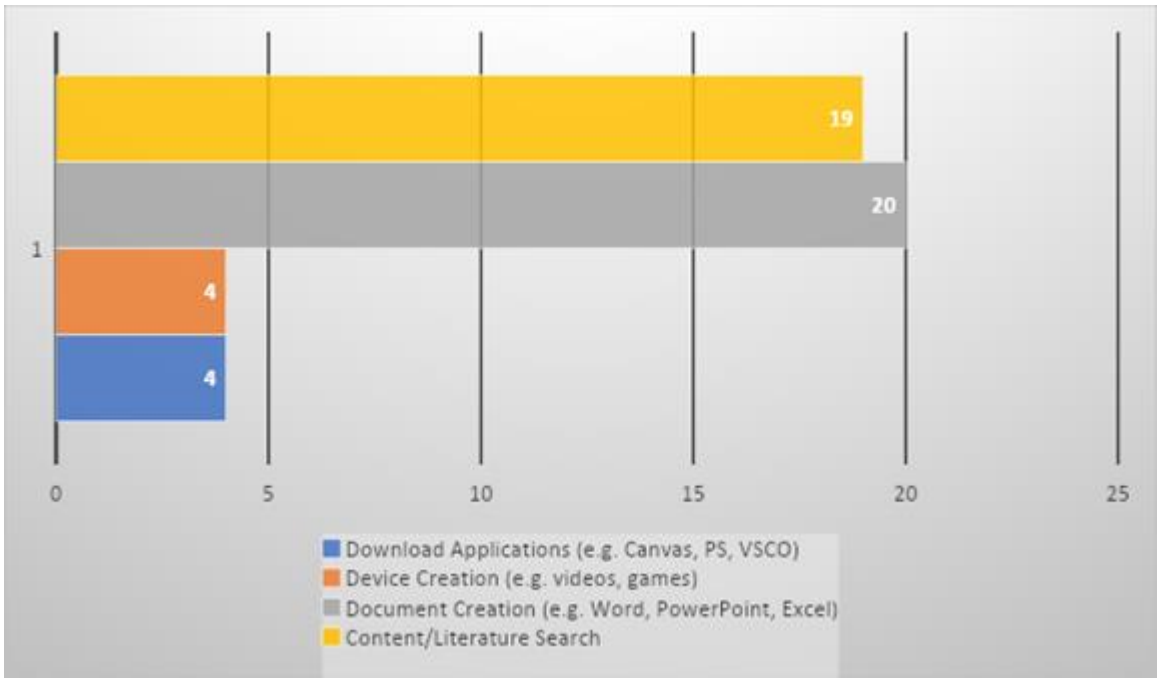


Appendix E.4 PNU Visayas Faculty

Appendix E.4.1 PNU-Vis Faculty access and use of devices to work in a day

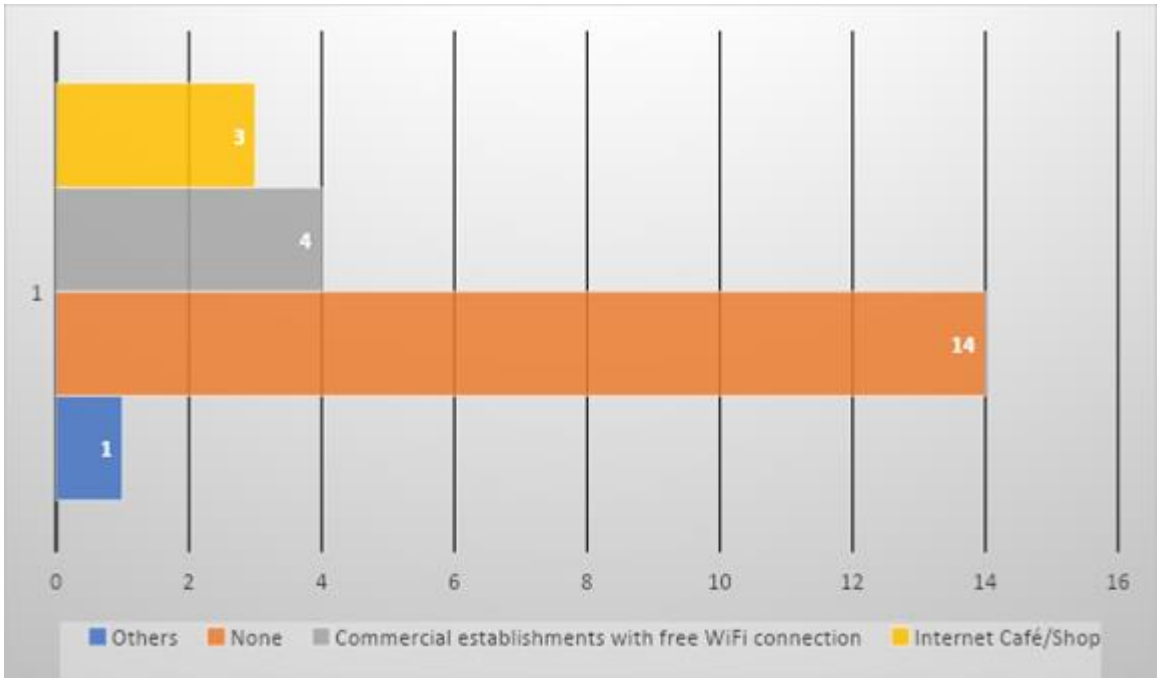


Appendix E.4.2 Work activities done by PNU-Vis faculty in their device

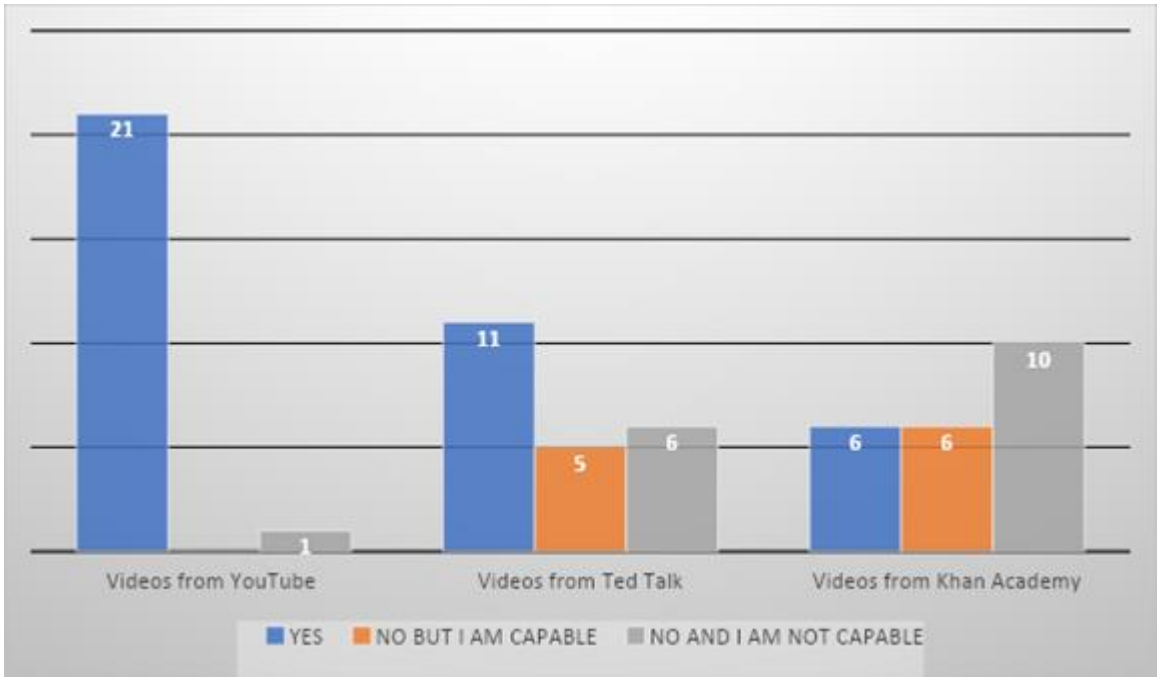


Note: Multiple answers were selected by the respondents

