LEVEL OF UNDERSTANDING AND UTILIZATION OF ASYNCHRONOUS AND SYNCHRONOUS MODALITIES AMONG ELEMENTARY TEACHERS

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MASTER OF ARTS IN EDUCATION

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APPLE L. DACLES

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APPROVAL SHEET

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Apple

ABSTRACT

This study assessed the understanding and use of synchronous and asynchronous modalities among elementary teachers in the District of Jiabong, Schools Division of Samar, during the 2022-2023 school year. Using a descriptive-correlational design with comparative analysis, the study examined teachers' profiles, including age, sex, civil status, educational attainment, years of teaching experience, family income, in-service training, teaching preparations, and attitudes toward these modalities. Findings revealed that differences in the utilization levels between synchronous and asynchronous modalities were not significant. However, sex, educational attainment, and attitudes significantly influenced teachers' understanding of asynchronous modalities, while other factors like age, civil status, teaching experience, income, training, and preparation did not. The study also found a significant relationship between teachers' profiles and their understanding of asynchronous modalities in terms of sex, educational attainment, and attitudes, but not for other variables. For synchronous modalities, significant relationships were identified with sex, civil status, and attitudes, but not with other factors. The utilization of asynchronous modalities was significantly influenced by attitudes, while synchronous modalities were affected by civil status and attitudes. Moreover, there was a significant linear association between understanding and utilization levels for both asynchronous and synchronous modalities. This suggests that understanding these modalities is linked to their effective use in teaching practices.

Key words: Synchronous and Asynchronous Modalities, Teacher Utilization, Understanding and Attitude

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THE PROBLEM AND ITS BACKGROUND

Introduction

Basic education is an important foundation to pursue with the challenges of life, and the life changes brought on by unexpected circumstances, especially now that even the educational process has evolved due to the presence of COVID-19. Education, nowadays, emphasizes the inclusion of blended learning in elementary classes, regardless of preparedness level.

Learning in elementary school is crucial, as it lays the foundation for future learning. Yet, universal achievement is still a far-reaching goal. Although many variables have been identified that hinder low achievement among learners at this stage, in an attempt to explore how learning takes place at this level, learning modalities are considered to be part of low achievement, especially during COVID-19 or under the new normal (Singh, 2017).

Learning modalities are the sensory channels or pathways through which individuals give, receive, and store information. At present, online learning classes are on trend, to which the terms asynchronous and synchronous modalities are applied. These modalities are appropriately used at all levels of basic and higher education (Kabassi & Alepis, 2020).

Asynchronous learning is a technique frequently used in basic and higher education settings. It provides flexibility, cost-effectiveness, improved resource utilization, and addresses the preferences of the millennial generation. There is a movement to incorporate asynchronous learning into some curricula, and some have found success using this method in the acquisition of learning. Asynchronous modality

moves on two levels: knowledge acquisition and conflicting learning preferences (Lew & Nordquist, 2016).

Asynchronous formats consisted of prerecorded lectures that students could watch at a time and place of their choosing; students could email questions to the presenter or post them to the online forum. However, some problems that emerged included the ability to view the presentation at their own pace and at a convenient time and place. Likewise, when students need information, the topics need to go along with the transcript for them to catch up on the lecture (Kunin et al., 2014).

In contrast to this synchronous modality, this learning modality takes the form of a classroom lecture and then assigns a problem set for students to complete at home. It provides oversight by selecting content, creating the worksheet, and leading the small group discussions. Interactive synchronous learning provides additional opportunities by monitoring performance through critical thinking and examinations (Young et al., 2014).

Synchronous formats were lectures in which the student was watching a live lecture as it was given but was not in the same room as the presenter, although questions could be asked of the presenter during the lecture. It is noted that in this approach, it is important to include the off-site students in how it will be improved and take into consideration the transmission of difficulties (Kunin et al., 2014).

Asynchronous and synchronous learning modalities are part of blended learning in both online and offline forms. They are strongly advocated by educational practitioners as a promising alternative to distance education by using a mix of traditional face-to-face instruction (Diep et al., 2017). Asynchronous and synchronous learning empowered students' engagement and interactive learning. Students

perceived this as a great learning experience, which they enjoyed with positive reinforcement from feedback given by the teachers (Rehman & Fatima, 2021).

In the COVID-19 shift to online education, many educators have sought out video conference technologies, aiming to replicate traditional classrooms online. At face value, synchronous video appears to offer more immediate replicability of existing face-to-face synchronous teaching than asynchronous modalities. However, moving pedagogy from one medium to another is not always a smooth transition. The COVID-19 situation forced urgent transitions, and without adequate opportunities to design for a new medium, some instructors have struggled with old challenges made new by the medium (Henriksen et al., 2020).

The BE-LCP has been designed with a legal framework responsive to the new normal, keeping in mind the constitutional mandate to uphold the right of all citizens to quality education at all times. The Department also reviewed and assessed the programs, projects, and activities outlined in the plan and their corresponding budgetary implications. The available program funds are being maximized, reprogrammed, or realigned to the programs, projects, and activities that shall require more funding support (DepEd Order No. 32, s.2020).

In addition, DepEd will continue to prepare and improve the delivery of quality education no matter what the circumstances will be in the coming months. While DepEd officials remain optimistic about opening schools when the situation improves, they are ready to fulfill their constitutional mandate in supporting Filipino learners and teachers in any form of learning availability.

Even before the pandemic, this shift in education was mandated by Republic Act 10533, also known as the Enhanced Basic Education Act of 2013, that the state shall establish, maintain, and support a complete, adequate, and integrated system of

education relevant to the needs of the people, the country, and society at large (International Labor Organization, 2022). It is one of the legal bases for why there is a need to implement synchronous and asynchronous modalities not only in higher education but even in elementary education, for fact that it is the current need of the schools' clientele, and this is one way to protect the people from other diseases that may emerge.

In the District of Jiabong, 193 teachers implemented the asynchronous and synchronous modalities but in terms of content and pedagogy only 52 or 26. 94 percent understand the utilization of asynchronous and synchronous modalities, 84 or 43.52 percent understand the utilization of asynchronous and synchronous modalities in terms of learning and delivery, and only 57 or 29.53 percent. (Quarter 2 District Promeds Consolidator Report, District of Jiabong, Schools Division of Samar, SY 2020-2021).

The aforementioned facts drive the researcher to find out if the shift in education is also implemented at the basic education through evaluating the teachers in the elementary grades as to the concept of asynchronous and synchronous modality and its level of utilization in the school with the changes of the new normal.

Statement of the Problem

This study aimed to profile the levels of understanding and utilization of asynchronous and synchronous modalities among elementary teachers in the District of Jiabong, Schools Division of Samar during the school year 2022-2023.

It specifically sought to answer the following questions:

1. What is the profile of the respondents as to:

    1.1 age and sex;

1.2 civil status;

1.3 highest educational attainment;

1.4 number of years in teaching;

1.5 gross monthly family income;

1.6 number of relevant in-service training;

1.7 number of teaching preparations; and

1.8 attitude toward asynchronous and synchronous modalities?

2. What are the levels of understanding of the respondents on asynchronous modalities?

3. What are the levels of understanding of the respondents on synchronous modalities?

4. What are the levels of utilization of the respondents on asynchronous modalities?

5. What are the levels of utilization of the respondents on synchronous modalities?

6. Is there a significant relationship between the profile of the respondents and the following variables:

6.1 levels of understanding of asynchronous modalities, and

6.2 levels of understanding of synchronous modalities?

6.3 levels of Utilization of asynchronous modalities, and

6.4 levels of utilization on synchronous modalities?

7. Is there a significant difference in the levels of understanding of the respondents on asynchronous and synchronous modalities?

8. Is there a significant difference in the levels of utilization of the respondents on asynchronous and synchronous modalities?

9. What intervention scheme may be derived based on the findings of the study?

Hypotheses

The following hypotheses were tested in the study:

1. There is no significant relationship between the profile of the respondents and the following variables:

1.1 levels of understanding of asynchronous modalities, and

1.2 levels of understanding of synchronous modalities, and

1.3 levels of utilization of asynchronous modalities, and

1.4 levels of utilization on synchronous modalities.

2. There is no significant difference in the levels of understanding of the respondents on asynchronous and synchronous modalities.

3. There is no significant difference in the levels of utilization of the respondents on asynchronous and synchronous modalities.

Theoretical Framework

This study was anchored to three theories, namely the Complex Adaptive Blended Learning Theory by Wang, Han, and Yang (2015), the Constructivist Theory by Tobias and Duffy (2009), and the Theory of Construction by Holmberg (1989), whose relevance is discussed as follows: The anchorage of this study to the Complex Adaptive Blended Learning Theory of Wang et al. (2015) was that its principles focused on a complex and dynamic system of six interacting elements, such as the learner, teacher, technology, content, learner support, and institution. These elements also needed to be understood by the teacher-respondents to fully utilize asynchronous and synchronous modes. Without their complexity, these two modalities would not serve their purpose.

This study was anchored to the Constructivist Theory of Tobias and Duffy (2009), wherein teachers act more as facilitators, guides on the side, and knowledge disseminators who ensure that content and curriculum are delivered effectively and efficiently. Ultimately, the commitment to asynchronous learning on all levels aimed to reshape how information was shared, realized, and communicated. With the evolving changes in our information-centric environment, asynchronous learning has emerged as an effective means for providing students with significant access to information and knowledge (Carr, 2010). This theoretical principle was relevant to the research as it helped describe the various concepts of the asynchronous learning modality.

Another theory underscored in this study was Holmberg's Theory (1989). The theory emphasized the establishment of a theoretical foundation around the concepts of independence, learning, and teaching. This theory's relevance to the current research lies in its provision of meaningful learning, anchoring new learning material within the cognitive structures rather than relying on rote learning. This aligns with the concept of synchronous learning, where students are presented with learning materials to facilitate independent learning.

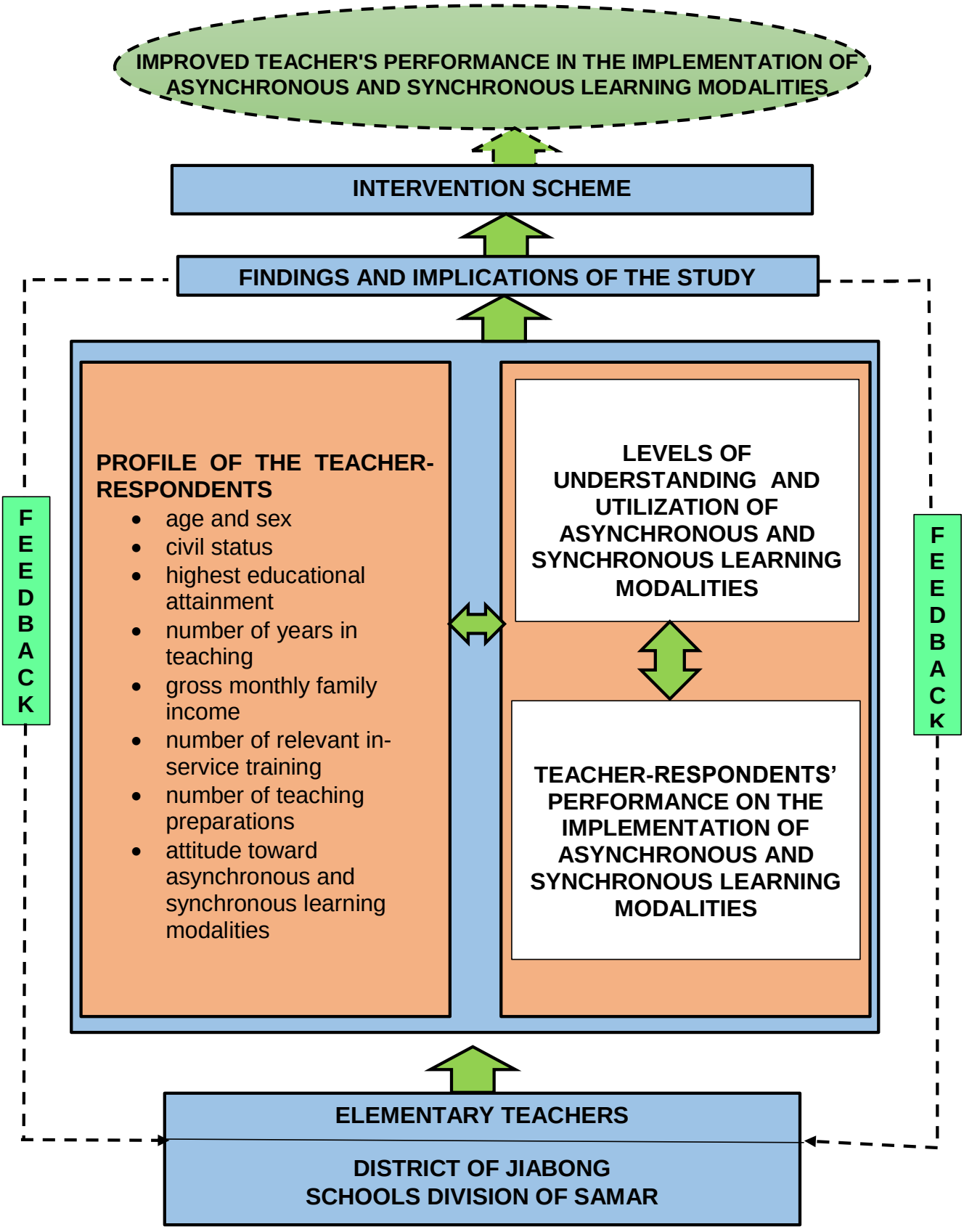
These three theories cited in this part emphasize that there are factors affecting the teacher's performance in the utilization of asynchronous and synchronous modalities among elementary teachers. Hence, these three theories shed light on the specific objectives of the present research.

Conceptual Framework

The schema depicted in Figure 1 shows the conceptual framework of the study. This framework provides the overall process of the research at hand. It has a bottom-up direction that starts with the research respondents, locale, and time frame.

Figure 1

The Conceptual Framework of the Study



The base of the schema is the respondents of the study, the elementary teachers in the District of Jiabong, Schools Division of Samar, during the School Year 2022-2023. This base frame is connected to the bigger frame by a single-directional arrow pointing upwards.

The bigger frame shows the profile of the teacher-respondents in the study in terms of their age, sex, civil status, highest educational attainment, number of years in teaching, gross monthly family income, number of relevant in-service training, number of teaching preparations and attitude toward asynchronous and synchronous learning modalities in the smaller box at the left of the bigger box.

Meanwhile, the upper smaller box at the right of the bigger frame consisted of the variates depicting the levels of understanding and utilization of asynchronous and synchronous learning modalities that would be assessed in this study. Likewise, the study assessed the teacher's performance of teacher-respondents in the implementation of asynchronous and synchronous learning modalities in School Year 2022-2023, as seen in the lower smaller box at the right of the bigger frame. Also, the study determined the relationship between the factors affecting the teacher's performance of the teacher-respondents and their profile variates, and between the teacher performance in the asynchronous and synchronous learning modalities of the teacher-respondents and some identified variates and factors affecting the teacher performance in the level of understanding and utilization of asynchronous and synchronous learning modalities, as reflected by the double-directional arrows connecting the smaller frames in the bigger frame.

The findings and implications from the findings of the study, shown by the third higher frame, provided valuable inputs for the development of an appropriate intervention scheme shown in the fourth higher frame, to improve the teachers'

performance in the level of understanding and utilization on the asynchronous and synchronous learning modalities, seen in the topmost perforated shape.

Significance of the Study

This study would benefit the stakeholders of the elementary schools who were the key elements when it came to the educational process, such as the elementary teachers, the students, the parents, the school administrators, the Division LRMDS coordinators, the Department of Education (DepEd) key officials, the curriculum planners, and the future researchers, which was thoroughly discussed here:

To the Elementary Teachers. This study would be of great help to the elementary teachers of the province of Samar because the findings would provide them with appropriate measures as to what to improve in the utilization o asynchronous and synchronous modalities since they are already in line. This would also guide the teachers in discussing possible results with other stakeholders.