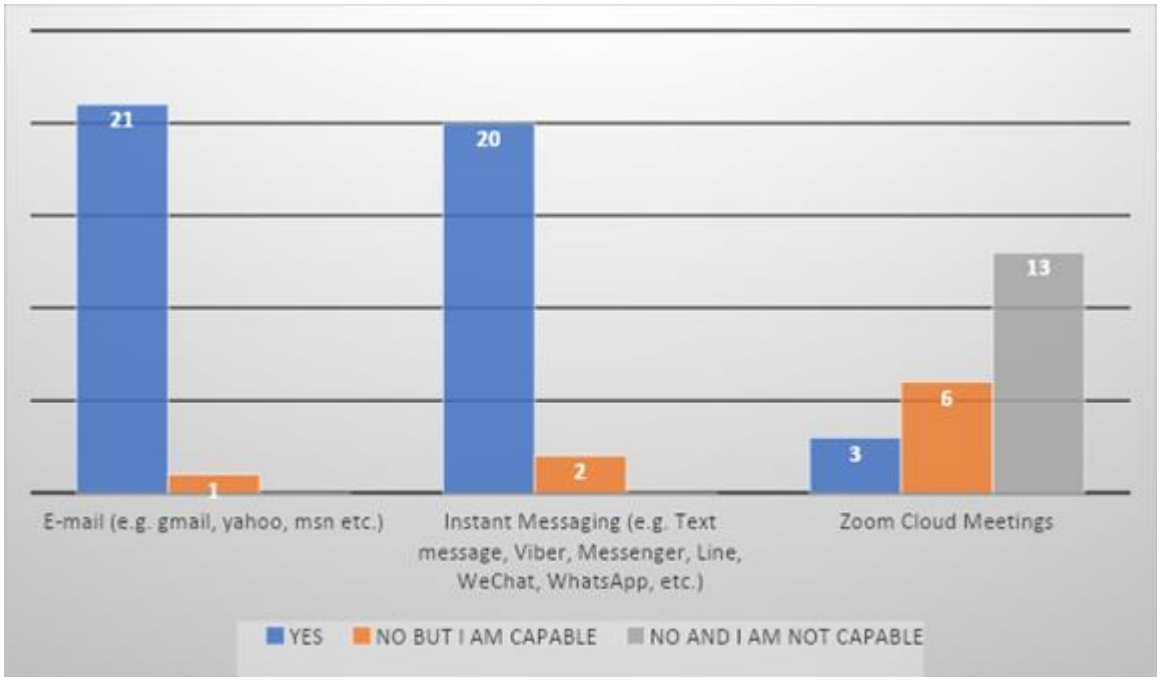
Appendix E.4.3 Places where PNU-Vis Faculty go to access the internet



Appendix E.4.4 Online materials in video format in the internet used by PNU-Vis Faculty

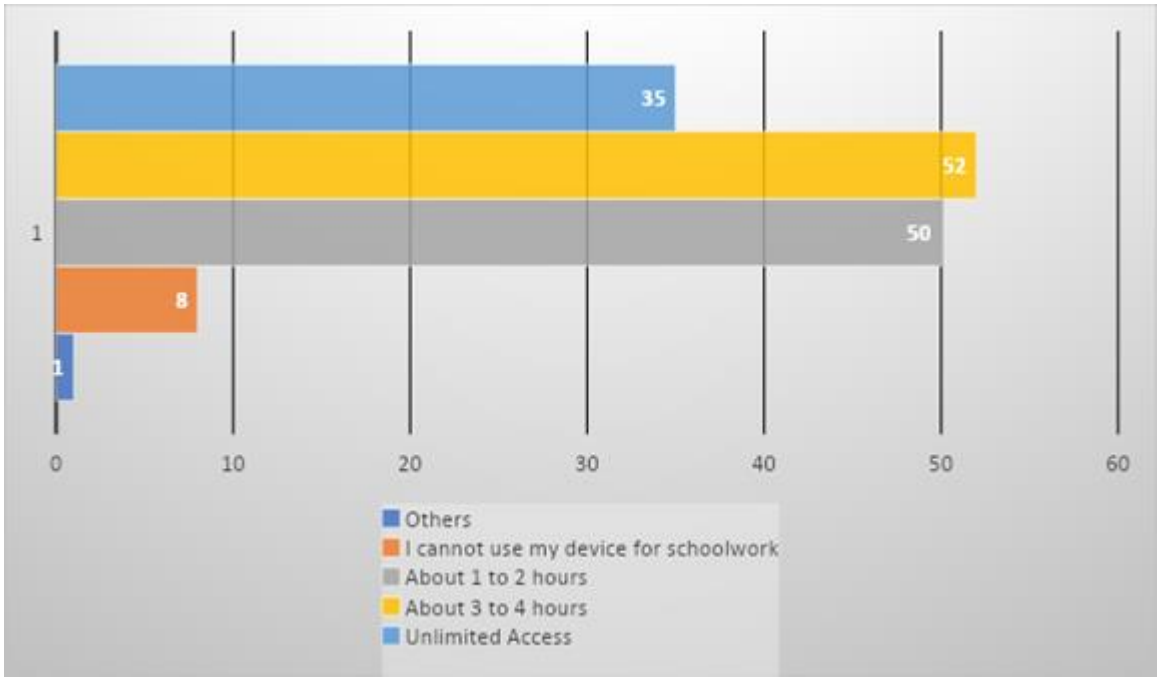


Appendix E.4.5 Different communication technologies for online classes used by PNU-Vis faculty