To the Students. This study would surely support the students' outcomes; education is always about envisioning the future. This would help them because schools can now be fully equipped with teachers who are capable of various learning modalities suited to their needs.

To the School Parents. Parents would also benefit from this study, for they would be assured that their children would be fully equipped with teachers who are capable of various learning modalities suited to their needs.

To the School Administrators. The results of this study would benefit school administrators because it would help them identify the kind of training they may need in the future. They would be properly guided as to the advantages of identification and

evaluation of the number of trainings taken by them as to blended learning modalities, specifically the use of asynchronous and synchronous modalities, as well as those that have an impact on school management.

To the DepEd Key Officials. The findings of the study would give DepEd key officials valuable information regarding the teacher's level of understanding and utilization of asynchronous and synchronous learning modalities. This kind of information would provide DepEd key officials an opportunity to formulate policies for the results as a basis for training and short course guidelines. Identifying which is effective and necessary and which is unnecessary to the professional growth and development of teachers.

To the Division Learning Resource Manager System Coordinators LRMDS. The findings of this study would enable the LRMDS coordinators in the division to upload quality-assured materials in the system to ensure that all teachers can access the standard materials that they used in teaching-learning delivery and encourage all teachers and school heads to register in the LRMDS portal.

To the Curriculum Development Planners. The findings of this study would provide impetus to curriculum planners, especially regarding the aspects of blended learning that were less understood by the study respondents. Even though asynchronous learning was already utilized by them, improvements could have been made and other synchronous activities could have been embedded as well.

To the Future Researchers. Similar studies could be conducted by future researchers. This study would be very useful to them as a source of literature, studies, and significant findings that could later be compared to the results of their future research undertakings.

Scope and Delimitation

This study determined the factors affecting the level of understanding and utilization of asynchronous and synchronous learning modalities of elementary teachers in the District of Jiabong, Schools Division of Samar.

The study specifically described the profile of the teacher-respondents in terms of their age, sex, civil status, highest educational attainment, number of years in teaching, gross monthly family income, number of relevant in-service training, number of teaching preparations, and attitude toward asynchronous and synchronous learning modalities. Moreover, the factors affecting the level of understanding and utilization of asynchronous and synchronous learning modalities of the teacher-respondents were assessed in this study.

Finally, the study was conducted during the School Year 2022-2023.

Definition of Terms

The following terms used in the study are herein conceptually and operationally defined for a common frame of reference.

Asynchronous Learning Modality. This term refers to the modality that allows a person to learn on their schedule; within a certain timeframe, the student can fully access lectures, readings, homework, and the like as provided by the teachers (Scheiderer, 2022). The same context was used in this study, but emphasis was given to the understanding and utilization of the teachers themselves, which could be measured using a survey questionnaire with a Five-Likert scale.

Blended Learning. This term is defined as two or more different kinds of modes, such as combining web-based technology, pedagogical approaches, instructional technologies, and actual job tasks (Hrastinski, 2019). As used in this

study, it referred to the combination of asynchronous and synchronous learning modalities to establish the context when these learning modalities were used separately.

Intervention Scheme. It provides instructions that provide an opportunity for students who are not performing well. It contains specific programs for each group of students identified by the subject they are struggling with. It is important to note that each student has their own set of weaknesses that should be addressed differently. Hence, the need for varied school intervention programs is a must, (Edu Special, 15 November 2022). Operationally the term refers to the specific program that is targeted the address the issues concerning factors affecting the teachers' performance of the level of understanding and utilization of asynchronous and synchronous learning modalities

Inclusive Training. This term refers to the process by which individuals, work groups, and/or whole organizations develop and enhance awareness and understanding of a certain topic (Easy Llama Website, 2022). This term was used in the study as an outcome of the research, where the significant findings of the study would serve as the basis for the conduct of personalized training covering the utilization of asynchronous and synchronous learning modalities.

Level of Understanding. This term refers to the awareness of a person IN the context and use of a thing (Day, 2021). This term was used in the study to assess the teachers' conceptual view of asynchronous and synchronous learning modalities.

Level of Utilization. This term is used to describe the act of using materials, products, and services to make things function, extend the lifespan of machines, improve the durability of materials, and do other things that can lead to better

performance and less risk of damage (Corrosionpedia, 2017). The same context was used in this study, which specifically emphasized the use of asynchronous and synchronous learning modalities.

Synchronous Learning Modality. This term means that, although learning takes place from a distance, there is a need to attend a class session each week. At the same time, for teachers and students, the class is a firm, weekly commitment that cannot be rescheduled (Scheiderer, 2022). The same context was used in this study, but the emphasis was given to the understanding and utilization of the teachers themselves, which could be measured using a survey questionnaire with a Five-Likert scale.

Modality. Conceptually, this term refers to the method of student participation in instruction: in-person, remote, or hybrid. School districts operating under the COVID-19 pandemic have adapted quickly to collect information on how each student is participating in instruction for each school day (Cedeño et al., 2019). Operationally, this term referred to the mode of instruction set for this current study.

Teachers. Conceptually, the term used was defined as a person who teaches or instructs, especially as a professional; instructor (Evans, 2010). Operationally, this was the main respondent in this present study.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This section discussed the reviews of literature and studies presented chronologically to provide ample impetus for their relevance. Significant literature and studies that considered aspects relevant to this research were surveyed and reviewed to acquire better insights into the conduct of the present study. This chapter will present a review of the literature and studies conducted by the researchers to support the problem under study.

Related Literature

To provide relevant information about the concepts behind asynchronous and synchronous modalities, the researcher presented reviews of literature for each topic.

The COVID-19 crisis of 2020 brought about an emergency shift to remote delivery of higher education. Midstream during the spring term, instructors and students in face-to-face classes were required to move all class meetings and course activities to a virtual environment within a matter of days. Most teachers did not have time for careful design and thoughtful preparation when transferring their face-to-face courses to online modalities, and a majority of them found themselves suddenly switching to teaching methods they had not previously used (Ackerman & Gross, 2021).

According to Henriksen et al. (2020), educators must be trained with several possible approaches based on the recent teaching interventions and

strategies as teacher educators to support this transition to new folk pedagogies for blended learning, specifically in synchronous digital learning environments. However, in the new normal, there was concern about internet access and reliability, combined with other stressors such as mental health, physical health, financial concerns, etc., affecting each student's ability to learn and complete assignments. It was for these reasons that an asynchronous instructional modality was adopted (Fischer, 2021).

In the article by Chapman et al. (2011), asynchronous communication became very important in distance education using email and other modalities like online audio video and discussion forums. Yet, asynchronous platforms lack immediacy and thus may contribute to a sense of participant isolation, or what the online education literature would a call loss of social presence, according to Mick and Middlebrook (2015). There was even literature that compared asynchronous to traditional methods of teaching, in which face-to-face modality is still effective even when it uses computer-based instruction (Jordan et al., 2013).

As a corollary, synchronous online learning was also compared to face-to-face learning, and while students preferred greater personal contact with the teacher and other students in the face-to-face environment, they recognized the potential of synchronous online learning in situations where the traditional class environment is not available. It was reported that a similar comparative study between face-to-face, synchronous, and blended/hybrid environments gave higher marks to the synchronous modality in academic success, retention, grades, and overall. Literature attributes these to the pedagogical and media aspects of the synchronous environment (Tonsmann, 2014).

However, incorporating synchronous technology required significant investments in terms of technological infrastructure, teacher development, and student technical competence. In addition, students who might have been drawn to the “no set schedule” nature of a fully asynchronous learning environment might not wish to—or might not be able to—navigate the time constraints of scheduled synchronous sessions. This could have been especially challenging for students who depended on public-access technology (e.g., computer labs at schools or libraries) when they lacked sufficient bandwidth or technological resources at home (Olson & McCracken, 2015).

Meeting the integral part of the teaching-learning process with the use of both asynchronous and synchronous modalities emphasizes the need for teachers to fully understand these new concepts brought about by the pandemic (Sharifrazi & Stone, 2019). Educators relied on synchronous and asynchronous interactions when teaching online, considering that those exchanges provided several opportunities for the learners (Fuentes-Hernandez & Florez, 2020). The COVID-19 pandemic has shifted the vast majority of educational services to an online platform. Now more than ever, it is incredibly important to evaluate the efficacy of various online learning methodologies (Farros et al., 2020).

The reviews of the literature underscored the need to identify the levels of understanding and utilization of the above-mentioned learning modalities. The reviews have pointed out that these modalities have both advantages and disadvantages for teachers and students.

Related Studies

To substantiate the information and relevance of the research at hand, the

researcher reviewed studies that could be used to support the potential outcomes and findings that would highlight levels of understanding and utilization of teachers toward asynchronous and synchronous modalities.

Moorhouse and Wong (2022) conducted a study entitled “Blending Asynchronous and Synchronous Digital Technologies and Instructional Approaches to Facilitate Remote Learning”, Their findings indicated that teachers used a variety of asynchronous and synchronous digital technologies and instructional approaches to facilitate students’ learning, assess learning, and communicate with students and parents remotely. The findings suggested that a blend of asynchronous and synchronous modes was perceived as optimal to support student learning online.

The study was very relevant to the research at hand, as it emphasized the learning modalities utilized by the teachers in both asynchronous and synchronous learning settings. It somehow provided an avenue for the idea that it was important to fully understand the concepts that jive with the levels of understanding and utilization of asynchronous and synchronous learning modalities that facilitate students' learning performance. However, there was a difference in the focus of the study, as the previous study highlighted the various approaches, technologies, and learning assessments when it came to the research topics and use of instructional approaches to facilitate remote learning, while the present study solely focused on teachers’ understanding and utilization of asynchronous and synchronous learning modalities in the District of Jiabong, Schools Division of Samar.

The study of Bixler et al. (2021) entitled, “Three Steps to Adapt Case

Studies for Synchronous and Asynchronous Online Learning," found that the two online learning modalities encouraged students to progress from lower to higher levels. The study highlighted that the students were able to (1) achieve foundational knowledge through individual student preparation (remember and understand); (2) tackle activities collaboratively following specific roles and responsibilities (understand, apply, analyze); and (3) synthesize new conceptual understanding (analyze, evaluate, create).

The study of Bixler et al. (2021) was relevant to the research at hand because it focused on both asynchronous and synchronous modalities, considering that they improve student performance. However, there was a difference in emphasis, as it concentrated more on the effect of utilization than on the degree of implementation, which is the focus of the current research and they differed in terms of variables, respondents, and research environment.

The study of Pinar (2021) entitled, "Grade 12 Students' Perceptions of Distance Learning in General Chemistry Subject: An Evidence from the Philippines," was also related to the research at hand. The findings revealed that students have a greater interest in the teaching approach used in the asynchronous method. This finding was consistent with students' performance on 20-item parallel assessments conducted both in synchronous and asynchronous set-ups. The results also showed that asynchronous delivery was more convenient when it came to the delivery of instructions.

The study of Pinar was related to this study as it discussed both asynchronous and synchronous learning modalities and both studies affirmed that it was more convenient in the delivery of instruction in teaching. While they differed

in some major aspects that pertain to the methods used. The previous study focused on the understanding of the teacher and the extent of understanding and utilization of both learning modalities in teaching.

Yarmand et al. (2021) conducted a study entitled, "It Feels Like I am Talking into a Void": Understanding Interaction Gaps in Synchronous Online Classrooms". The study presented empirical findings on synchronous online classrooms when students had a choice of modality in their discretionary. The research found that students avoided sharing their videos which in turn hindered instructors from reading their classroom and students from socially interacting. Students provided reasons such as discomfort with displaying their appearances. Instead, they preferred using the chat to ask questions. The study's results suggested design recommendations such as incorporating video-sharing flexibility for students and aggregating engagement and confusion signals for instructions.

The afore-cited study was relevant to the research at hand as it provided input on the utilization of synchronous modality, which was one of the main variables of the study. It highlighted that when synchronous modality was utilized, there was less discomfort on the part of the student, which was a good baseline for comparison. On the other hand, the two studies were incomparable since the previous focused on the engagement of students only in synchronous modality while the present study evaluated the engagement of the teachers as to the understanding and utilization of both asynchronous and synchronous learning modalities.

An additional study anchorage was Amiti (2020) entitled, “Synchronous and Asynchronous E-Learning”, The results of this study indicated that teachers

remained divided on which learning method to use because there would always be cons and pros to each of them. In this case, the teacher himself could decide, based on the environment and the conditions met, how to blend both synchronous and asynchronous and make an effective impact on the learner's education process.

The study of Amiti was very relevant to this research as it focused on the utilization of synchronous and asynchronous learning modalities, especially for the teachers who were still undecided as to when and how to use synchronous and asynchronous learning modalities. However, it was very obvious that the two studies differed as to the validity, and there were possibilities that teachers were divided on whether to use the two learning modalities because of the need to improve their understanding to further utilize them in the educational process.

Mullen et al. (2020) conducted a study entitled, "Does modality matter? A comparison of aspiring leaders' learning online and face-to-face." The findings revealed that modality did not negatively affect the quality of learning for the online group. Not only did the adult learning in the course prove equally strong for the online and face-to-face (F2F) cohorts, but the demonstrated capacity for making meaning also did not change across environments. The meaningful outcome for this comparative study of online and face-to-face learning, then, was that the distance group's academic performance was not inferior to that of its conventional counterpart based on the measures. Additionally, like the face-to-face learners, the e-learners were overall satisfied with their experience. The groups' cognitive orientation was strikingly similar, judging by their topical keywords, illustrative examples, and insights shared.

The study of Mullen et al. is similar to the current research because it focused on asynchronous and synchronous learning modalities, It showed that learning could be most efficiently performed if the teacher's handling focused on the delivery of lessons regardless of the type of learning modality. They only differed in terms of variables, respondents, and the locale of the study. The study of Mullen et al., focused on online learning while the present study focused on the asynchronous and synchronous learning modalities of elementary teachers in the District of Jiabong and will serve as respondents of the study.

The study by Ene et al. (2018) entitled, "Synchronous and Asynchronous Teacher Electronic Feedback and Learner Uptake in ESL Composition". The study findings revealed the generally positive perceptions of teachers and students for the two learning modalities. The effects of asynchronous as well as synchronous Teacher Electronic Feedback (TEF) in this study indicated that, as a negotiation-based, dialogic process, TEF supports second language acquisition and writing. On a larger scale, the current study's goal was to understand how feedback in general, and TEF specifically, could best be used not only to improve linguistic accuracy but also the general writing performance of the learners.

The aforementioned study was related to this research as it provided an understanding of how to utilize the two learning modalities, which offered insights to the researcher as to the formulation of data collection. However, there were differences in terms of usage since the previous study focused more on the use of the two learning modalities for Teacher Electronic Feedback (TEF) in language acquisition and writing while the present study focused on the asynchronous and

synchronous learning modalities in teaching learning-delivery of elementary teachers.

Another study by Ching and Hsu (2015) entitled, “Online Graduate Students’ Preferences of Discussion Modality: Does Gender Matter?” presented results that gender played a role in learners’ preferences for asynchronous audio/video discussions. The findings showed that females preferred audio/video discussion more than males did, and more females reported that audio/video discussion strengthened their connection with peers. The top three benefits of audio/video discussion perceived by females and males were also presented in the paper. Using audio/video discussion to augment online communication and connect learners was likely to be more effective and perceived positively by female students than male students.

The above-mentioned study by Ching and Hsu (2015) was related to the current study considering that both delved into asynchronous discussion modality however, the previous study focused on the profile and relation of sex to the level of asynchronous learning modalities by teachers. The present study focused on understanding and utilization of both asynchronous and synchronous learning modalities in learning among elementary teachers in the District of Jiabong, Schools Division of Samar.