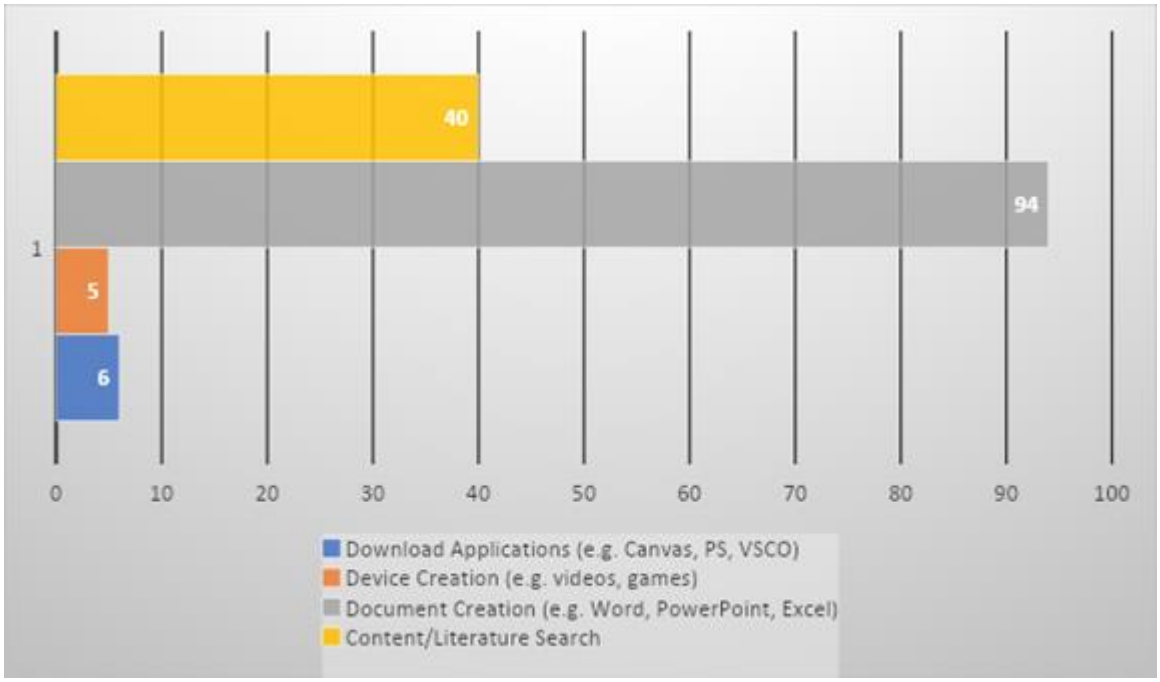


Appendix E.5 PNU Mindanao Students

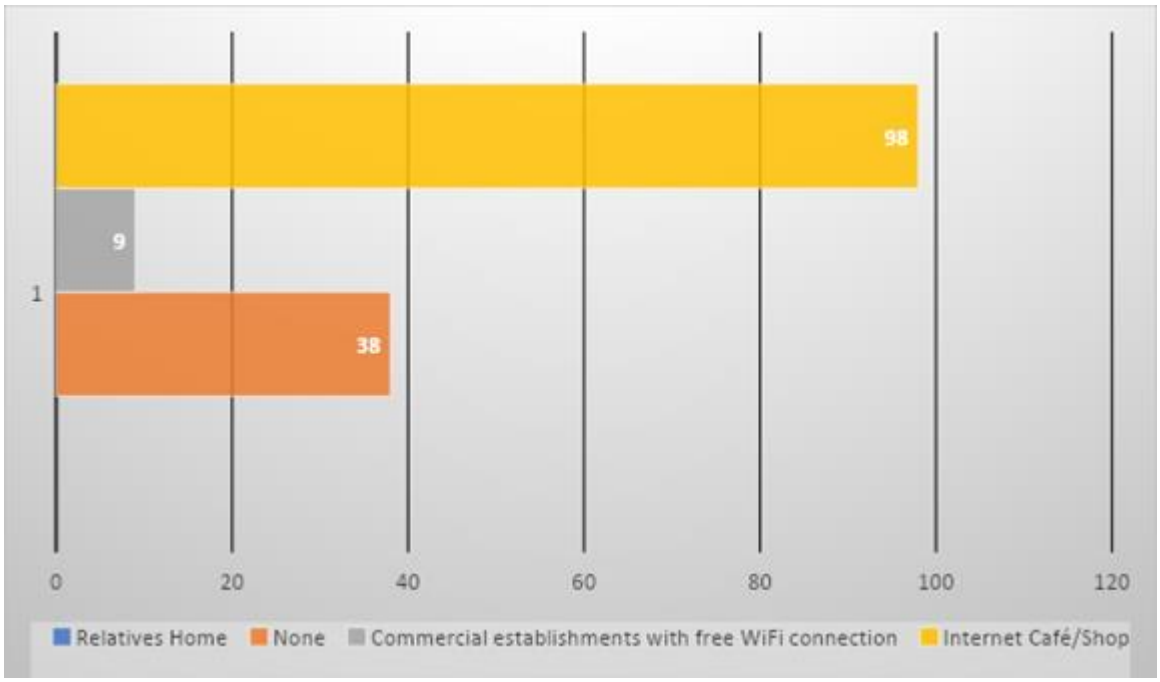
Appendix E.5.1 PNU-Min students access and use of devices to schoolwork in a day



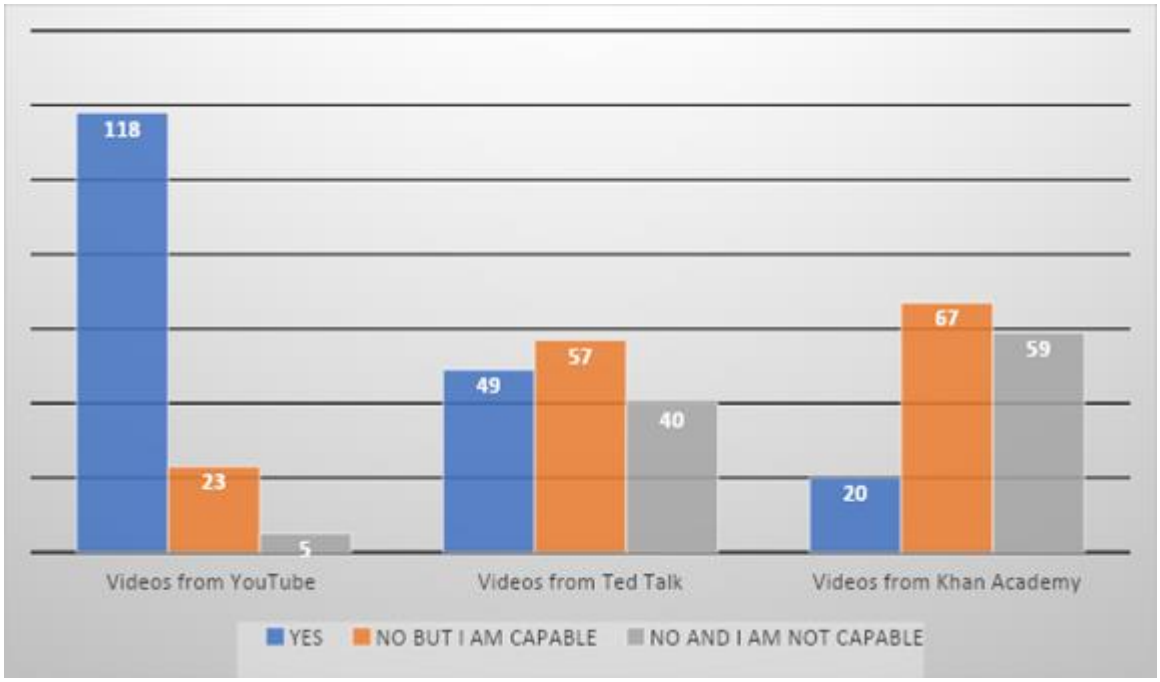
Appendix E.5.2 Schoolwork activities done by PNU-Min students in their device



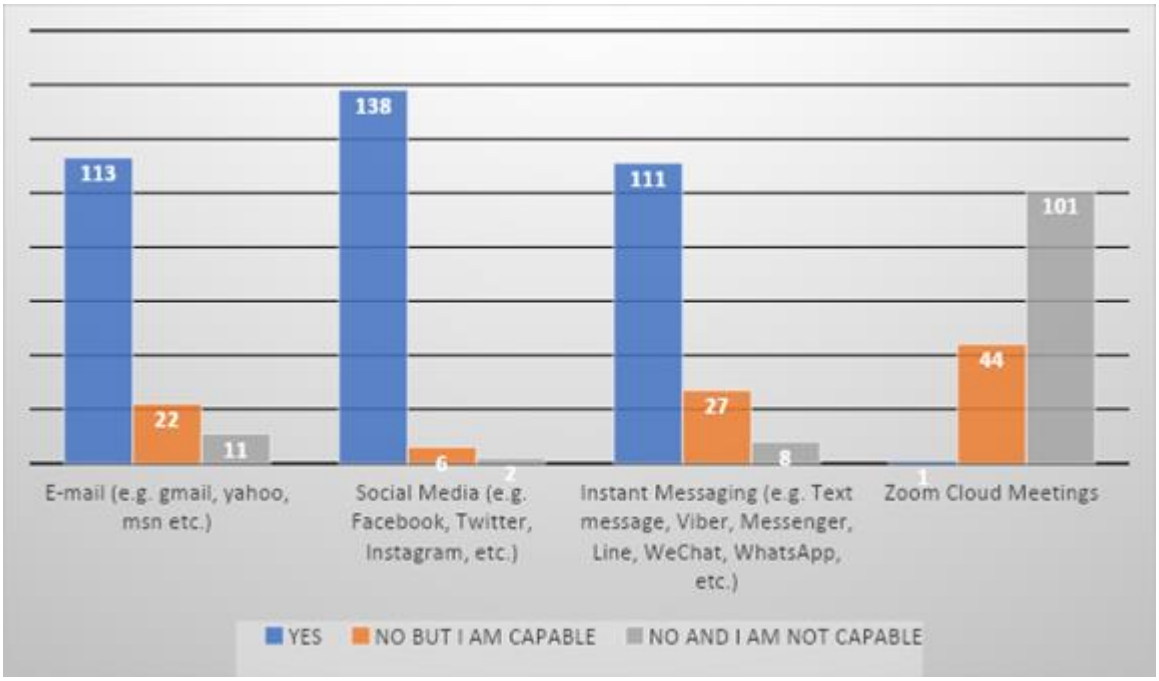
Appendix E.5.3 Places where PNU-Min students go to access the internet



Appendix E.5.4 Online materials in video format in the internet used by PNU-Min students