In 2014, Butz et al. conducted a study entitled, “Motivation in Synchronous Hybrid Graduate Business Programs: A Self-determination Approach to Contrasting Online and On-campus Students". The results revealed that need satisfaction significantly predicted several categories of motivation, which in turn predicted perceived success. For online students, perceived favorability of online

and on-campus delivery was significantly correlated with key dimensions of need satisfaction and perceived success. The results also indicated that there were few significant differences in types of motivation and psychological needs between online and on-campus hybrid students; an exception was that online students reported significantly lower levels of relatedness than their on-campus counterparts. Differences based on attendance mode, might not be as substantial as was once thought.

The aforementioned study was relevant to the present study as it provided insights on the successful utilization of synchronous modality by college students, though the present study focuses on teachers, while the previous study depicted the utilization of synchronous modality and provided useful information to validate whether the way they utilize it was similar to that of the teacher respondents.

The study by Young et al. (2014) entitled, "The Flipped Classroom: A Modality for Mixed Asynchronous and Synchronous Learning in Residency Programs," was related to the research at hand. The findings of their study showed that the flipped classroom represents one modality that programs might use to incorporate a mixture of asynchronous and interactive synchronous learning, provide additional opportunities to improve performance and favor frequent use of the format in the curriculum.

This study by Young holds relevance for the present study as it mirrored the positive outcomes of asynchronous and synchronous learning modalities. The claim of the current study that it helps improve the performance of students and curriculum was similar. However, there was a difference as it focuses more on the effect than the levels of understanding and utilization of the two learning modalities.

While they differed in the study, participants were also different because the previous study dealt with students, whereas the present study dealt with teachers in the elementary grades.

All the reviews of related studies were relevant to the completed research as they focused on two learning modalities and could be used to explain similar results observed in the study.

Chapter 3

METHODOLOGY

This chapter presents the methodology that was used in the research at hand, it includes among others the research design, instrument or data collection tool, validation of instrument, sampling procedure, data gathering procedure, statistical treatment of data, and ethical considerations.

Research Design

This study was a quantitative research method using descriptive correlation with a comparative design aimed to determine the level of understanding and utilization of asynchronous and synchronous modalities among elementary teachers in the District of Jiabong, Schools Division of Samar.

The descriptive design used to solicit answers identified the respondents' profiles as to age and sex, civil status, highest educational attainment, number of years in teaching service, gross monthly family income, number of relevant in-service training, number of teaching preparations, and attitude toward asynchronous and synchronous learning modalities simultaneously.

The correlation aspect of the study was employed to identify the significant relationship between respondents' profiles and their level of understanding of asynchronous and synchronous modalities, as well as the significant relationship between respondents' profiles and their level of understanding and utilization of asynchronous and synchronous learning modalities.

The comparative design was utilized to demonstrate that there was no significant difference in terms of understanding and utilizing the two learning modalities.

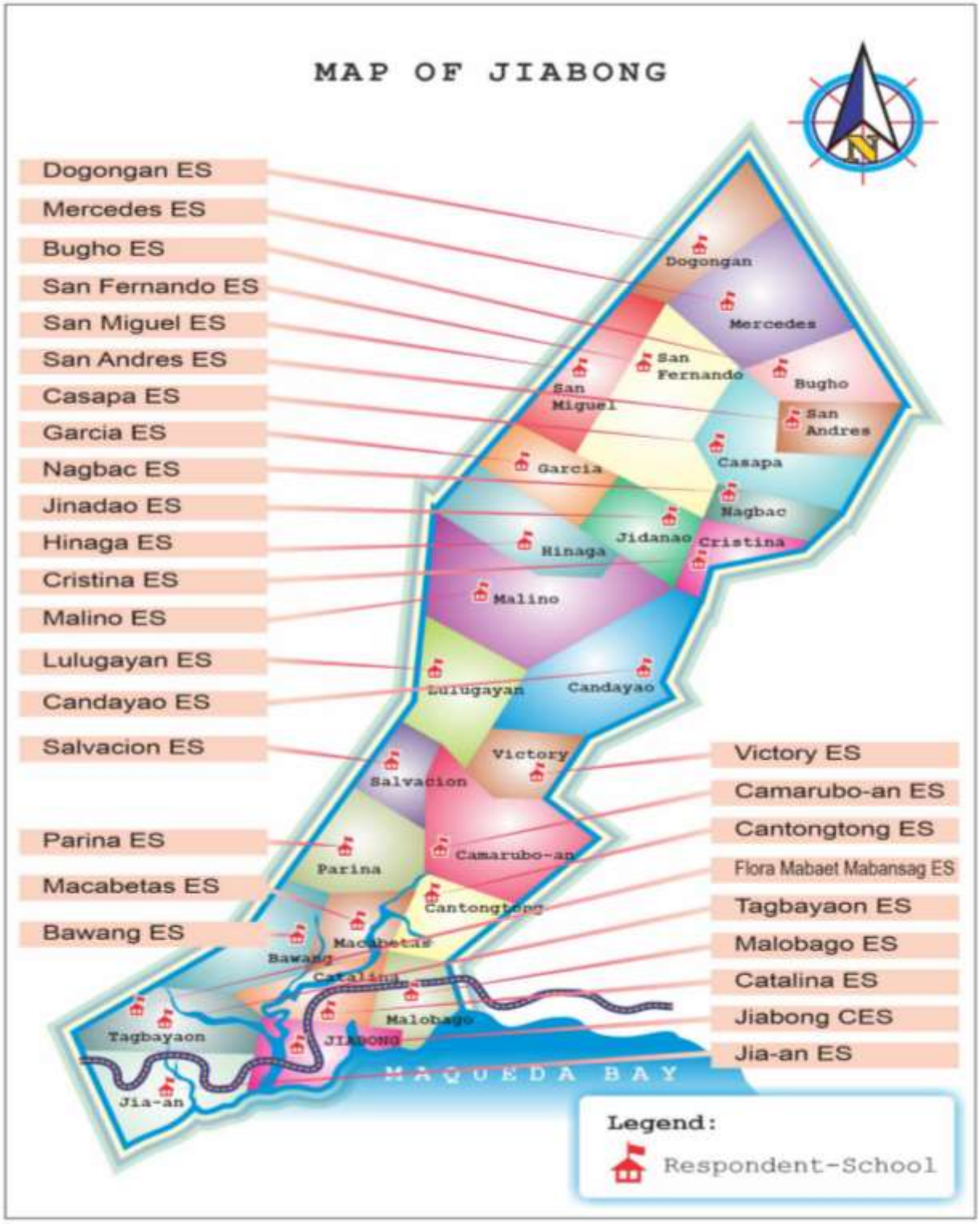
Locale of the Study

Figure 2 shows the Jiabong, Samar which specifically points out elementary schools in the District of Jiabong, Schools Division of Samar. The respondent schools are Bawang Primary School, Bugho Primary School, Candayao Primary School, Cantongtong Elementary School, Casapa Elementary School, Catalina Elementary School, Camarubo-an Elementary School, Cristina Primary School, and Dogongan Primary School. FM Mabansag Memorial Elementary School, Garcia Primary School, Hinaga Primary School, Jia-an Elementary School, Jiabong Central Elementary School, Jidanao Primary School, Lulugayan Elementary School, Macabetas Elementary School, Malino Elementary School, Malobago Elementary School, Mercedes Primary School, Nagbac Primary School, Parina Elementary School, Salvacion Primary School, San Andres Primary School, San Fernando Elementary School, San Miguel Primary School, Tagbayaon Elementary School, and Victory Elementary School.

In 1882, during the Spanish regime in the Philippines, Jiabong was made into a town or municipio. It was made as the Cabeza de barangay, incorporating the barangays of Jia-an, San Fernando, Malino, Camarubo-an, and the rest of the barangays that were founded later. During the Filipino-American War in 1900-1904, Catbalogan City, Samar, the capital town, was placed under military rule. Jiabong became a barrio of Catbalogan from 1905 until June 15, 1948. Jiabong became a separate municipality of Samar and got its independence from the

Figure 2

The Map Showing the Locale of the Study



Municipality of Catbalogan on October 22, 1948, when Congress approved House Bill No. 1812 into law. Under the Republic Act. No. 269. On October 27, 1948, Jiabong was inaugurated as a municipality. President Elpidio Quirino appointed Domingo Jabinal as the municipal mayor and Eleuterio Bacarra as the vice mayor (http:elgu.ncc.gov.ph/ecommunity/paranas-wsamar/, 2022).

Instrumentation

The researcher made use of the survey questionnaires adapted from Mick et al. (2015) as the main instrument in the collection of pertinent data for this study specifically on the attitude toward asynchronous and synchronous learning modalities, and from Fernandez et al. (2021) on the levels of understanding on asynchronous and synchronous modalities of the teacher-respondents.

The researcher prepared one set of questionnaire only for the teacher-respondents. This was composed of four parts. The first part of the teacher-respondents questionnaire was on personal profile while the second part was on the attitude toward asynchronous and synchronous learning modalities adapted from Mick et al. (2015) which was rated using a 5 point-Likert scale: 5 for Always (A), 4 for Frequently (F), 3 for Sometimes (So), 2 for Seldom (Se), and 1 for Never (N). Part three of the questionnaire captured the levels of understanding of a teacher on asynchronous and synchronous learning modalities of the teacher-respondents modified from Fernandez et al. (2021) which was rated using a 5 point-Likert scale: 5 for Always (A), 4 for Frequently (F), 3 for Sometimes (So), 2 for Seldom (Se), and 1 for Never (N). Part four of the questionnaire captured the levels of understanding of a teacher on asynchronous and synchronous learning modalities of the teacher-respondents which was rated using a 5 point-Likert scale:

5 for Always (A), 4 for Frequently (F), 3 for Sometimes (So), 2 for Seldom (Se) and 1 for Never (N).

Validation of Instrument

The questionnaire was adapted from Mick et al. (2015) and Fernandez et al. (2021). It underwent expert validation procedures only whereby the expert validation through the members of the panel of oral examiners reviewed the questionnaire focusing on the following areas, namely: face, content, construct, pragmatic, and convergent-discriminant validity with consideration on the cognitive and situational perspectives of the respondents. Their comments and suggestions for improvement were considered in the revision of the questionnaire.

Sampling Procedure

The study employed random sampling. Every school was represented by elementary teachers in the District of Jiabong. There were 193 respondents in this study, representing the different elementary schools of the District of Jiabong. Table 1 shows the number of respondents per school.

In determining the sample size of the student respondents, Slovin's Formula was used. Slovin's formula allowed the researcher to sample the population with the desired degree of accuracy. Slovin's formula gives the researcher an idea of how large the sample size needed that ensure reasonable accuracy of results. It is computed as:

$$n = N / 1 + Ne^2$$

whereas:

n refers to the sample size
N refers to the total population

Table 1

The Number of Respondents by School

School	No. of Teachers N	N
Bawang Elementary School	3	1
Bugho Elementary School	3	1
Candayao Elementary School	3	1
Cantongtong Elementary School	5	2
Casapa Elementary School	6	2
Catalina Elementary School	5	2
Camarubo-an Elementary School	6	2
Cristina Elementary School	3	1
Dogongan Elementary School	3	1
Flora Mabaet Mabansag Memorial Elementary School	6	2
Garcia Elementary School	3	1
Hinaga Elementary School	3	1
Jia-an Elementary School	7	3
Jiabong Central Elementary School	14	5
Jidanao Elementary School	3	1
Lulugayan Elementary School	6	2
Macabetas Elementary School	5	2
Malino Elementary School	6	2
Malobago Elementary School	6	2
Mercedes Elementary School	3	1
Nagbac Elementary School	3	1
Parina Elementary School	6	2
Salvacion Elementary School	3	1
San Andres Elementary School	3	1
San Fernando Elementary School	6	2
San Miguel Elementary School	3	1
Tagbayaon Elementary School	6	2
Victory Elementary School	4	2
TOTAL	**133**	**100**
Response Rate	**100%**	

e refers to the margin of error or the desired level of the significance which is set at .05

Data Gathering Procedure

The researcher drafted a letter that was addressed to the office of the Schools Division Superintendent, Division of Samar that allowed the researcher to conduct the study.

The researcher also personally visited the schools and talked to the principals to seek their assistance in the conduct of the study.

After this, the data gathered from the survey questionnaire was tabulated and fed to a computer for machine processing using Microsoft Excel.

This was conducted from January to March 2023.

Statistical Treatment of Data

To ensure better and more reliable results, the following statistical treatments were employed in analyzing the raw data collected these are Frequency Count, Percentage, Mode, Weighted Mean, Chi-Square Test, Cramer's V-Test, Spearman's Rank Coefficient of Correlation, and Fisher's t-Test.

Frequency Count. This statistic was used in reporting the profile of the respondents in terms of such as age and sex, civil status, highest educational attainment, number of years in teaching, gross monthly family income, number of relevant in-service training, number of teaching preparations, and attitude toward asynchronous and synchronous learning modalities.

Percentage. This statistical tool was used in presenting the proportion of the teacher-respondents having the same profile variates. The formula which was used is (Sevilla et al., 1992:200):

$$P = [f/N] \times 100$$

where P refers to the percentage;

f refers to the number of occurrences; and

N refers to the total number of samples.

Weighted Mean. This was used to express the collective percentage of each group of respondents.

$$\mu = \frac{\sum f_i X_i W_i}{n}$$

where: μ refers to the weighted mean;

f_i refers to the frequency of a category of variable;

X_i refers to the identified category of variable;

W_i refers to the weights that are expressed in a five-point Likert or Thurstone scale; and,

n refers to the sample size.

Chi-Square Test. This was used to determine the relationship between nominal dependent variables using the following formula (Walpole,1989:):

$$X^2 = \sum \frac{(O_i - E_i)}{E_i}$$

where: O refers to the observed frequency; and

E refers to the expected frequency.

Cramer's V-Test. This was used as a posteriori test of the Chi-square value which determined the degree of the noted linear association between the two variables.

$$v = \sqrt{\frac{X^2}{\quad}}$$

n (k-1)

where: x^2 is the obtained value of the chi-square statistic;

n is the sample size;

k is the number of rows or the number of columns, whichever is smaller.

Spearman's Rank Coefficient of Correlation. The Spearman's Rho was employed to associate linear relationship between two variables which were in a not normal distribution using the following formula (Walpole, 1997: 460)

$$\rho = 1 - \frac{6\Sigma D^2}{N^3 - N}$$

where: ρ refers to the coefficient of linear association between paired ranks assigned to individual scores on two variables;

D refers to the deviation between paired ranks; and

N refers to the total number of paired observations.

In interpreting the degree of correlation, the following table was used shown in Table 2.

Fisher's t-Test. This was used to test the significance of the relationship between paired variables. The Fisher's t-Test (Walpole, 1982:382) formula which will be used is:

$$t = \mathrm{r}\sqrt{\frac{n-2}{1-r^2}}$$

Where:

r= refers to the computed correlation coefficient;

N= refers to the number of paired observations; and

t= refers to the computed Fisher's t-value/ significance of the correlation coefficient.

Table 2

Table of Coefficient of Correlation

Correlation Coefficient	Interpretation
0	No linear association
$0<p<\pm 0.2$	Very weak linear association
$\pm 0.2 \leq p < \pm 0.4$	Weak linear association
$\pm 0.4 \leq p < \pm 0.6$	Moderate linear association
$\pm 0.6 \leq p < \pm 0.8$	Strong linear association
$\pm 0.8 \leq p < \pm 0.1.0$	Very Strong linear association
+1.0	Perfect linear association

The computed value was compared with the critical value adopting the following decision rule: accept the null hypothesis if and when the computed value turned lesser than the critical value, and reject the null hypothesis if and when it turned otherwise.