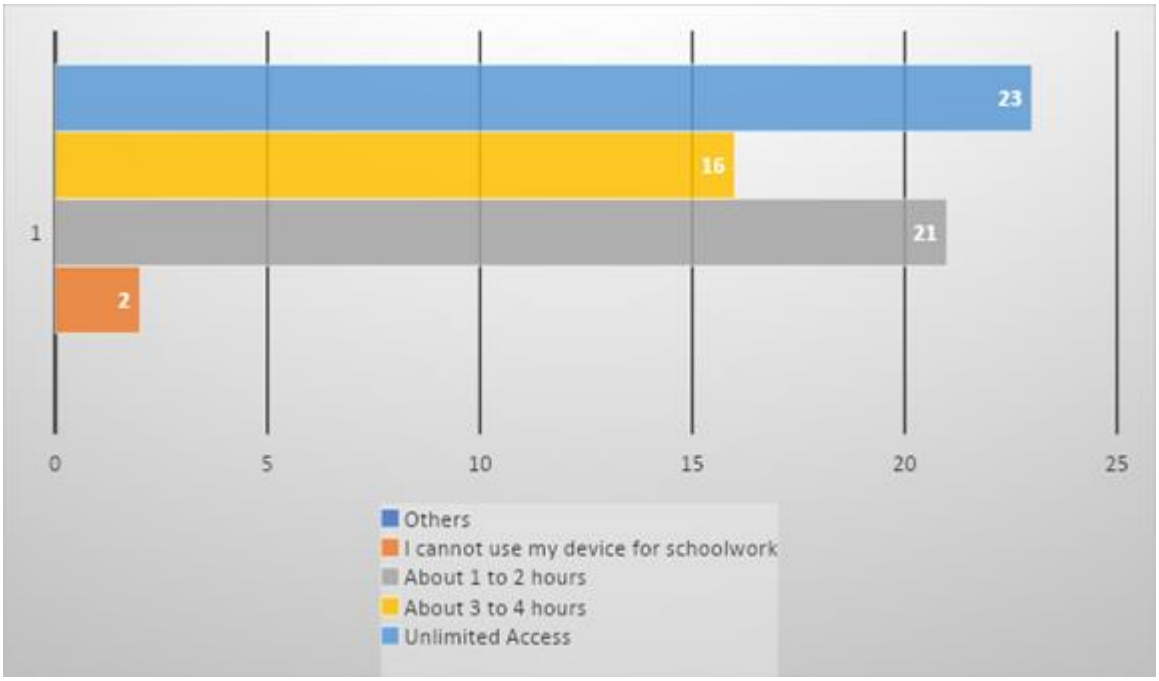


Appendix E.5.5 Different communication technologies for online classes used by PNU-Min students

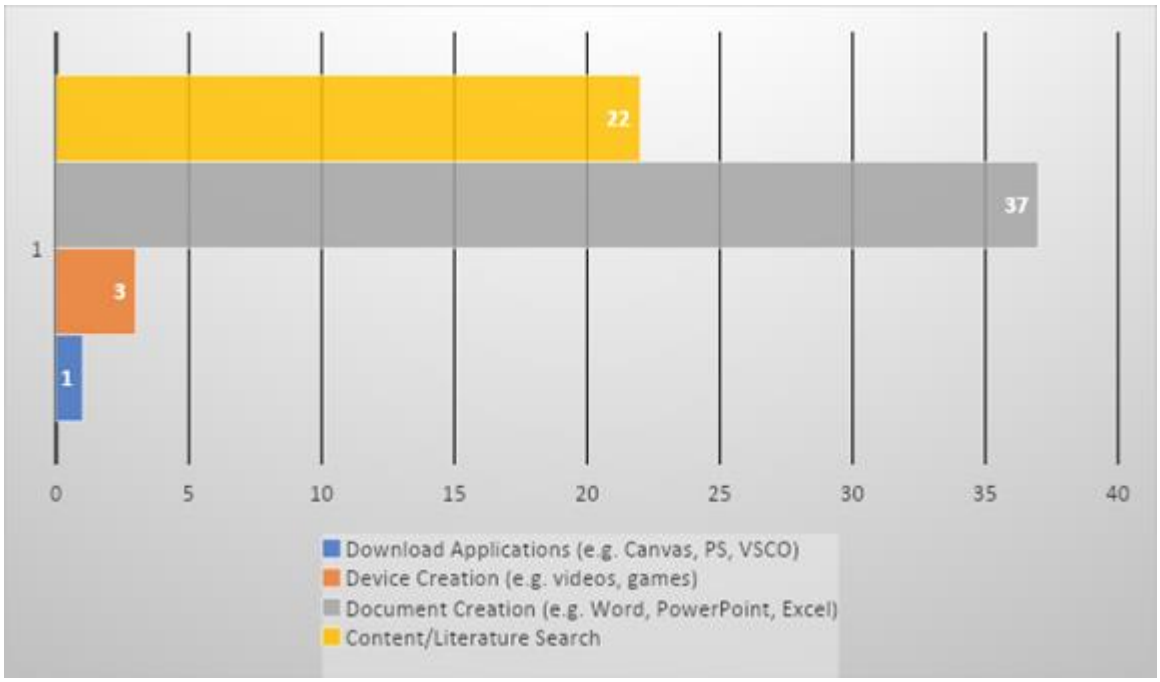


Appendix E.6 PNU North Luzon Students

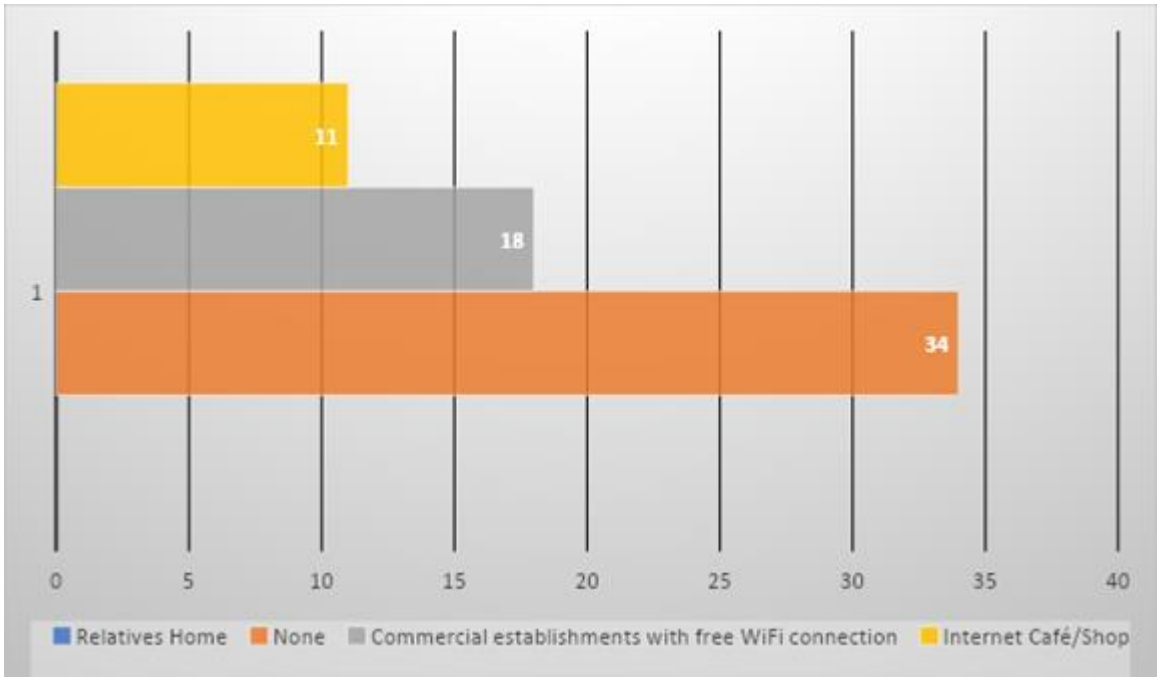
Appendix E.6.1 PNU-NL students access and use of devices to schoolwork in a day