The hypotheses were tested at 0.05 level of significance to determine the critical region of acceptance and rejection. For precision and accuracy in the computation, the researcher also utilized the available software and statistical packages in the data processing.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings of the study with the corresponding analysis and interpretation of the presented data. Included in this chapter are: the profile of teacher-respondents, levels of understanding of the respondents on asynchronous modalities and levels of utilization of the respondents on synchronous modalities, comparison of the levels of understanding of the respondents on asynchronous and synchronous modalities and levels of utilization of the respondents on asynchronous modalities, levels of utilization of the respondents on synchronous modalities, comparison on the levels of utilization of the respondents on asynchronous and synchronous modalities as well as the relationship between the profile of the respondents and the identified variables.

Profile of Teacher-Respondents

This part presents the profile of teacher-respondents as to age and sex, civil status, highest educational attainment, number of relevant in-service training, number of teaching preparations, and attitude toward asynchronous and synchronous modalities.

Age and Sex. Table 3 presents the age and sex disaggregation of the teacher-respondents.

The teacher-respondents ranged from 24 to 57 years old with a number of them, that is, 16 or 16.00 percent were aged 29-33 years while 15 or 15.00

Table 3

Age and Sex Distribution of Teacher-Respondents

Age Range	Sex			Total	%
	Male	Female	Not Stated		
54-58	1	4	0	5	5.00
49-53	2	7	0	9	9.00
44-48	1	13	0	14	14.00
39-43	0	11	0	11	11.00
34-38	4	9	0	13	13.00
29-33	1	15	0	16	16.00
24-28	3	12	0	15	15.00
Not Stated	3	10	4	17	17.00
Total	**15**	**81**	**4**	**100**	**100.00**
%	**15.00**	**81.00**	**4.00**	**100.00**	

percent were aged 24-28 years old. Fourteen of them or 14.00 percent were aged 44-48 years oldm 13, or 13.00 percent were aged 34-38 years old, 11 or 11.00 percent were aged 39-43 years old, and the rest were distributed to the other identified age ranges. However, there were 17 or 17.00 percent who did not disclose their ages for unknown reasons.

The data suggested that the teacher-respondents were relatively young in their late 20s and early 30s, at the prime of their age, and were able to discharge their duties and responsibilities as classroom teachers.

Moreover, the majority of them belonged to the female sex accounting for 81 or 81.00 percent while the male counterpart was composed of 15 or 15.00 percent only. The data manifested female dominance among the teacher

respondents group which was expected considering that during college more of this female sex took up Teacher Education Courses and thereby embraced teaching as their chosen profession when they earned their degree.

Civil Status. Table 4 shows the distribution of the teacher-respondents in terms of their civil status.

Table 4

Civil Status of Teacher-Respondents

Civil Status	f	%
Single	21	21.00
Married	73	73.00
Widowed	2	2.00
Not Stated	4	4.00
Total	**100**	**100.00**

It can be gleaned from the table that the majority of the teacher-respondents were married accounting for 73 or 73.00 percent while 21 or 21.00 percent were still single, and the rest were slimly distributed to the other identified civil status including the four or 4.00 percent who did not give information regarding their civil statuses.

The data suggested that the teacher-respondents had established their respective families as being of legal age which they maintained by the income they earned from the pursuit of their profession.

Highest Educational Attainment. Table 5 provides the distribution of the teacher-respondents in terms of their highest educational attainment.

From the table, it can be noted that more than half of the teacher-respondents, that is, 55 or 55.00 percent were with units in master's degree while 12 or 12.00 percent were with bachelor's degree, and the rest were distributed to the other identified educational levels to include the 20 or 20.00 percent who did not gave information regarding their highest educational attainment. The data showed that the teacher-respondents were educationally qualified for the teaching position having complied with the required entry requirement in terms of

Table 5

Highest Educational Attainment of Teacher-Respondents

Educational Level	F	%
With Doctorate Degree	3	3.00
With Units in Doctorate Degree	3	3.00
With Master's Degree	7	7.00
With Units in Master's Degree	55	55.00
With Bachelor's Degree	12	12.00
Not Stated	20	20.00
Total	**100**	**100.00**

educational qualification. Most of them had pursued advanced education by enrolling in a graduate program in reputable higher education institutions for their personal and professional development as well as in preparation for any advancement in position in the DepEd in the future.

Number of Years in Teaching. Table 6 presents the information as regards the number of years in teaching of the teacher-respondents.

Table 6

Number of Years in Teaching of Teacher-Respondents

Years of Service	f	%
31-35	1	1.00
26-30	6	6.00
21-25	7	7.00
16-20	11	11.00
11-15	15	15.00
6-10	36	36.00
Years of Service	**f**	**%**
1-5	13	13.00
Not Stated	11	11.00
Total	**100**	**100.00**
Modal Number of Years in Teaching	**8 years**	

The teacher-respondents had been in the service as classroom teachers from one year to 32 years with the modal number of years in teaching of 8 years.

The foregoing data showed that the teacher-respondents had been teaching for more than five years which was enough for them to acquire enough experience to hone their skills and pedagogies.

Gross Monthly Family Income. Table 7 reveals the distribution of the teacher-respondents in terms of their gross monthly family income. The table shows that a number of the teacher-respondents, that is, 44 or 44.00 percent earned a gross monthly family income of ₱28,000 – ₱40,999 while 11 or 11.00

Table 7

Gross Monthly Family Income of Teacher-Respondents

Income Bracket	F	%
₱80,000 – ₱92,999	1	1.00
₱67,000 – ₱79,999	0	0.00
₱54,000 – ₱66,999	3	3.00
₱41,000 – ₱53,999	8	8.00
₱28,000 – ₱40,999	44	44.00
₱15,000 – ₱27,999	11	11.00
Not Stated	33	33.00
Total	**100**	**100.00**
Modal Income	**₱34,499.50**	

percent earned ₱15,000 – ₱27,999 monthly, and the rest were distributed to the other identified income brackets.

Consequently, their modal gross monthly family income was posted at ₱34,499.50. This signified that more of them had earned this much which denoted that they earned sufficiently to support the basic needs of the family including the educational needs of the schooling members and providing them some luxury.

Relevant In-Service Training. Table 8 contains information on the frequency of attendance of the teacher-respondents to relevant in-service training at the different levels.

The table shows that the teacher-respondents disclosed that they never attended international, national, or regional trainings being shown by the weighted means of 1.01, 1.17, and 1.31, respectively. They disclosed that they sometimes

Table 8

Relevant In-Service Training of Teacher-Respondents

Training Level	Weighted Mean	Interpretation
International	1.01	Never
National	1.17	Never
Regional	1.31	Never
Division	1.96	Sometimes
District	2.63	Oftentimes
School	3.02	Oftentimes

Legend: 3.50-4.00 Always
2.50-3.49 Oftentimes
1.50-2.49 Sometimes
1.00-1.49 Never

attended division-level training with a weighted mean of 1.96, and they oftentimes attended both district and school-level training with weighted means of 2.63 and 3.02, respectively.

The foregoing data suggested that the teacher-respondents attended relevant in-service training as part of the professional development of the DepEd. However, they attended trainings that were accessible to them – at district and school levels to be updated with its programs and to gain competencies in their implementation.

Number of Teaching Preparation. Table 9 provides the data on the distribution of the teacher-respondents in terms of the number of their teaching preparation.

The foregoing information revealed that the teacher-respondents had 1 to 29 teaching preparations using the asynchronous and synchronous modalities in

Table 9

Number of Teaching Preparation of Teacher-Respondents

No of Preparation	F	%
26-30	1	1.00
21-25	0	0.00
16-20	5	5.00
11-15	0	0.00
6-10	17	17.00
1-5	16	16.00
Not Stated	61	61.00
Total	**100**	**100.00**

handling classes. Seventeen of them or 17.00 percent disclosed that they had 6-10 preparations while 16 or 16.00 percent with 1-5 preparations, and the rest were distributed to the other identified number of preparations. However, still, there was a majority of them who did not give any information regarding this data accounting for 61 or 61.00 percent.

The data suggested that the teacher-respondents were preoccupied with the teaching preparations to ensure that they could deliver the basic education to the students effectively. The data suggested further that they were multi-tasked and handled several subject areas and several grade levels for lack of teachers.

Attitude Toward Asynchronous and Synchronous Modalities. Table 10 appraises the attitude of the teacher-respondents toward asynchronous and synchronous modalities in teaching. This included 23 attitude statements sub-divided into three dimensions and disaggregated between the two modalities

Table 10

Attitude Toward Asynchronous and Synchronous Modalities of Teacher-Respondents

Attitude Statement	Asynchronous		Synchronous	
	WM	**I**	**WM**	**I**
A. Dimension 1 – Inclusivity and Accessibility				
1. Typically, text-based interactions use common literacy skills.	3.90	A		
2. The time lag allows students to employ assistance related to disabilities, such as typing aides or submitting responses in approved alternative media.	3.47	U		
3. Typically, text-based interactions require strong reading and writing skills, which may be problematic for students with particular learning or physical disabilities.	3.63	A		
4. Teachers must have access to the latest research on design for inclusivity and must be able to use platforms that support the deepest accommodations.	3.82	A		
5. Teachers must receive information on accessibility issues from students with enough time to address solutions, so cooperation with institutional partners addressing accessibility needs is essential.	3.96	A		
6. Enables voice and live video connections to accompany an environment that typically is text-rich.			3.44	U
7. Accommodates learning styles that rely on immediate feedback and real-time visuals.			3.77	A
8. Many tool types are available through universal access or embedded institutional cost structures, meaning that no additional fee/s required.			3.42	U
9. Some versions require voice and live video connections that may impede students who interact more comfortably through text or who cannot afford such connections.			3.40	U

Table 10 continued

10. Speed of communications could impede participation by those challenged by low bandwidth and connectivity.			3.48	U
Sub-Weighted Mean	**3.76**	**A**	**3.50**	**A**
B. Dimension 2 – Technical Viability and IT Support				
11. Technical support is typically built into the major providers on campus and in the public domain; platforms have been around long enough that crowdsourcing and on-campus assistance can often address concerns.	3.60	A		
12. Timely, skilled technical support from institutional IT and software designers is essential to maintaining reliable service with full capabilities.	3.59	A		
13. If using popular institutional or universal access platforms, IT support should be familiar with common problems.			3.58	A
14. IT support might not be available when assistance is needed if students and teachers interact outside business hours or if funding for support services does not meet demand.			3.60	A
Attitude Statement	**Asynchronous**		**Synchronous**	
	WM	**I**	**WM**	**I**
Sub-Weighted Mean	**3.60**	**A**	**3.59**	**A**
C. Dimension 3 - Pedagogical Rationale Permanence Pace Scale Social Impact				
15. Most LMS and public platforms have recording tools to capture exchanges for future consideration.	3.46	U		
16. The intermittent communication process allows time for deeper thought and the construction of responses at a pace determined by teachers and students.	3.68	A		
17. Social exchanges related to building relationships and addressing concerns	3.72	A		

Table 10 continued

can be carefully constructed as participants have time to consider and compose such interactions.				
18. Pace does not easily allow for fluid, time-sensitive social and relational acts, such as (1) exchanges that help establish identity and personal connection, and (2) exchanges that facilitate planning for such activities as group work.	3.45	U		
19. A smaller class or within small groups accommodates time-sensitive social and relational functions such as (1) exchanges that help establish identity and personal connection, and (2) exchanges that facilitate planning for such activities as group work.			3.71	A
20. Exchanges might not be recordable due to limitations in technology or storage capacity; therefore, they may not be reviewable for deeper consideration or ongoing use.			3.64	A
21. Privileges speed over care for grammatical correctness or depth of thought.			3.51	A
22. Capacity for direct participation is limited with multiple students.			3.56	A
23. The ability to respond quickly could facilitate uncensored and careless comments that degrade the social fabric			3.49	U
Sub-Weighted Mean	**3.58**	**A**	**3.58**	**A**
Attitude Statement	**Asynchronous**		**Synchronous**	
	WM	**I**	**WM**	**I**
Grand Weighted Mean	**3.65**		**3.56**	
Interpretation	**Agree**		**Agree**	

Legend:	4.50-5.00	Strongly Agree	(SA)
	3.50-4.49	Agree	(A)
	2.50-3.49	Uncertain	(U)
	1.50-2.49	Disagree	(D)
	1.00-1.49	Strongly Disagree	(SD)
		Weighted Mean	(WM)
		Interpretation	(I)

whereby they signified their agreement or disagreement on each attitude statement.

It can be noted from the table that the teacher-respondents agreed to eight attitude statements toward asynchronous modality while they were uncertain with the remaining three statements with weighted means ranging from 3.45 to 3.96. However, they agreed to all three dimensions depicting their attitude toward asynchronous modalities with sub-weighted means of 3.76, 3.60, and 3.58 which resulted in a grand weighted mean of 3.65 with an adjectival interpretation of agree.

This signified that the teacher-respondents were highly favorable to the use of asynchronous modalities in teaching which they considered could be an alternative modality in the delivery of basic education.

Likewise, the same table shows that the teacher-respondents agreed on seven attitude statements toward synchronous modalities while they were uncertain with five statements with weighted means ranging from 3.40 to 3.77. These resulted in them agreeing in all three dimensions on their attitude toward synchronous modalities with sub-weighted means of 3.50, 3.59, and 3.58.

Consequently, the grand weighted mean was posted at 3.56 with an adjectival interpretation of agree also indicated that they were highly favorable with the synchronous modalities in teaching as another alternative in the delivery of basic education.

Taken as a whole, the teacher-respondents highly favored both asynchronous and synchronous modalities in the delivery of basic education which

suggested that they could alternatively use any of the two modalities in teaching whichever would be appropriate for a given situation.

Levels of Understanding of Teacher-Respondents on Asynchronous Modalities

Table 11 contains the levels of understanding of teacher-respondents on asynchronous modalities. There were five indicators in this area whereby the respondents assessed each indicator.

Table 11

Levels of Understanding of Teacher-Respondents on Asynchronous Modalities

Indicator	WM	I
1. I think my education is affected due to a lack of face-to-face interaction with the Teacher, and even students were not able to clear any doubts.	3.37	So
2. My motivation and academic performance are decreased due to limited interaction and lack of campus experience.	3.27	So
3. Online classes create a sense of loneliness as I am not able to interact with my friends.	3.31	So
4. Online classes have placed more responsibilities in the COVID-19 pandemic.	3.59	F
5. I am capable of taking responsibility for my learning in an online environment as I get an opportunity to self-explore.	3.54	F
Indicator	**WM**	**I**
Grand Weighted Mean	**3.42**	
Interpretation	**Sometimes**	

Legend:			
	4.50-5.00	Always	(A)
	3.50-4.49	Frequently	(F)
	2.50-3.49	Sometimes	(So)
	1.50-2.49	Seldom	(Se)
	1.00-1.49	Never	(N)
		Weighted Mean	(WM)
		Interpretation	(I)

The table shows that the teacher-respondents considered two indicators as frequently understood by them while they considered the remaining three indicators as sometimes understood with weighted means ranging from 3.27 to 3.59. Of these indicators, the statements stating, "online classes have placed more responsibilities in the COVID-19 pandemic" and "my motivation and academic performance are decreased due to limited interaction and lack of campus experience" were rated with the highest and the least weighted means, respectively.

Taken as a whole, the teacher-respondents considered asynchronous modalities as sometimes understood by them being shown by the grand weighted mean of 3.42. This signified that their understanding of this kind of modality was moderate.

Levels of Understanding of Teacher-Respondents on Synchronous Modalities

Table 12 presents the levels of understanding of teacher-respondents on synchronous modalities. There were 10 indicators in this area whereby the respondents assessed each indicator.

It can be gleaned from the table that the teacher-respondents considered all indicators as sometimes understood by them with weighted means ranging from 2.77 to 3.31. Of these indicators, the statements stating, “online classes are cost-effective, and a replacement for face-to-face courses and helps in saving different expenses such as travel, canteen, etc.” and “online classes are as effective as face-to-face classes” obtained the highest and the least weighted means, respectively.

Table 12

Levels of Understanding of Teacher-Respondents on Synchronous Modalities

	Indicator	WM	I
1.	Online classes are as effective as face-to-face classes.	2.77	So
2.	I think an online environment is a student-centered approach.	2.95	So
3.	Online classes help in generating new perspectives.	3.07	So
4.	Online classes are cost-effective, and a replacement for face-to-face courses and help in saving different expenses such as travel, canteen, etc.	3.31	So
5.	Online learning provides an opportunity to develop skills and confidence in problem-solving.	3.09	So
6.	Online learning provides an opportunity to compare, discuss, and modify concepts.	3.12	So
7.	Online classes are a boon for continuous education in the COVID-19 pandemic without any disruptions.	3.19	So
8.	I think collaboration with learners in an online class will improve my critical thinking skills and help me brainstorm.	3.02	So
9.	Students who are shy or lack confidence are comfortable participating in an online class.	3.24	So
10.	Online learning helps in arriving at general conclusions when there are differences in opinion.	3.05	So
	Grand Weighted Mean	**3.08**	
	Interpretation	**Sometimes**	

Legend:			
	4.50-5.00	Always	(A)
	3.50-4.49	Frequently	(F)
	2.50-3.49	Sometimes	(So)
	1.50-2.49	Seldom	(Se)
	1.00-1.49	Never	(N)
		Weighted Mean	(WM)
		Interpretation	(I)

Taken as a whole, the teacher-respondents considered the synchronous modalities as sometimes understood by them being supported by the grand

weighted mean of 3.08. This signified that their understanding of this kind of modality was moderate also.

Comparison of the Levels of Understanding of Teacher-Respondents Between Asynchronous and Synchronous Modalities

Table 13 shows the comparison of the levels of understanding of teacher-respondents between asynchronous and synchronous modalities.

Table 13

Comparison of the Levels of Understanding of Teacher-Respondents Between Asynchronous and Synchronous Modalities

Modalities Compared	N	Mean	S^2	U-value	p-value	Evaluation / Decision
Asynchronous	5	3.42	1.03	48.500	0.005	S / Reject Ho.
Synchro-nous	10	3.08	1.13			

*ω=*p*=<.001<.05 normality deviated from the normal curve

In comparing the levels of understanding of the teacher-respondents between the asynchronous and synchronous modalities, the difference was significant (U=48.500, p=0.005, ω=<.001). This meant that there was a disparity in the understanding of the teachers between the two modalities as alternative methods of teaching during the new normal education. From the means, it can be noted that they have a higher understanding of asynchronous modalities than the synchronous ones.

Levels of Utilization of Teacher-Respondents on Asynchronous Modalities

Table 14 depicts the levels of utilization of teacher-respondents on

asynchronous modalities.

There were five indicators in this area whereby the respondents assessed each indicator.

Table 14

Levels of Utilization of Teacher-Respondents on Asynchronous Modalities

Indicator	WM	I
1. Pre-recorded Videos (Video lessons where students can view any time at their convenience).	3.48	So
2. Digital Library (can visit online library upon the availability of time).	3.21	So
3. Blogs (used to post discussion at the time that students are available).	3.06	So
4. Email List (provided to students and can access within their available time)	3.10	So
5. Discussion or forum (can leave comments and observations before or after the provided instruction).	3.23	So
Grand Weighted Mean	**3.22**	
Interpretation		**Sometimes**

Legend:	4.50-5.00	Always	(A)
	3.50-4.49	Frequently	(F)
	2.50-3.49	Sometimes	(So)
	1.50-2.49	Seldom	(Se)
	1.00-1.49	Never	(N)
		Weighted Mean	(WM)
		Interpretation	(I)

The table shows that the teacher-respondents considered all indicators as sometimes utilized by them with weighted means ranging from 3.06 to 3.48. Consequently, the indicators stating, “pre-recorded Videos (Video lessons where students can view any time at their convenience)" and "blogs (used to post discussion at the time that students are available)" obtained the highest and the least weighted means, respectively.

Taken as a whole, the teacher-respondents averred that they sometimes utilized asynchronous modalities being indicated by the grand weighted mean of 3.22. This signified that the teachers moderately utilized asynchronous modalities as alternative methods of teaching particularly during the pandemic.

Levels of Utilization of Teacher-Respondents on Synchronous Modalities

Table 15 reveals the levels of utilization of teacher-respondents on synchronous modalities. There were five indicators in this area whereby they evaluated each indicator.

The table shows that the teacher-respondents considered one indicator as frequently utilized by them while the remaining four indicators as sometimes utilized by them with weighted means ranging from 3.18 to 3.50. Eventually, the indicators stating, “whiteboarding (co-development of ideas)" and "audio conferencing (with the use of discussions and dialogue)" obtained the highest and the least weighted means, respectively.

Taken as a whole, the teacher-respondents disclosed that they sometimes utilized synchronous modalities being indicated by the grand weighted mean of 3.33. This signified that the teachers moderately utilized synchronous modalities as alternative methods of teaching particularly during the pandemic.

Comparison of the Levels of Utilization of Teacher-Respondents Between Asynchronous and Synchronous Modalities

Table 16 shows the comparison of the levels of utilization of teacher-respondents between asynchronous and synchronous modalities. In comparing

Table 15

Levels of Utilization of Teacher-Respondents on Synchronous Modalities

Indicator	WM	I
1. Audio conferencing (with the use of discussions and dialogue)	3.18	So
2. Web conferencing/video conferencing (Sharing presentations and information. In-depth discussion with higher-touch interactions)	3.32	So
3. Chat/instant messaging (Information sharing of low-complexity issues/ Ad hoc quick communications. e.g. messenger, email, and other messaging platforms)	3.39	So
4. Whiteboarding (co-development of ideas)	3.50	F
5. Application sharing (co-development of documents like Google Drive)		
Indicator	**WM**	**I**
	3.25	So
Grand Weighted Mean	**3.33**	
Interpretation	**Sometimes**	

Legend:			
	4.50-5.00	Always	(A)
	3.50-4.49	Frequently	(F)
	2.50-3.49	Sometimes	(So)
	1.50-2.49	Seldom	(Se)
	1.00-1.49	Never	(N)
		Weighted Mean	(WM)
		Interpretation	(I)

the levels of utilization of the teacher-respondents between the asynchronous and synchronous modalities, the difference was not significant (U=6.000, p=0.222, ω=<.001). This meant that the utilization of the teachers between the two modalities as alternative methods of teaching during the new normal education was similar. They were moderately used depending upon their appropriateness with the situation occurring.

Table 16

Comparison of the Levels of Utilization of Teacher-Respondents Between Asynchronous and Synchronous Modalities

Modalities Compared	n	Mean	S^2	U-value	p-value	Evaluation / Decision
Asynchronous	5	3.22	1.23	6.000	0.222	NS / Accept Ho.
Synchro-nous	5	3.33	1.20			

*ω=*p*=<.001<.05 normality deviated the normal curve

Relationship Between the Profile of Teacher-Respondents and the Identified Factors

This part presents the relationship between the profile of the teacher-respondents and the identified factors, namely: levels of understanding of asynchronous modalities, levels of understanding of synchronous modalities; levels of utilization of asynchronous modalities; and levels of utilization of synchronous modalities.

Levels of Understanding on Asynchronous Modalities

Table 17 contains the relationship between the profile of the teacher respondents in terms of age, sex, civil status, highest educational attainment, number of years in teaching, gross monthly family income, relevant in-service training, number of teaching preparations, and attitude toward asynchronous and synchronous modalities, and the levels of their understanding on asynchronous modalities.

Age. In looking into the linear association between the age of the teacher-respondents and the levels of their understanding of asynchronous modalities, it can be noted that the correlation between the two variables was very weak (*ρ*=

Table 17

Relationship Between the Profile of Teacher-Respondents and the Levels of Their Understanding of Asynchronous Modalities

Variate	Association		Fisher's t-Value	p-Value @ α=.05	Evaluation/ Decision
	Coefficient	Degree			
Age	ρ = -0.101	Very Weak	1.005	0.315	NS / Accept Ho.
Sex	*V* = 0.250 (X^2 = 50.382; df = 8)	Weak	2.556	0.000	S / Reject Ho.
Civil Status	*V* = 0.190 (X^2 = 45.123; df = 12)	Very Weak	1.916	0.050	NS / Accept Ho.
Highest Educational Attainment	ρ = 0.209	Weak	2.116	0.037	S / Reject Ho.
Number of Years in Teaching	ρ = 0.024	Very Weak	0.238	0.814	NS / Accept Ho.
Gross Monthly Family Income	ρ = 0.146	Very Weak	1.461	0.148	NS / Accept Ho.
Relevant In-Service Training	ρ = -0.035	Very Weak	0.347	0.727	NS / Accept Ho.
Number of Teaching Preparations	ρ = -0.041	Very Weak	0.406	0.686	NS / Accept Ho.
Attitude Toward Asynchronous and Synchronous Modalities	ρ = 0.240	Weak	2.447	0.016	S / Reject Ho.

ω=*p*=<.001<.05 pairwise normality deviated from the norm
Fisher's t-Critical = ±1.984, df = 98

S = Significant
NS = Not Significant

-0.101). Fisher's t showed that the age of the teachers did not influence significantly their levels of understanding of asynchronous modalities (F(98)=1.005, p=0.315, ω=<.001).

Sex. In associating a linear relationship between the sex of the teacher-respondents and the levels of their understanding of asynchronous modalities, the Cramer's V between the two variables was weak (*V*= 0.250). Fisher's t showed that the sex of the teachers influenced significantly their levels of understanding of asynchronous modalities (F(98)=2.556, p=0.000, ω=<.001). This signified that the female teachers manifested higher levels of understanding of asynchronous modalities than their male counterparts.

Civil Status. In associating the linear relationship between the civil of the teacher-respondents and the levels of their understanding of asynchronous modalities, Cramer's V between the two variables was very weak (*V*= 0.190). Fisher's t showed that the civil status of the teachers did not influence significantly their levels of understanding of asynchronous modalities (F(98)=1.916, p=0.050, ω=<.001).

Highest Educational Attainment. In looking into the linear association between the highest educational attainment of the teacher-respondents and the levels of their understanding of asynchronous modalities, it can be noted that the correlation between the two variables was weak (*ρ*= 0.209). Fisher's t showed that the highest educational attainment of the teachers influenced significantly their levels of understanding of asynchronous modalities (F(98)=2.116, p=0.037, ω=<.001). This denoted that the teachers whose educational attainment was

higher manifested higher levels of understanding of asynchronous modalities than the teachers who were just baccalaureate degree holders only.

Number of Years in Teaching. In looking into the linear association between the number of years in teaching the teacher-respondents and the levels of their understanding of asynchronous modalities, it can be noted that the correlation between the two variables was very weak (ρ= 0.024). Fisher's t showed that the number of years in the teaching of the teachers did not influence significantly their levels of understanding of asynchronous modalities (F(98)=0.238, p=0.814, ω=<.001).

Gross Monthly Family Income. In looking into the linear association between the gross monthly family income of the teacher-respondents and the levels of their understanding of asynchronous modalities, it can be noted that the correlation between the two variables was very weak (ρ= 0.146). Fisher's t showed that the gross monthly family income of the teachers did not influence significantly their levels of understanding of asynchronous modalities (F(98)=1.461, p=0.148, ω=<.001).

Relevant In-Service Training. In looking into the linear association between the relevant in-service training of the teacher-respondents and the levels of their understanding of asynchronous modalities, it can be noted that the correlation between the two variables was very weak (ρ= -0.035). Fisher's t showed that the relevant in-service training of the teachers did not influence significantly their levels of understanding of asynchronous modalities (F(98)=0.347, p=0.727, ω=<.001).

Number of Teaching Preparations. In looking into the linear association between the number of teaching preparations of the teacher-respondents and the levels of their understanding of asynchronous modalities, it can be noted that the correlation between the two variables was very weak (ρ= -0.041). Fisher's t showed that the number of teaching preparations of the teachers did not influence significantly their levels of understanding of asynchronous modalities (F(98)=0.406, p=0.686, ω=<.001).

Attitude Toward Asynchronous and Synchronous Modalities. In looking into the linear association between the attitude of the teacher-respondents toward asynchronous and synchronous modalities and the levels of their understanding of asynchronous modalities, it can be noted that the correlation between the two variables was weak (ρ= 0.240). Fisher's t showed that the attitude of the teachers influenced significantly their levels of understanding of asynchronous modalities (F(98)=2.447, p=0.016, ω=<.001). This indicated that the teachers who manifested a favorable attitude toward asynchronous and synchronous modalities manifested higher levels of understanding of asynchronous modalities than the teachers who were reserved for it.

In summary, of the teacher-related profile variates, only their sex, highest educational attainment, and attitude toward asynchronous and synchronous modalities showed significant influence on their levels of understanding of asynchronous modalities. The other variables did not prove any significant influence on it.

Levels of Understanding on Synchronous Modalities. Table 18 contains the relationship between the profile of the teacher-respondents in terms

of age, sex, civil status, highest educational attainment, number of years in teaching, gross monthly family income, relevant in-service training, number of teaching preparations, and attitude toward asynchronous and synchronous modalities, and the levels of their understanding on synchronous modalities.

Age. In looking into the linear association between the age of the teacher-respondents and the levels of their understanding of synchronous modalities, it can be noted that the correlation between the two variables was very weak (ρ= -0.050). Fisher's t showed that the age of the teachers did not influence significantly their levels of understanding of synchronous modalities (F(98)=0.496, p=0.625, ω=<.001).

Sex. In associating the linear relationship between the sex of the teacher-respondents and the levels of their understanding of synchronous modalities, the Cramer's V between the two variables was weak (V = 0.250). Fisher's t showed that the sex of the teachers influenced significantly their levels of understanding of synchronous modalities (F(98)=2.447, p=0.000, ω=<.001). This signified that the female teachers manifested higher levels of understanding of synchronous modalities than their male counterparts.

Civil Status. In associating the linear relationship between the sex of the teacher-respondents and the levels of their understanding of synchronous modalities, the Cramer's V between the two variables was weak (V = 0.200). Fisher's t showed that the civil status of the teachers influenced significantly their levels of understanding of synchronous modalities (F(98)=2.021, p=0.000, ω=<.001). This signified that the married teachers manifested higher levels of understanding of synchronous modalities than the single teachers.

Table 18

Relationship Between the Profile of Teacher-Respondents and the Levels of Their Understanding of Synchronous Modalities

Variate	Association		Fisher's t-Value	p-Value @ α=.05	Evaluation/ Decision
	Coefficient	Degree			
Age	ρ = -0.050	Very Weak	0.496	0.625	NS / Accept Ho.
Sex	*V* = 0.240 (X^2 = 58.234; df = 10)	Weak	2.447	0.000	S / Reject Ho.
Civil Status	*V* = 0.200 (X^2 = 57.471; df = 15)	Very Weak	2.021	0.000	S / Reject Ho.
Highest Educational Attainment	ρ = 0.083	Very Weak	0.825	0.412	NS / Accept Ho.
Number of Years in Teaching	ρ = 0.028	Very Weak	0.277	0.781	NS / Accept Ho.
Gross Monthly Family Income	ρ = 0.119	Very Weak	1.186	0.238	NS / Accept Ho.
Relevant In-Service Training	ρ = -0.028	Very Weak	0.277	0.780	NS / Accept Ho.
Number of Teaching Preparations	ρ = 0.026	Very Weak	0.257	0.800	NS / Accept Ho.
Attitude Toward Asynchronous and Synchronous Modalities	ρ = 0.329	Weak	3.449	0.000	S / Reject Ho.