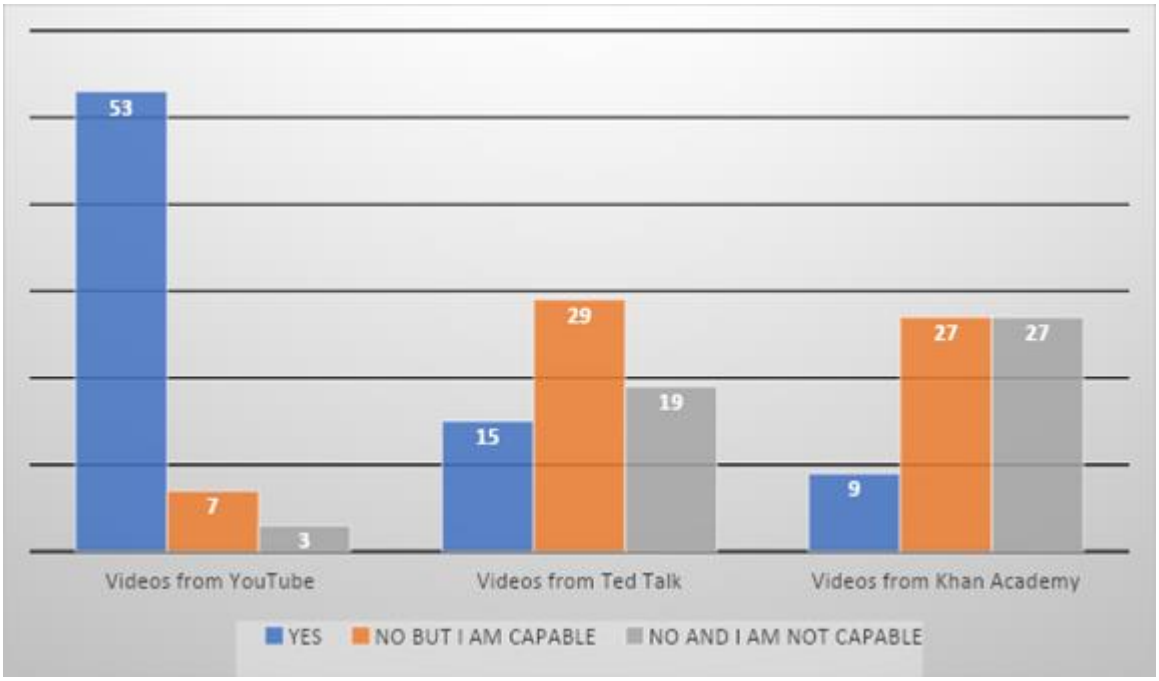
Appendix E.6.2 Schoolwork activities done by PNU-NL students in their device



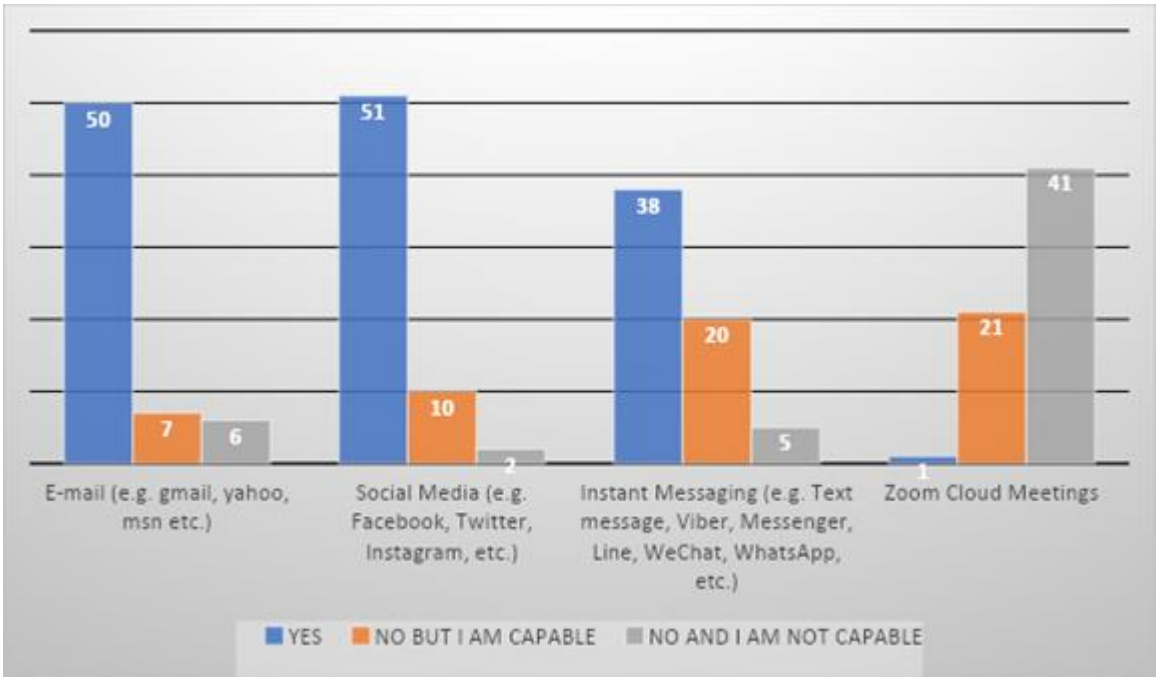
Appendix E.6.3 Places where PNU-NL students go to access the internet



Appendix E.6.4 Online materials in video format in the internet used by the PNU-NL students

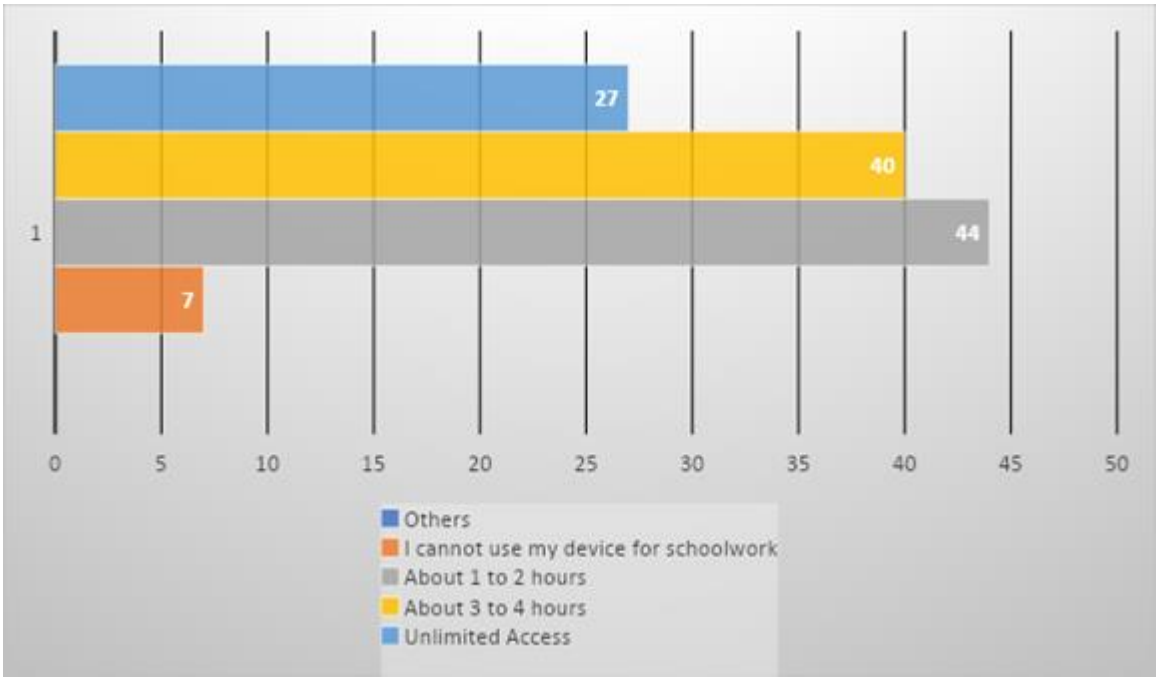


Appendix E.6.5 Different communication technologies for online classes used by PNU-NL students