ω=*p*=<.001<.05 pairwise normality deviated from the norm
Fisher's t-Critical = ±1.984, df = 98

S = Significant
NS = Not Significant

Highest Educational Attainment. In looking into the linear association between the highest educational attainment of the teacher-respondents and the levels of their understanding of synchronous modalities, it can be noted that the correlation between the two variables was very weak (ρ= 0.083). Fisher's t showed that the highest educational attainment of the teachers did not influence significantly their levels of understanding of synchronous modalities (F(98)=0.825, p=0.412, ω=<.001).

Number of Years in Teaching. In looking into the linear association between the number of years in the teaching of the teacher-respondents and the levels of their understanding of synchronous modalities, it can be noted that the correlation between the two variables was very weak (ρ= 0.028). Fisher's t showed that the number of years in the teaching of the teachers did not influence significantly their levels of understanding of synchronous modalities (F(98)=0.277, p=0.781, ω=<.001).

Gross Monthly Family Income. In looking into the linear association between the gross monthly family income of the teacher-respondents and the levels of their understanding of synchronous modalities, it can be noted that the correlation between the two variables was very weak (ρ= 0.119). Fisher's t showed that the gross monthly family income of the teachers did not influence significantly their levels of understanding of synchronous modalities (F(98)=1.186, p=0.238, ω=<.001).

Relevant In-Service Training. In looking into the linear association between the gross monthly family income of the teacher-respondents and the levels of their understanding of synchronous modalities, it can be noted that the

correlation between the two variables was very weak (ρ= -0.028). Fisher's t showed that the relevant in-service training of the teachers did not influence significantly their levels of understanding of synchronous modalities (F(98)=0.277, p=0.780, ω=<.001).

Number of Teaching Preparations. In looking into the linear association between the number of teaching preparations of the teacher-respondents and the levels of their understanding of synchronous modalities, it can be noted that the correlation between the two variables was very weak (ρ= 0.026). Fisher's t showed that the number of teaching preparations of the teachers did not influence significantly their levels of understanding of synchronous modalities (F(98)=0.257, p=0.800, ω=<.001).

Attitude Toward Asynchronous and Synchronous Modalities. In looking into the linear association between the attitude toward asynchronous and synchronous modalities of the teacher-respondents and the levels of their understanding of synchronous modalities, it can be noted that the correlation between the two variables was weak (ρ= 0.329). Fisher's t showed that the attitude toward asynchronous and synchronous of the teachers influenced significantly their levels of understanding of synchronous modalities (F(98)=3.449, p=0.000, ω=<.001). This indicated that the teachers who manifested favorable attitudes toward asynchronous and synchronous modalities manifested higher levels of understanding of synchronous modalities than the teachers who were apathetic to it.

In summary, of the teacher-related profile variates, only their sex, civil status, and attitude toward asynchronous and synchronous modalities showed

significant influence on their levels of understanding of asynchronous modalities. The other variables did not prove any significant influence on it.

Levels of Utilization on Asynchronous Modalities. Table 19 reflects the relationship between the profile of the teacher-respondents in terms of age, sex, civil status, highest educational attainment, number of years in teaching, gross monthly family income, relevant in-service training, number of teaching preparations, and attitude toward asynchronous and synchronous modalities, and the levels of their utilization on asynchronous modalities.

Age. In looking into the linear association between the age of the teacher-respondents and the levels of their utilization of asynchronous modalities, it can be noted that the correlation between the two variables was very weak (ρ= -0.070). The Fisher's t showed that the age of the teachers did not influence significantly their levels of utilization on synchronous modalities (F(98)=0.695, p=0.492, ω=<.001).

Sex. In associating the linear relationship between the sex of the teacher-respondents and the levels of their utilization of asynchronous modalities, Cramer's V between the two variables was very weak (V = 0.190). The Fisher's t showed that the sex of the teachers did not influence significantly their levels of utilization synchronous modalities (F(98)=1.916, p=0.050, ω=<.001).

Civil Status. In associating the linear relationship between the civil status of the teacher-respondents and the levels of their utilization of asynchronous modalities, Cramer's V between the two variables was very weak (V = 0.170). Fisher's t showed that the civil status of the teachers did not influence significantly their levels of utilization synchronous modalities (F(98)=1.708, p=0.106, ω=<.001).

Table 19

Relationship Between the Profile of Teacher-Respondents and the Levels of Their Utilization on Asynchronous Modalities

Variate	Association		Fisher's t-Value	p-Value @ α=.05	Evaluation/ Decision
	Coefficient	Degree			
Age	ρ = -0.070	Very Weak	0.695	0.492	NS / Accept Ho.
Sex	*V* = 0.190 (X^2 = 37.198; df = 10)	Very Weak	1.916	0.050	NS / Accept Ho.
Civil Status	*V* = 0.170 (X^2 = 45.029; df = 15)	Very Weak	1.708	0.106	NS / Accept Ho.
Highest Educational Attainment	ρ = 0.028	Weak	0.277	0.786	NS / Accept Ho.
Number of Years in Teaching	ρ = -0.093	Very Weak	0.925	0.359	NS / Accept Ho.
Gross Monthly Family Income	ρ = -0.029	Very Weak	0.287	0.773	NS / Accept Ho.
Relevant In-Service Training	ρ = -0.027	Very Weak	0.267	0.790	NS / Accept Ho.
Number of Teaching Preparations	ρ = 0.012	Very Weak	0.119	0.903	NS / Accept Ho.
Attitude Toward Asynchronous and Synchronous Modalities	ρ = 0.248	Weak	2.534	0.013	S / Reject Ho.

ω=*p*=<.001<.05 pairwise normality deviated from the norm S = Significant
Fisher's t-Critical = ±1.984, df = 98 NS = Not Significant

Highest Educational Attainment. In looking into the linear association between the highest educational attainment of the teacher-respondents and the levels of their utilization of asynchronous modalities, it can be noted that the correlation between the two variables was very weak (ρ= 0.028). Fisher's t showed that the highest educational attainment of the teachers did not influence significantly their levels of utilization on synchronous modalities (F(98)=0.277, p=0.786, ω=<.001).

Number of Years in Teaching. In looking into the linear association between the number of years in the teaching of the teacher-respondents and the levels of their utilization of asynchronous modalities, it can be noted that the correlation between the two variables was very weak (ρ= -0.093). Fisher's t showed that the number of years in the teaching of the teachers did not influence significantly their levels of utilization of synchronous modalities (F(98)=0.925, p=0.359, ω=<.001).

Gross Monthly Family Income. In looking into the linear association between the gross monthly family income of the teacher-respondents and the levels of their utilization of asynchronous modalities, it can be noted that the correlation between the two variables was very weak (ρ= -0.029). Fisher's t showed that the gross monthly family income of the teachers did not influence significantly their levels of utilization on synchronous modalities (F(98)=0.287, p=0.773, ω=<.001).

Relevant In-Service Training. In looking into the linear association between the relevant in-service training of the teacher-respondents and the levels of their utilization of asynchronous modalities, it can be noted that the correlation

between the two variables was very weak (ρ= -0.027). Fisher's t showed that the relevant in-service training of the teachers did not influence significantly their levels of utilization on synchronous modalities (F(98)=0.267, p=0.790, ω=<.001).

Number of Teaching Preparations. In looking into the linear association between the number of teaching preparations of the teacher-respondents and the levels of their utilization of asynchronous modalities, it can be noted that the correlation between the two variables was very weak (ρ= 0.012). Fisher's t showed that the number of teaching preparations of the teachers did not influence significantly their levels of utilization on synchronous modalities (F(98)=0.119, p=0.903, ω=<.001).

Attitude Toward Asynchronous and Synchronous Modalities. In looking into the linear association between the attitude of the teacher-respondents toward asynchronous and synchronous modalities and the levels of
their utilization of asynchronous modalities, it can be noted that the correlation between the two variables was weak (ρ= 0.248). Fisher's t showed that the attitude of the teachers toward asynchronous and synchronous modalities influenced significantly their levels of utilization of synchronous modalities (F(98)=2.534, p=0.013, ω=<.001). This indicated that the teachers with highly favorable attitudes toward asynchronous and synchronous modalities highly utilized asynchronous modalities than those with unfavorable attitudes toward it.

In summary, of the teacher-related variates, only their attitude toward asynchronous and synchronous modalities showed signified influence on the levels of utilization of asynchronous modalities. The other identified variates did not show any significant relationship with it.

Levels of Utilization on Synchronous Modalities. Table 20 reflects the relationship between the profile of the teacher-respondents in terms of age, sex, civil status, highest educational attainment, number of years in teaching, gross monthly family income, relevant in-service training, number of teaching preparations, and attitude toward asynchronous and synchronous modalities, and the levels of their utilization on synchronous modalities.

Age. In looking into the linear association between the age of the teacher-respondents and the levels of their utilization of synchronous modalities, it can Fisher's t showed that the age of the teachers did not influence significantly their levels of utilization of synchronous modalities (F(98)=0.615, p=0.538, ω=<.001). It is noted that the correlation between the two variables was very weak (ρ= -0.062). It showed that the sex of the teachers did not influence significantly their levels of utilization synchronous modalities (F(98)=1.708, p=0.106, ω=<.001).

Civil Status. In associating the linear relationship between the civil status of the teacher-respondents and the levels of their utilization of synchronous modalities, Cramer's V between the two variables was very weak (V = 0.200). Fisher's t showed that the civil status of the teachers influenced significantly their levels of utilization of synchronous modalities (F(98)=2.021, p=0.000, ω=<.001). This indicated that the married teachers highly utilized synchronous modalities as their preferred method of the delivery of education.

Highest Educational Attainment. In looking into the linear association between the highest educational attainment of the teacher-respondents and the levels of their utilization of synchronous modalities, it can be noted that the correlation between the two variables was very weak (ρ= 0.102). Fisher's t showed

Table 20

Relationship Between the Profile of Teacher-Respondents and the Levels of Their Utilization on Synchronous Modalities

Variate	Association		Fisher's t-Value	p-Value @ α=.05	Evaluation/ Decision
	Coefficient	Degree			
Age	ρ = -0.062	Very Weak	0.615	0.538	NS / Accept Ho.
Sex	*V* = 0.170 (X^2 = 39.689; df = 10)	Very Weak	1.708	0.106	NS / Accept Ho.
Civil Status	*V* = 0.200 (X^2 = 44.439; df = 15)	Very Weak	2.021	0.000	S / Reject Ho.
Highest Educational Attainment	ρ = 0.102	Very Weak	1.015	0.313	NS / Accept Ho.
Number of Years in Teaching	ρ = -0.115	Very Weak	1.146	0.253	NS / Accept Ho.
Gross Monthly Family Income	ρ = 0.014	Very Weak	0.139	0.892	NS / Accept Ho.
Relevant In-Service Training	ρ = -0.092	Very Weak	0.915	0.364	NS / Accept Ho.
Number of Teaching Preparations	ρ = -0.034	Very Weak	0.337	0.735	NS / Accept Ho.
Attitude Toward Asynchronous and Synchronous Modalities	ρ = 0.241	Weak	2.458	0.016	S / Reject Ho.

ω=*p*=<.001<.05 pairwise normality deviated from the norm
Fisher's t-Critical = ±1.984, df = 98

S = Significant
NS = Not Significant

that the highest educational attainment of the teachers did not influence significantly their levels of utilization on synchronous modalities (F(98)=1.015, p=0.313, ω=<.001).

Number of Years in Teaching. In looking into the linear association between the number of years in teaching the teacher-respondents and the levels of their utilization of synchronous modalities, it can be noted that the correlation between the two variables was very weak (ρ= -0.115). Fisher's t showed that the number of years in the teaching of the teachers did not influence significantly their levels of utilization of synchronous modalities (F(98)=1.146, p=0.253, ω=<.001).

Gross Monthly Family Income. In looking into the linear association between the gross monthly family income of the teacher-respondents and the levels of their utilization of synchronous modalities, it can be noted that the correlation between the two variables was very weak (ρ= 0.014). Fisher's t showed that the gross monthly family income of the teachers did not influence significantly their levels of utilization on synchronous modalities (F(98)=0.139, p=0.892, ω=<.001).

Relevant In-Service Training. In looking into the linear association between the relevant in-service training of the teacher-respondents and the levels of their utilization of synchronous modalities, it can be noted that the correlation between the two variables was very weak (ρ= -0.092). Fisher's t showed that the relevant in-service training of the teachers did not influence significantly their levels of utilization on synchronous modalities (F(98)=0.915, p=0.364, ω=<.001).

Number of Teaching Preparations. In looking into the linear association between the number of teaching preparations of the teacher-respondents and the

levels of their utilization of synchronous modalities, it can be noted that the correlation between the two variables was very weak (ρ= -0.034). Fisher's t showed that the number of teaching preparations of the teachers did not influence significantly their levels of utilization on synchronous modalities (F(98)=0.337, p=0.735, ω=<.001).

Attitude Toward Asynchronous and Synchronous Modalities. In looking into the linear association between the attitude toward asynchronous and synchronous modalities of the teacher-respondents and the levels of their utilization of synchronous modalities, it can be noted that the correlation between the two variables was weak (ρ= 0.241). Fisher's t showed that the attitude of the teachers toward asynchronous and synchronous modalities influenced significantly their levels of utilization of synchronous modalities (F(98)=2.458, p=0.016, ω=<.001). This signified that the teachers with highly favorable attitudes toward asynchronous and synchronous modalities manifested higher levels of utilization of synchronous modalities than the teachers with apathetic attitudes toward it.

In summary, of the teacher-related profile variates, only civil status and attitude toward asynchronous and synchronous modalities proved to have a significant influence on their levels of utilization of synchronous modalities. The other identified variates had nothing to do with it.

Relationship Between the Levels of Understanding on Asynchronous Modalities and Utilization on Asynchronous Modalities

Table 21 presents the relationship between the levels of understanding on asynchronous modalities and utilization on asynchronous modalities.

In looking into the linear association between the levels of understanding of asynchronous modalities and utilization of asynchronous modalities, it can be noted that the correlation between the two variables was moderate (ρ= 0.425). Fisher's t showed that the levels of understanding influenced significantly their levels of utilization of asynchronous modalities (F(98)=4.648, p=0.000, ω=<.001).

This signified that the teachers with higher levels of understanding of asynchronous modalities manifested higher levels of its utilization than the teachers who less understood it.

Table 21

Relationship Between the Levels of Understanding on Asynchronous Modalities and Utilization of Asynchronous Modalities

Association		Fisher's t-Value	p-Value @ α=.05	Evaluation/ Decision
Coefficient	Degree			
ρ = 0.425	Moderate	4.648	0.000	S / Reject Ho.

ω=*p*=<.001<.05 pairwise normality deviated from the norm
Fisher's t-Critical = ±1.984, df = 98

S = Significant
NS = Not Significant

Relationship Between the Levels of Understanding on Synchronous Modalities and Utilization on Synchronous Modalities

Table 22 contains the relationship between the levels of understanding of synchronous modalities and utilization of synchronous modalities.

In looking into the linear association between the levels of understanding of synchronous modalities and utilization of synchronous modalities, it can be noted that the correlation between the two variables was strong (ρ= 0.733). Fisher's t showed that the levels of understanding influenced significantly their levels of

utilization on synchronous modalities (F(98)=10.667, p=0.000, ω=<.001). This signified that the teachers with higher levels of understanding on synchronous modalities manifested higher levels of its utilization than the teachers who did not understand it.

Table 22

Relationship Between the Levels of Their Understanding of Synchronous Modalities and Utilization of Synchronous Modalities

Association		Fisher's t-Value	p-Value @ α=.05	Evaluation/ Decision
Coefficient	Degree			
ρ = 0.733	Strong	10.667	0.000	S / Reject Ho.

ω=*p*=<.001<.05 pairwise normality deviated from the norm
Fisher's t-Critical = ±1.984, df = 98

S = Significant
NS = Not Significant

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings with the conclusions drawn from them and the recommendations based on the findings of the study.

Summary of Findings

The following were the salient findings of the study:

1. The teacher-respondents ranged from 24 to 57 years old with a number of them, that is, 16 or 16.00 percent were aged 29-33 years while 15 or 15.00 percent were aged 24-28 years old. Majority of them belonged to the female sex accounting for 81 or 81.00 percent.

2. Majority of the teacher-respondents were married accounting for 73 or 73.00 percent.

3. More than half of the teacher-respondents, that is, 55 or 55.00 percent were with units in master's degree while 12 or 12.00 percent were with bachelor's degree.

4. The teacher-respondents had been in the service as classroom teachers from one year to 32 years with the modal number of years in teaching of 8 years.

5. The modal gross monthly family income of the teacher-respondents was posted at P34,499.50.

6. The teacher-respondents disclosed that the never attended international, national, regional trainings being shown by the weighted means of 1.01, 1.17, and 1.31, respectively. While they disclosed that they sometimes

attended division level trainings with a weighted mean of 1,96, and they oftentimes attended both district and school level trainings with weighted means of 2.63 and 3.02, respectively.

7. The teacher-respondents had 1 to 29 teaching preparations using the asynchronous and synchronous modalities in handling classes. Seventeen of them or 17.00 percent disclosed that they have 6-10 preparations while 16 or 16.00 percent with 1-5 preparations.

8. The teacher-respondents highly favored both asynchronous and synchronous modalities in the delivery of basic education.

9. The teacher-respondents considered asynchronous modalities as sometimes understood by them being shown by the grand weighted mean of 3.42.

10. The teacher-respondents considered asynchronous modalities as sometimes understood by them being shown by the grand weighted mean of 3.42.

11. The teacher-respondents considered synchronous modalities as sometimes understood by them being shown by the grand weighted mean of 3.08.

12. In comparing the levels of understanding of the teacher-respondents between the asynchronous and synchronous modalities, it was found significant.

13. The teacher-respondents averred that they sometimes utilized asynchronous modalities being indicated by the grand weighted mean of 3.22.

14. The teacher-respondents disclosed that they sometimes utilized synchronous modalities being indicated by the grand weighted mean of 3.33.

15. In comparing the levels of utilization of the teacher-respondents between the asynchronous and synchronous modalities, it was not significant Of the teacher-related profile variates, only their sex, highest educational attainment,

and attitude toward asynchronous and synchronous modalities showed significant influence to their levels of understanding on asynchronous modalities. The other variates did not prove any significant influence to it.

16. In associating relationship between the profile of the teacher-respondents and the levels of their understanding on asynchronous modalities, it was significant in terms of sex, highest educational attainment, and attitude toward asynchronous and synchronous modalities. It was not significant in terms of age, civil status, number of years in teaching, gross monthly family income, relevant in-service trainings, and number of teaching preparations.

17. In associating relationship between the profile of the teacher-respondents and the levels of their understanding on synchronous modalities, it was found significant in terms of sex, civil status, and attitude toward asynchronous and synchronous modalities while it was not significant in terms of age, highest educational attainment, number of years in teaching, gross monthly family income, relevant in-service trainings, number of teaching preparations.

18. In associating relationship between the profile of the teacher-respondents and the levels of their utilization on asynchronous modalities, it was found significant in terms of attitude toward asynchronous and synchronous modalities. It was not significant in terms of age, sex, civil status, highest educational attainment, number of years in teaching, gross monthly family income, relevant in-service trainings, and number of teaching preparations.

19. In associating relationship between the profile of the teacher-respondents and the levels of their utilization on synchronous modalities, it was significant in terms of civil status and attitude toward asynchronous and

synchronous modalities however it was not significant in terms of age, sex, highest educational attainment, number of years in teaching, gross monthly family income, relevant in-service trainings, number of teaching preparations.

20. In looking into the linear association between the levels of understanding on asynchronous modalities and utilization on asynchronous modalities, it was found significant.

21. In looking into the linear association between the levels of understanding on asynchronous modalities and utilization on synchronous modalities, it was found significant also.

Conclusions

From the findings of the study, the following conclusions were drawn:

1. The teacher-respondents were relatively young at their late 20s and early 30s, at the prime of their age who were able to discharge their duties and responsibilities as classroom teachers. Female dominance existed among them which was expected considering that during college more of this female-sex took up Teacher Education Course and thereby embraced teaching as their chosen profession when they earned their degree.

2. The teacher-respondents had established their respective families being of legal ages which they maintained by the income they earned from the pursuit of their profession.

3. The teacher-respondents were educationally qualified for the teaching position having complied with the required entry requirement in terms of educational qualification. In fact, most of them had pursued advance education by enrolling a graduate program in reputable higher education institutions for their

personal and professional development as well as in preparation for any advancement in position in the DepEd in the future.

4. The teacher-respondents had been teaching for more than five years which was enough for them to acquire enough experience to hone their skills and pedagogies.

5. More of the teacher-respondents had earned this much which denoted that they earned sufficiently to support the basic needs of the family including the educational needs of the schooling members and providing them some luxury.

6. The teacher-respondents attended relevant in-service trainings as part of the professional development of the DepEd. However, they attended trainings which were accessible to them – district and school levels to be updated with its programs and to gain competences in their implementation.

7. The teacher-respondents were pre-occupied with the teaching preparations to ensure that they could deliver the basic education to the student effectively. The data suggested further that they were multi-tasked who handled several subject areas and several grade levels for lack of teachers.

8. The teachers could alternatively use any of the two modalities in teaching which ever would be appropriate for a given situation.

9. The teachers manifested moderate understanding on asynchronous and synchronous modalities of teaching.

10. The teacher-respondents manifested moderate levels of understanding on asynchronous modalities.

11. The teacher-respondents manifested moderate levels of understanding on synchronous modalities also.

12. There was a disparity in the understanding of the teachers between the two modalities as alternative methods of teaching during the new normal education. From the means, it can be noted that they have higher understanding along asynchronous modalities than the synchronous ones.

13. The teachers moderately utilized asynchronous modalities as alternative methods of teaching particularly during the pandemic.

14. The teachers moderately utilized synchronous modalities also as alternative methods of teaching particularly during the pandemic also.

15. The utilization of the teachers between the two modalities as alternative methods of teaching during the new normal education was similar. They were moderately used depending upon their appropriateness with the situation occurring.

16. Of the teacher-related profile variates, only their sex, highest educational attainment, and attitude toward asynchronous and synchronous modalities showed significant influence to their levels of understanding on asynchronous modalities. The other variates did not prove any significant influence to it.

17. Of the teacher-related profile variates, only their sex, civil status, and attitude toward asynchronous and synchronous modalities showed significant influence to their levels of understanding on asynchronous modalities. The other variates did not prove any significant influence to it.

18. Of the teacher-related variates, only their attitude toward asynchronous and synchronous modalities showed signified influence to the levels of utilization

of asynchronous modalities. The other identified variates did not show any significant relationship with it.

19. Of the teacher-related profile variates, only civil status and attitude toward asynchronous and synchronous modalities proved to have significant influence to their levels of utilization of synchronous modalities. The other identified variates had nothing to do with it.

20. The teachers with higher levels of understanding on asynchronous modalities manifested higher levels of its utilization than the teachers who less understand it.

21. In looking into the linear association between the levels of understanding on synchronous modalities and utilization on synchronous modalities, it was found significant. The teachers with higher levels of understanding on synchronous modalities manifested higher levels of its utilization than the teachers who less understand it also.

Recommendations

Based on the conclusions drawn from the findings of the study, the following recommendations are offered:

1. Inasmuch as the levels of utilization of the asynchronous and synchronous modalities was influenced by the levels of understanding of the teachers, the levels of understanding of the teachers should be enhance, Extension of services beyond 5:00 o'clock could an advantage to them.

2. As it was found out that highest educational attainment significantly influenced the teachers to the levels of understanding of asynchronous modality,

they should be encouraged to pursue advance education by enrolling in a reputable institution.

3. As it was found out that the exemplary performance of the students handled by the teachers influenced the challenges encountered in the blended learning modality, students' performance should be sustained if not improved.

4. Send teachers to trainings on asynchronous and synchronous learning modalities.

5. Allocate fund for the procurement of equipment (gadgets) in Work and Financial Plan (WFP).

6. Another study may be conducted in other educational districts to validate the findings of the study.

Chapter 6

INTERVENTION

This chapter presents the intervention of the study to improve the levels of understanding and utilization of asynchronous and synchronous modalities among elementary teachers in the District of Jiabong, Schools Division of Samar.

Rationale

Distance learning will be successful using the asynchronous and synchronous lessons. The two learning modalities have both advantages and disadvantages. The synchronous classes allow face-to-face learning with the teachers and students through direct contact and further develop the student's oral production but restrict the possibility of access to a certain schedule, while the asynchronous learning makes classes more flexible and provides further development of written and performance tasks without having direct contact between the teachers and students.

The findings of the study affirmed that in comparing the levels of utilization of the teacher-respondents between the asynchronous and synchronous modalities, it was not significant of the teacher-related profile variates, only their sex, highest educational attainment, and attitude toward asynchronous and synchronous modalities showed significant influence to their levels of understanding on asynchronous modalities. The other variables did not prove any significant influence on it.

In addition, in associating the relationship between the profile of the teacher-respondents and the levels of their understanding of asynchronous

modalities, it was significant in terms of sex, highest educational attainment, and attitude toward asynchronous and synchronous modalities. It was not significant in terms of age, civil status, number of years in teaching, gross monthly family income, relevant in-service training, and number of teaching preparations.

While, in associating the relationship between the profile of the teacher-respondents and the levels of their understanding of synchronous modalities, it was found significant in terms of sex, civil status, and attitude toward asynchronous and synchronous modalities while it was not significant in terms of age, highest educational attainment, number of years in teaching, gross monthly family income, relevant in-service training, number of teaching preparation.

Likewise, in associating the relationship between the profile of the teacher-respondents and the levels of their utilization of asynchronous modalities, it was found significant in terms of attitude toward asynchronous and synchronous modalities. It was not significant in terms of age, sex, civil status, highest educational attainment, number of years in teaching, gross monthly family income, relevant in-service training, and number of teaching preparations.

Furthermore, in associating the relationship between the profile of the teacher-respondents and the levels of their utilization of synchronous modalities, it was significant in terms of civil status and attitude toward asynchronous and synchronous modalities however it was not significant in terms of age, sex, highest educational attainment, number of years in teaching, gross monthly family income, relevant in-service training, number of teaching preparations and In looking into the linear association between the levels of understanding on asynchronous modalities and utilization on asynchronous modalities, it was found significant as

well in looking into the linear association between the levels of understanding on asynchronous modalities and utilization on synchronous modalities, it was found significant also.

Objectives

To assist educational leaders in developing intervention schemes based on the levels of understanding and utilization of asynchronous and synchronous modalities among elementary teachers in the District of Jiabong, Schools Division of Samar.

Specifically, it is expected to:

1. Improve teachers' practices on the delivery of distance learning using the asynchronous and synchronous modalities

2. Develop a positive attitude toward teaching using the asynchronous and synchronous learning modalities.

3. Enhance teaching pedagogies of elementary grade teachers in teaching utilizing the asynchronous and synchronous learning modalities.

4. Improve students' academic performance in all learning areas on a quarterly based on their average mean grades.

5. Apply different approaches to the delivery of lessons in asynchronous and synchronous learning modalities.

Parts of the Intervention Program

The intervention program consists of the following areas: 1) Objectives; 2) methods/strategies; 3) resources; 4) responsible persons; 5) time frame; and 6) success indicator.

Strategy of Implementation

Many things need to be considered before the Intervention Program can be implemented which include: 1) seek approval from the public school's district supervisor based on the matrix of the program presented; 2) seek approval from the school head based on the matrix of the program presented; 3) teachers and other stakeholders conferences to seek support and commitment; and 4) implementation of intervention program as stated on the matrix.

Monitoring and Evaluation

To assist the levels of understanding and utilization of asynchronous and synchronous modalities among elementary teachers. The school head should closely monitor the performance of teachers in the delivery of lessons during the asynchronous and synchronous modalities and evaluate the student's progress by monitoring students' academic performance based on their average quarterly mean grades.

To intensify the application of different strategies to improve teachers' practices on the levels of understanding and utilization of asynchronous and synchronous modalities, varied strategies should be utilized in teaching-learning delivery, internet connectivity, and computer access, learning support, availability of learning resources, and technical support.

Objectives	Methods/ Strategies	Resources	Persons Involved	Time Frame	Success Indicator
1. Reskilling and upskilling of teachers' teaching strategies in	Conduct monthly School Learning Action Cell	Laptop & LCD	School head, LAC Leaders,	Monthly	Improved teaching strategies in the delivery of distance

the delivery of distance learning utilizing the asynchronous and synchronous modalities			Master Teachers, EPSs in Science		learning using asynchronous and synchronous modalities
2. Utilization of contextualized learning activity sheets and performance tasks that will improve students' independent learning skills	Conduct monthly School Learning Action Cell	Laptop & LCD	School head, LAC Leaders, Master Teachers, EPSs in Science	Monthly	Developed contextualized learning activity sheets and performance tasks in all learning areas
3. Improve the level of understanding of teachers in the proper utilization of different learning modalities using asynchronous and synchronous modalities	Conduct monthly School Learning Action Cell	Laptop & LCD	School head, LAC Leaders, Master Teachers, EPSs in Science	Monthly	Improved teaching practices in the delivery of distance learning using asynchronous and synchronous modalities
4. Improve quarterly academic performance of elementary grade students in all learning areas	Quarterly grade assessment	Bond paper, computer ink, and printer for the reproduction of test papers	Science teachers, School Heads, PSDS, and EPS in Science Supervisor	Quarterly	Attained at least 75% quarterly MPS
5. Intensify instructional supervision of the school	Conduct at least 15 instructional	Monitoring tool	Science teachers, School	Monthly	Improved teacher's and students' performance

heads to ensure the proper delivery of the lessons in asynchronous and synchronous modalities	supervision per month		Heads, PSDS, and EPS in Science		
6. Awards and Recognition	Recognize teachers during the Annual Search for Most Outstanding Teachers who show outstanding performance	Certificates	School head, & Teachers	Quarterly	Activity completion report
	Recognize students with outstanding performance in all learning areas	Certificates	School head, & Teachers	Quarterly	Activity completion report

Funding Source

Funding for this intervention plan may come from the following sources:

1. School MOOE;
2. LGU/SEF Funds;
3. Proceeds from the GPTA organization; and
4. Donations or voluntary support from LGU and/or NGOs such as Plan Philippines and other private donors.

Budgetary Requirements

In implementing this program, the following budgetary requirements would be entailed.

Supplies and materials	P 30,000
Snacks and meals during the capability Building on different practices for delivery of delivery of distance learning using asynchronous and synchronous modalities . . .	40,000
Other Incidental Expenses	10,000
	P 70,000

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APPENDICES

APPENDIX A

REQUEST FOR APPROVAL OF RESEARCH TITLE

SAMAR COLLEGES, INC.
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

July 25, 2022

DR. NIMFA T. TORREMORO
Dean, College of Graduate Studies
Samar College
City of Catbalogan

Madame:

The undersigned will enroll in thesis writing this First Semester, School Year 2022-2023. In this regard, she would like to present the following proposed thesis titles; preferably number **1**, for your evaluation, suggestions, and recommendations

1. **LEVEL OF UNDERSTANDING AND UTILIZATION OF ASYNCHRONOUS AND SYNCHRONOUS MODALITIES AMONG ELEMENTARY TEACHERS**
2. TEACHERS' DISTANT FACTOR: A CASE STUDY ON THE USE OF MODULAR APPROACH IN ELEMENTARY
3. LEVEL OF IMPLEMENTATION OF SOLID WASTE MANAGEMENT PROGRAM IN ELEMENTARY SCHOOLS IN THE DISTRICT OF JIABONG: A PROPOSAL IMPROVEMENT PLAN.