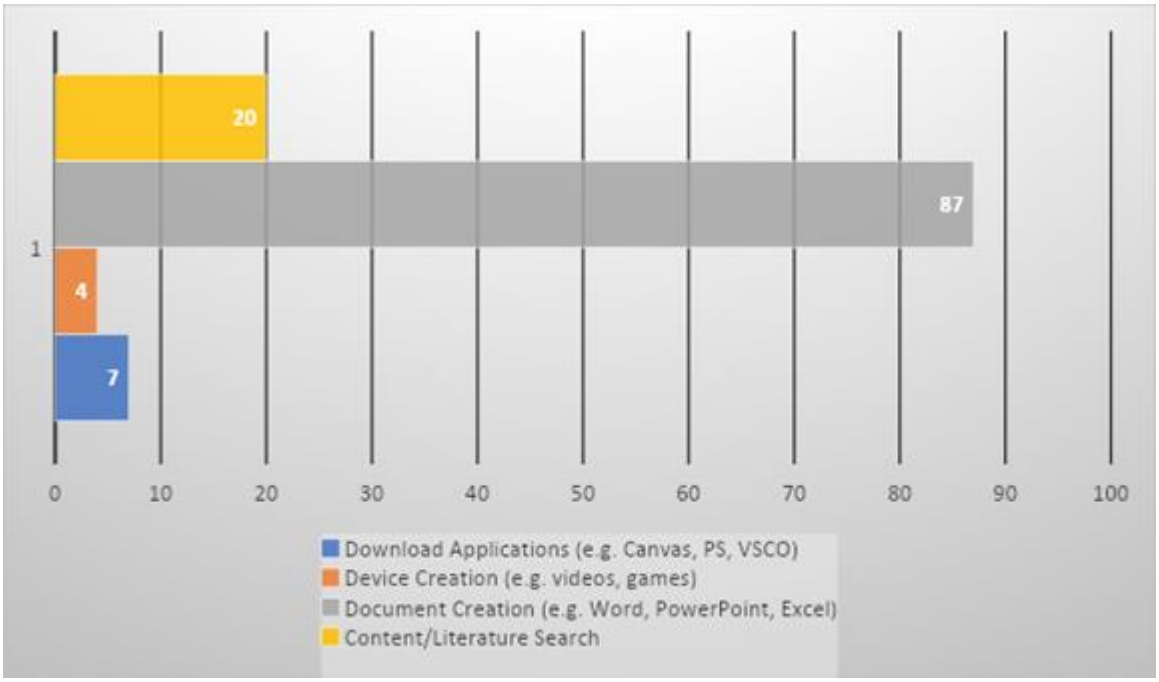


Appendix E.7 PNU South Luzon Students

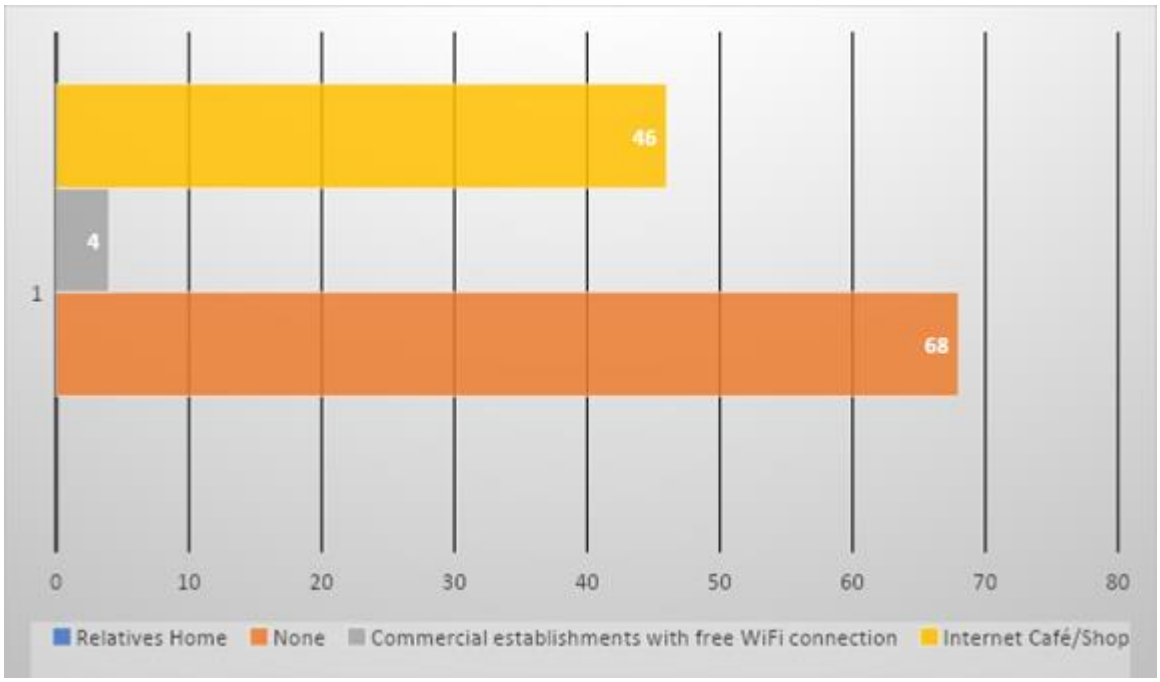
Appendix E.7.1 PNU-SL students access and use of devices to schoolwork in a day



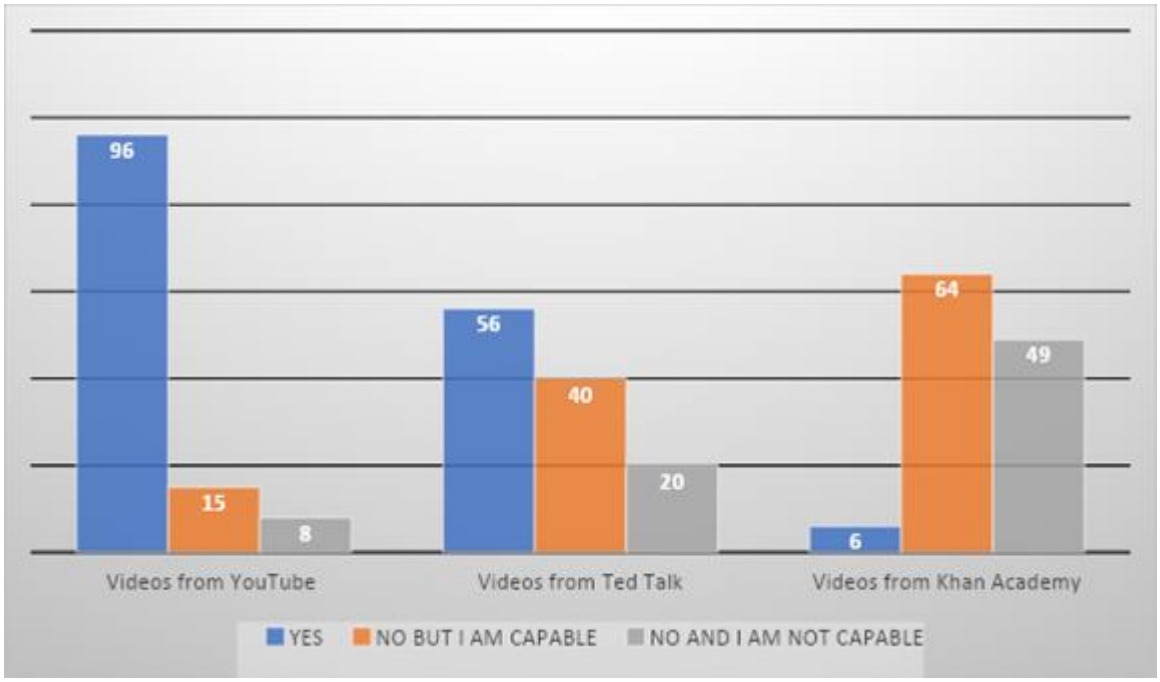
Appendix E.7.2 Schoolwork activities done by PNU-SL students in their device