(SGD.) APPLE L. DACLES
Researcher

Recommended Title No.

1 **(SGD.) MICHELLE L. MUSTACISA, PhD**
Evaluator
1 **(SGD.) ELENA S. DE LUNA, PhD**
Evaluator
1 **(SGD.) GUILLERMO D. LAGBO, DPA**
Evaluator

Approved Title No.: # 1

(SGD.) NIMFA T. TORREMORO, PhD

Dean, College of Graduate Studies

APPENDIX B

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGES, INC.
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

ASSIGNMENT OF ADVISER

NAME	**:**	APPLE L. DACLES
COURSE	**:**	Master of Arts in Education
SPECIALIZATION	**:**	Educational Management
TITLE OF THESIS PROPOSAL	**:**	Level of Understanding and Utilization of Asynchronous and Synchronous Modalities among Elementary Teachers
NAME OF ADVISER	**:**	IMELDA M. UY, EdD

(SGD.) APPLE L. DACLES
Researcher

CONFORME:

(SGD.) IMELDA M. UY, EdD
Adviser

APPROVED:

(SGD.) NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

APPENDIX C

QUESTIONNAIRE
(For Teacher-Respondent)

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGES, INC.
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

25 July 2022

Dear Respondent,

The undersigned is currently conducting a study entitled, “Level of Understanding and Utilization of Asynchronous and Synchronous Modalities among Elementary Teachers in the District of Jiabong.” As one of the requirements for the degree, Master of Arts in Education (MAEd) major in Elementary Education with the College of Graduate Studies Samar College, City of Catbalogan.

As potent source of information the undersigned requests your cooperation in answering attached questionnaire.

Rest assured that any information given in this questionnaire will be held in strict confidentially and shall be used solely for the purpose of this study.

Thank you very much for your cooperation.

Very truly yours,

(SGD.) APPLE L. DACLES
Researcher

PART I. PROFILE OF RESPONDENT

Direction: Kindly supply the information asked for by writing in the space provided or by checking the appropriate box.

1. Name: _____

2. Age: _____ 3. Sex: Male ☐ Female ☐

3. Civil Status: Single ☐ Live-in ☐

Married ☐ Separated ☐

Widowed ☐ Annulled ☐

4. Highest Educational Attainment:

☐ Doctorate Degree Holder
☐ Doctorate Level
☐ Master's Degree Holder
☐ Master's Level
☐ Baccalaureate Degree Holder

5. Gross Monthly Family Income: PhP _____

6. Number of Years in Teaching (in completed years): _____

7. Number of Teaching preparations: _____

8. Number of Relevant In-Service Training:

Training Level	No. of Training Attended
International	
National	
Regional	
Division	
District	

PART II. ATTITUDE TOWARD ASYNCHRONOUS AND SYNCHRONOUS MODALITIES

Direction: Below are indicators for the attitude toward asynchronous and synchronous modalities (Mick and Middlebrook, 2015) through answering rating them on the scale shown below. Kindly check the column that corresponds to your level of utilization:

5 – Always (A)
4 – Frequently (F)
3 – Sometimes (So)
2 – Seldom (Se)
1 – Never (N)

Statement	**5**	**4**	**3**	**2**	**1**

	(A)	(F)	(So)	(Se)	(N)
Dimension 1. Inclusivity and Accessibility					
Asynchronous Learning Modality					
1. Typically text-based interactions use common literacy skills.					
Statement	**5 (A)**	**4 (F)**	**3 (So)**	**2 (Se)**	**1 (N)**
2. Time lag affords students the opportunity to employ assistance related to disabilities, such as typing aides or submitting responses in approved alternative media.					
3. Typically text-based interactions require strong reading and writing skills, which may be problematic for students with particular learning or physical disabilities.					
4. Teachers must have access to the latest research on design for inclusivity and must be able to use platforms that support the deepest accommodations.					
5. Teachers must receive information on accessibility issues from students with enough time to address solutions, so cooperation with institutional partners addressing accessibility needs is essential.					
Synchronous Learning Modality					
1. Enables voice and live video connections to accompany an environment that typically is text-rich.					
2. Accommodates learning styles that rely on immediate feedback and real-time visuals.					
3. Many tool types available through universal access or embedded institutional cost					

structures, meaning that no additional fee/s required.					
4. Some versions require voice and live video connections that may impede students who interact more comfortably through text or who cannot afford such connections					
5. Speed of communications could impede participation by those challenged by low-bandwidth and connectivity.					
Dimension 2. Technical Viability and IT Support					
Asynchronous Learning Modality					
1. Technical support is typically built into the major providers on campus and in the public domain; platforms have been around long enough that crowdsourcing and on-campus assistance can often address concerns.					
2. Timely, skilled technical support from institutional IT and software designers is essential to maintaining reliable service with full					
Statement	**5 (A)**	**4 (F)**	**3 (So)**	**2 (Se)**	**1 (N)**
Capabilities.					
Synchronous Learning Modality					
1. If using popular institutional or universal access platforms, IT support should be familiar with common problems.					
2. IT support might not be available when assistance is needed if students and teachers interact outside business hours or if funding for support services does not meet demand.					
Dimension 3. Pedagogical Rationale Permanence Pace Scale Social Impact					
Asynchronous Learning Modality					

1. Most LMS and public platforms have recording tools to capture exchanges for future consideration.					
2. Intermittent communication process allows time for deeper thought and construction of response at pace determined by teachers and students.					
3. Social exchanges related to building relationships and addressing concerns can be carefully constructed as participants have time to consider and compose such interactions.					
4. Pace does not easily allow for fluid, time-sensitive social and relational acts, such as (1) exchanges that help establish identity and personal connection, and (2) exchanges that facilitate planning for such activities as group work.					
Synchronous Learning Modality					
1. In a smaller class or within small groups, accommodates time-sensitive social and relational functions such as: (1) exchanges that help establish identity and personal connection, and (2) exchanges that facilitate planning for such activities as group work.					
2. Exchanges might not be recordable due to limitations in technology or storage capacity; therefore, they may not be reviewable for deeper consideration or ongoing use.					
3. Privileges speed over care for grammatical correctness or depth of thought.					
4. Capacity for direct participation is limited with multiple students.					
Statement	**5 (A)**	**4 (F)**	**3 (So)**	**2 (Se)**	**1 (N)**
5. Ability to respond quickly could facilitate uncensored and careless comments that degrade social fabric					

Part III. Levels of Understanding of a Teacher on Asynchronous and Synchronous Learning Modalities

Direction: Below are indicators for the Levels of Understanding of a Teacher on Asynchronous and Synchronous Modalities (Fernandez and Ramesh, 2021) through answering rating them on the scale shown below. Kindly check the column that corresponds to your level of utilization.

5 – Always (A)
4 – Frequently (F)
3 – Sometimes (So)
2 – Seldom (Se)
1 – Never (N)

Indicator

Asynchronous Learning Modality	**5 (A)**	**4 (F)**	**3 (So)**	**2 (Se)**	**1 (N)**
1. I think my education is affected due to a lack of face-to-face interaction with the Teacher, and even students were not able to clear any doubts.					
2. My motivation and academic performance are decreased due to limited interaction and lack of campus experience					
3. Online classes create a sense of loneliness as I am not able to interact with my friend.					
4. Online classes have placed more responsibilities in the COVID-19 pandemic.					
5. I am capable of taking responsibility for my learning in an online environment as I get an opportunity to self-explore					
Synchronous Learning Modality	**5 (A)**	**4 (F)**	**3 (So)**	**2 (Se)**	**1 (N)**

1. Online classes are as effective as face-to-face classes				
2. I think an online environment is a student-centered approach				
3. Online classes help in generating new perspectives				
4. Online classes are cost-effective, and a replacement for face-to-face courses and helps in saving different expenses such as travel, canteen, etc.				
5. Online learning provides an opportunity to develop skills and confidence in problem-solving				
6. Online learning provides an opportunity to compare, discuss and modify concepts				
7. Online classes are a boon for continuous education in the COVID-19 pandemic without any disruptions				
8. I think collaboration with learners in an online class will improve critical thinking skills and help me brainstorm				
9. Students who are shy or lack confidence are comfortable participating in an online class				
10. Online learning helps in arriving at general conclusions when there are differences in opinion				

Part IV. Level of Utilization on Asynchronous and Synchronous Learning Modalities

Direction: Below are indicators for the utilization of asynchronous and synchronous learning modalities through answering rating them on the scale shown below. Kindly check the column that corresponds to your level of utilization.

5 – Always (A)
4 – Frequently (F)
3 – Sometimes (So)

2 – Seldom (Se)
1 – Never (N)

Indicator	5 (A)	4 (F)	3 (So)	2 (Se)	1 (N)
A. Asynchronous Learning Modality					
1. Pre-recorded Videos (Video lessons where students can view any time at their convenience).					
2. Digital Library (can visit online library upon availability of time).					
3. Blogs (use to post discussion at time that students are available).					
4. Email List (provide to students and can access within their available time)					
5. Discussion or forum (can leave comments and observations before or after the provided instruction).					
B. Synchronous Learning Modality					
1. Audio conferencing (with the use of discussions and dialogue).					
2. Web conferencing/video conferencing (Sharing presentations and information. In-depth discussion with higher-touch interactions).					
3. Chat/instant messaging (Information sharing of low-complexity issues/ Ad hoc quick communications. e.g. messenger, email, and other messaging platforms).					
4. White boarding (co-development of ideas).					
5. Application sharing (co-development of documents like Google Drive).					

Thank You . . .

The Researcher

APPENDIX D

REQUEST LETTER TO THE SCHOOL DIVISION SUPERINTENDENT TO CONDUCT THE STUDY

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGES, INC.
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

25 July 2022

CARMELA R. TAMAYO, Ed.D., CESO V
Schools Division Superintendent
Samar Division
Catbalogan City, Samar, Philippines

Dear Madame,

The undersigned is currently conducting a study entitled, **"Level of Understanding and Utilization of Asynchronous and Synchronous Modalities among Elementary Teachers in Jiabong Central Elementary School."** As one of the requirements for the degree, Master of Arts in Education (MAEd) major in Elementary Education with the College of Graduate Studies Samar College, City of Catbalogan. In this regard, I am requesting from your good office the permission to field the questionnaire to Jiabong Central Elementary School in the District of Jiabong.

Rest assured that the result of the study will be feedback to your office and treat the data with utmost confidentiality and anonymity. Looking forward to grant this request.

Thank you and more power to your leadership.

Very truly yours,

(SGD.) APPLEL. DACLES
Researcher

Approved:

(SGD.) CARMELA R. TAMAYO, EdD
Schools Division Superintendent, Samar Division

APPENDIX E

REQUEST LETTER TO THE PUBLIC SCHOOLS DISTRICT SUPERVISOR TO CONDUCT THE STUDY

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGES, INC.
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

25 July 2022

THE PUBLIC SCHOOLS DISTRICT SUPERVISOR
District of Jiabong
DepEd Schools Division of Samar
Jiabong Samar

Dear Madame,

The undersigned is currently conducting a study entitled, **"Level of Understanding and Utilization of Asynchronous and Synchronous Modalities among Elementary Teachers in Jiabong Central Elementary School."** As one of the requirements for the degree, Master of Arts in Education (MAEd) major in Elementary Education with the College of Graduate Studies Samar College, City of Catbalogan. In this regard, I am requesting from your good office the permission to field the questionnaire to Jiabong Central Elementary School in the District of Jiabong.

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Thank you and more power to your leadership.

Very truly yours,

(SGD.) APPLE L. DACLES
Researcher

APPENDIX F

REQUEST LETTER TO THE SCHOOL ADMINISTRATOR TO FIELD THE QUESTIONNAIRE

Republic of the Philippines
Commission on Higher Education
Region VIII
SAMAR COLLEGES, INC.
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

25 July 2022

THE SCHOOL ADMINISTRATOR
District of Jiabong
DepEd Schools Division of Samar
Jiabong Samar

Dear Madame,

The undersigned is currently conducting a study entitled, **"Level of Understanding and Utilization of Asynchronous and Synchronous Modalities among Elementary Teachers in Jiabong Central Elementary School."** As one of the requirements for the degree, Master of Arts in Education (MAEd) major in Elementary Education with the College of Graduate Studies Samar College, City of Catbalogan. In this regard, I am requesting from your good office the permission to field the questionnaire to Jiabong Central Elementary School in the District of Jiabong.

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Thank you and more power to your leadership.

Very truly yours,

(SGD.) APPLE L. DACLES
Researcher

CURRICULUM VITAE

NAME	:	APPLE L. DACLES
HOME ADDRESS	:	Brgy. Alejandrea, Jiabong, Samar
EMAIL ADDRESS	:	apple.dacles20@gmail.com
BIRTH DATE	:	October 29, 1994
BIRTH PLACE	:	Jiabong, Samar
CIVIL STATUS	:	Married
FATHER	:	Amado L. Lagos
MOTHER	:	Teresa M. Lagos
PRESENT POSITION	:	Teacher III
DEGREE PURSUED	:	Masters of Arts in Education
SPECIALIZATION	:	Elementary Education

EDUCATIONAL BACKGROUND

ELEMENTARY	:	Jiabong Central Elementary School Jiabong Samar 2001-2007
SECONDARY	:	Samar College Catbalogan, City 2007-2011
TERTIARY	:	Samar State University Catbalogan, City 2011-2015
COURSE	:	Bachelor in Elementary Education
GRADUATE STUDIES	:	Samar College Catbalogan, City 2016-Present
COURSE	:	Master of Arts in Education (Elementary Education

ELIGIBILITY

Licensure Examination for Teachers (LET) : Passer

WORK EXPERIENCE

Teacher I	:	Department of Education Samar Division of Samar Candayao Elementary School July 4, 2016–January 12, 2020
Teacher III	:	Department of Education Samar Division of Samar Jiabong central ES January 13, 2020-Present

TRAININGS, SEMINARS, WORKSHOPS, AND CONVENTION

3-Day ICT Literacy Training of Trainers by the Department of Education, Samar Division on November 19-21, 2016

Ten-Day Division Live-In Training-Workshop for Multi-Grade Teachers by the Department of Education, Samar Division on April 12-13, 2016

Job Orientation for Newly Hired Elementary Teachers by the Department of Education, Samar Division on March 23-25, 2017

District Campus Journalism Training and District Press Conference by the Department of Education, Samar Division, Jiabong Samar on October 22-24, 2018

Division Re-Orientation-Workshop on the Encoding and Uploading of Data/Information Requirements for Beginning of School Year 2018-2019 in the Learner Information System and Basic Education Information System by the Department of Education, Samar Division on November 29, 2018

District Roll-Out on the Philippine Professional Standards for Teachers (PPST) and Result-Based Performance Management System (RPMS) by the Department of Education, Samar Division, Jiabong, Samar on March 1-3, 2019

DepEd Computerization Program (DCP) Orientation Cum ICT Literacy 2019 by the Department of Education, Samar Division on October 21-23, 2019

Division-Based Training in Coaching and Officiating of School Sports Events by the Department of Education, Samar Division on October 25-27, 2019

School Capacity Building on Psychological First Aid by the Department of Education, Samar Division on May 20, 2021

District Seminar on Legal Matters, Ethics, and Accountability by the Department of Education, Samar Division, Jiabong, Samar on March 29-31, 2021

Conduct of Online Orientation on Data Requirements and Data Gathering Forms for School Year 2020-2021 by the Department of Education, Samar Division on April 23, 20