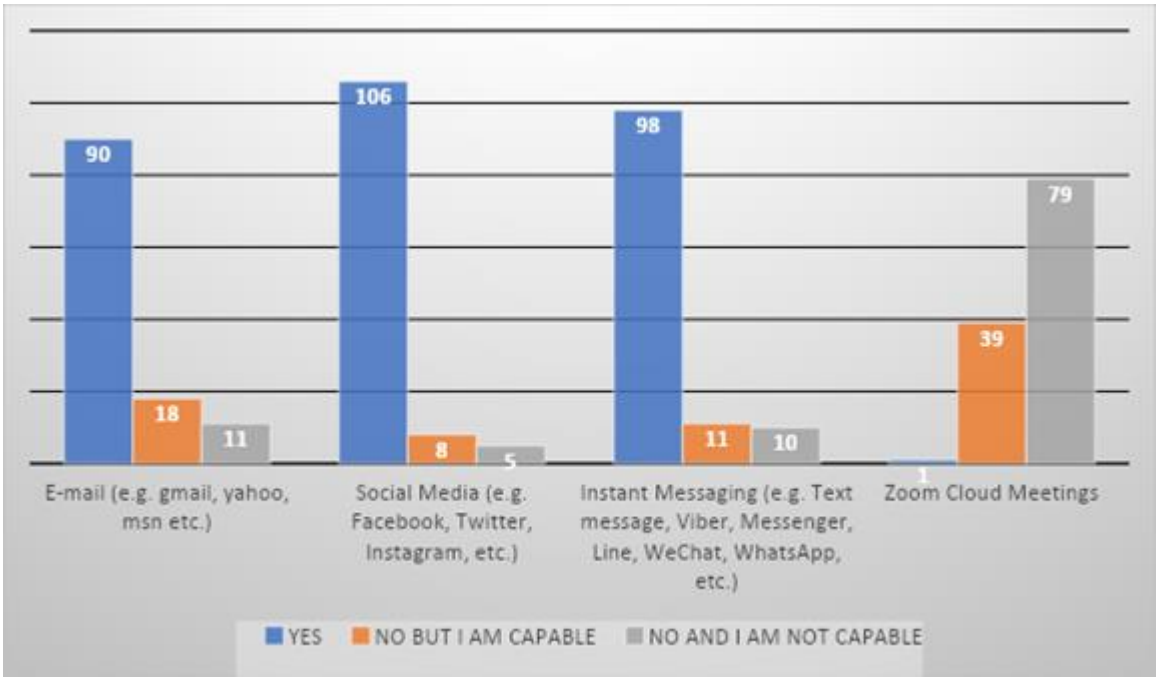
Appendix E.7.3 Places where PNU-SL students go to access the internet



Appendix E.7.4 Online materials in video format in the internet used by the PNU-SL students

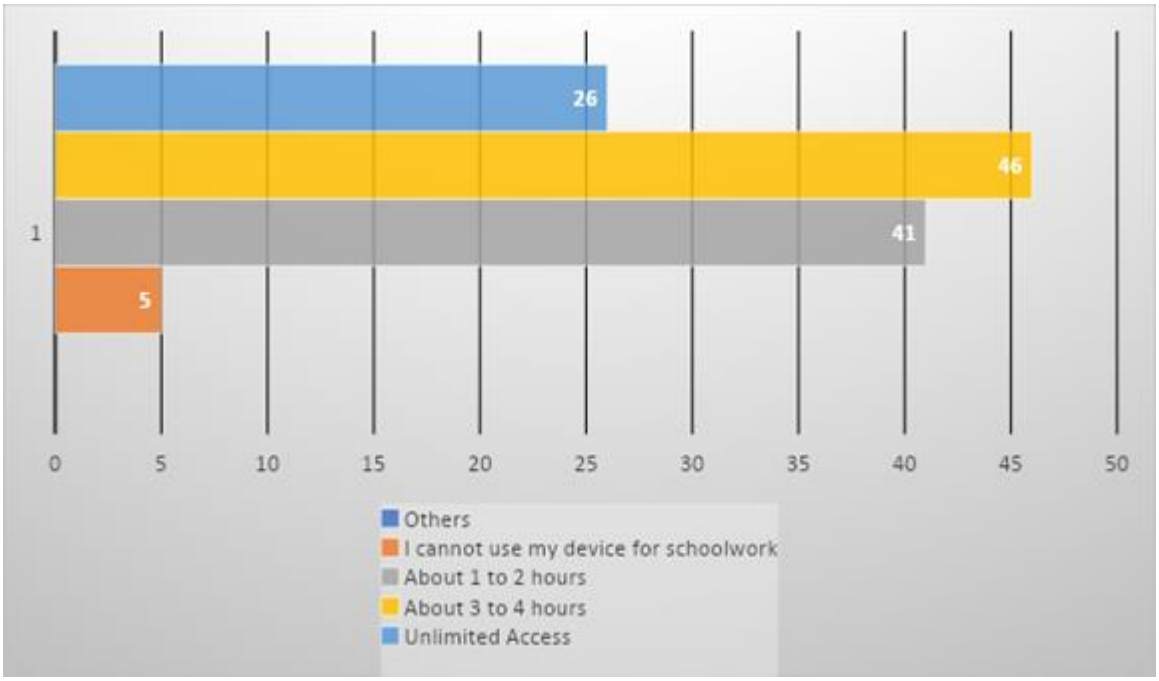


Appendix E.7.5 Different communication technologies for online classes used by PNU-SL students

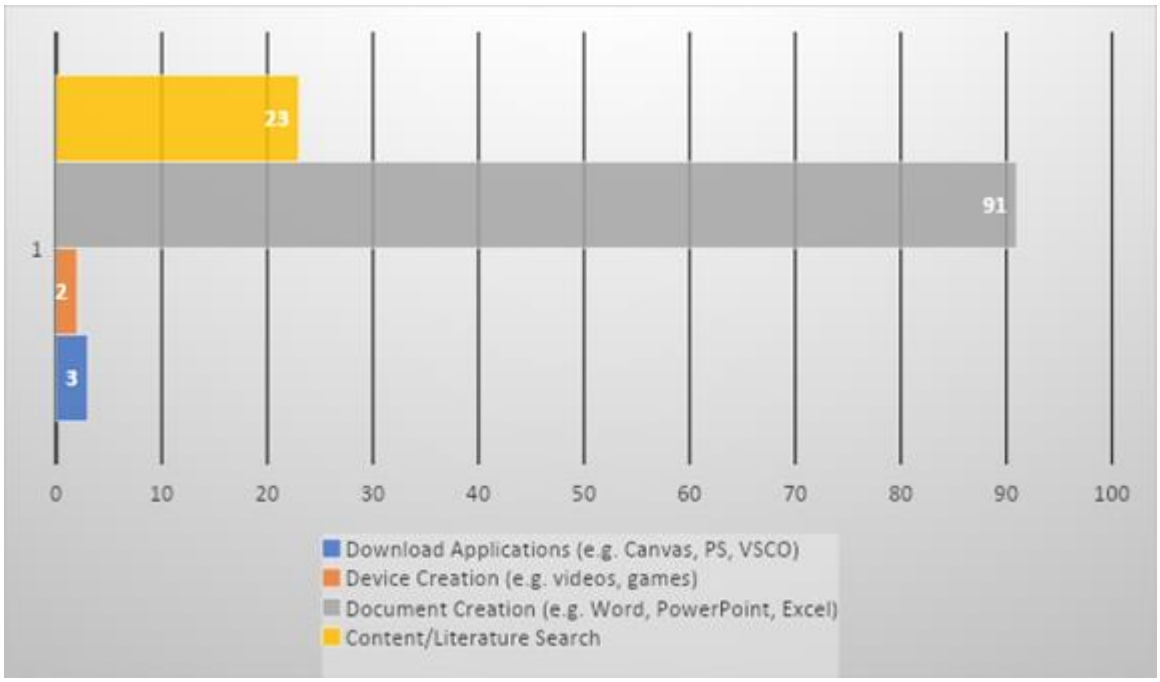


Appendix E.8 PNU Visayas Students

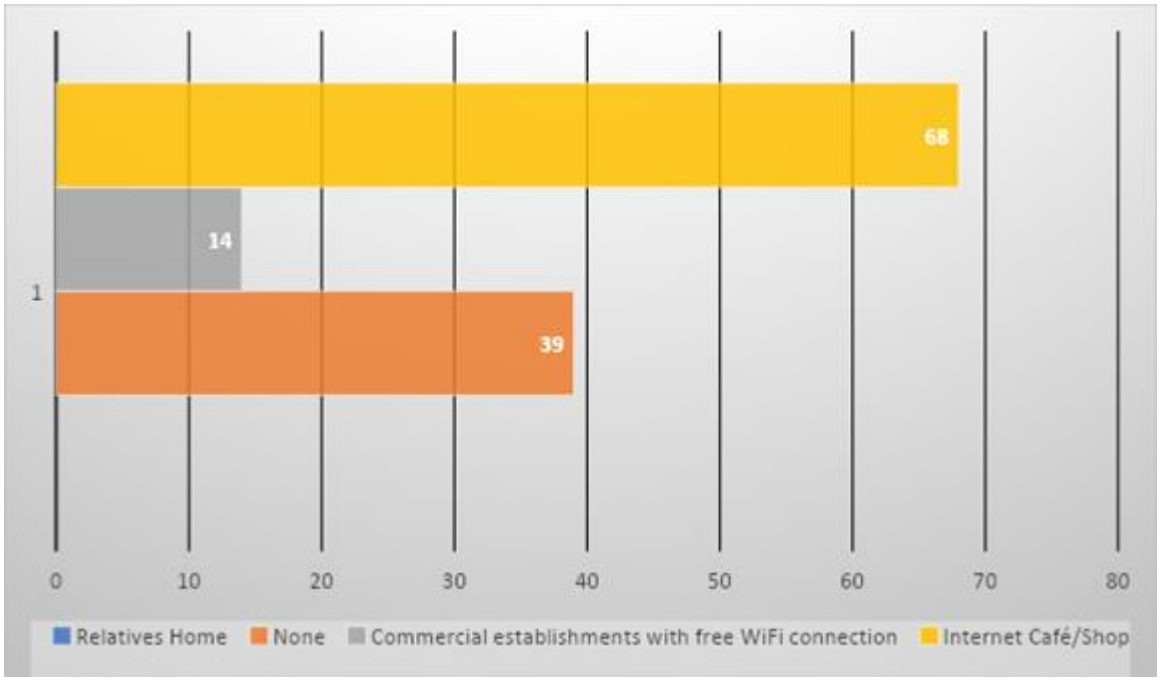
Appendix E.8.1 PNU-Vis students access and use of devices to schoolwork in a day



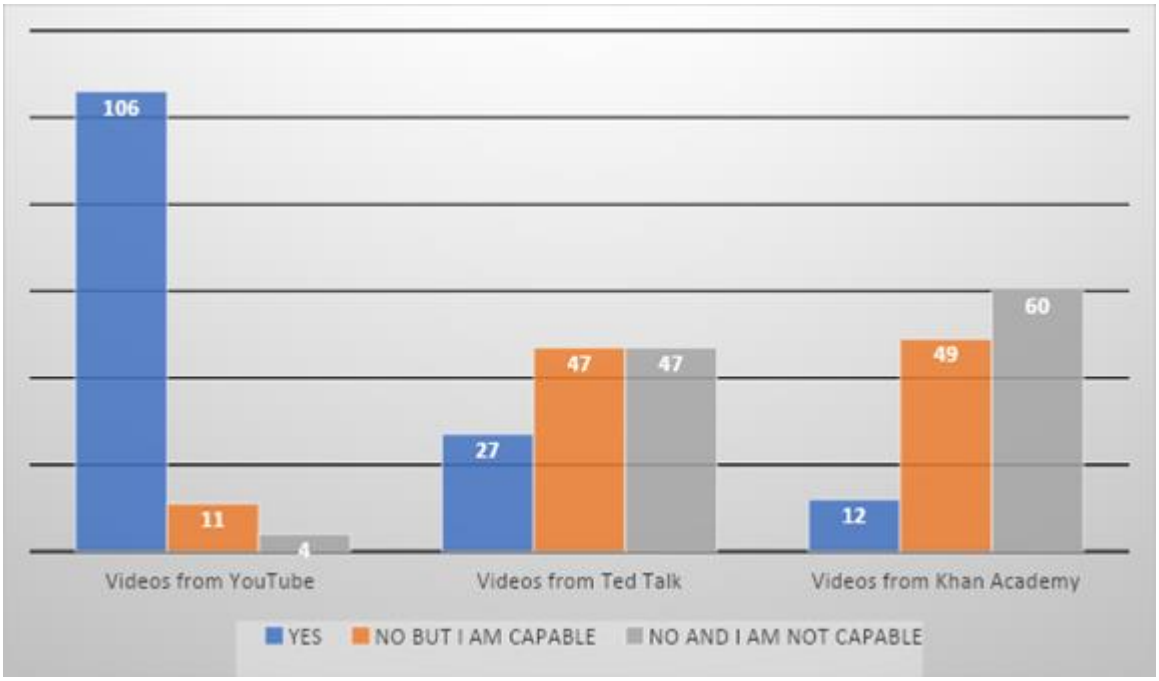
Appendix E.8.2 Schoolwork activities done by PNU-Vis students in their device



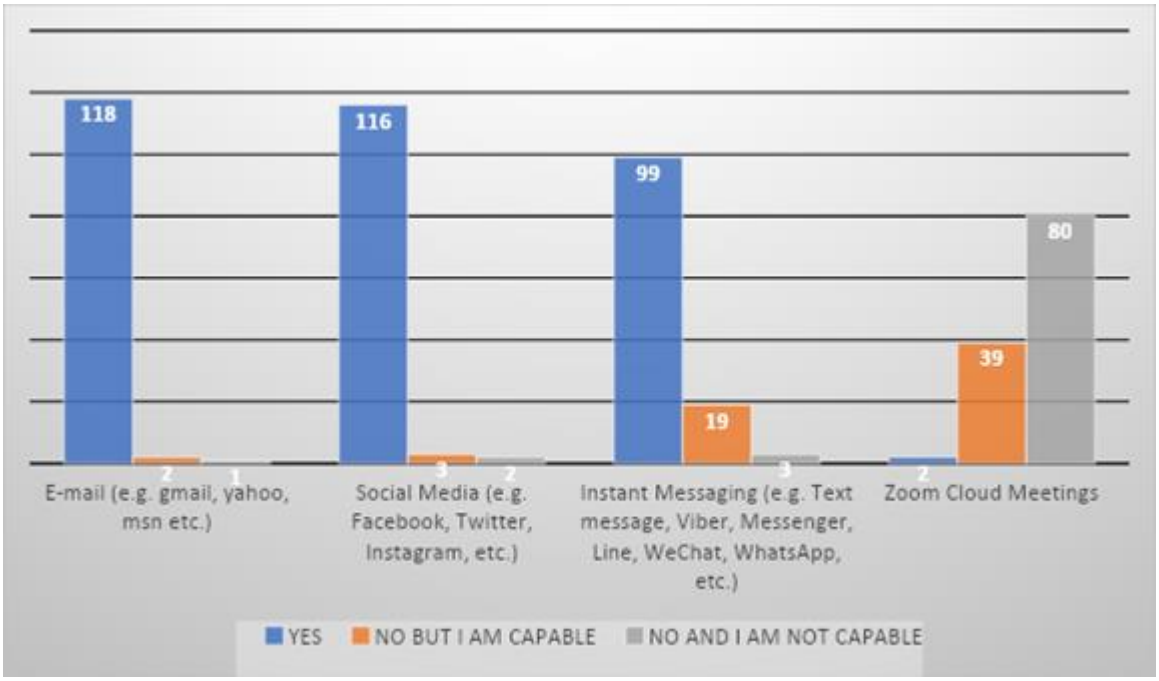
Appendix E.8.3 Places where PNU-Vis students go to access the internet



Appendix E.8.4 Online materials in video format in the internet used by PNU-Vis students



Appendix E.8.5 Different communication technologies for online classes used by PNU-Vis students



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education
www.pnu.edu.ph
THE EDUCATIONAL POLICY RESEARCH AND DEVELOPMENT CENTER
Taft Avenue, Manila 1000
Telephone No. 5317-1768 loc. 750/751
eprdc@pnu.edu.ph