

*International Journal of Learning, Teaching and Educational Research*  
Vol. 21, No. 2, pp. 232-250, February 2022  
<https://doi.org/10.26803/ijlter.21.2.13>  
Received Dec 28, 2021; Revised Feb 13, 2022; Accepted Feb 20, 2022

## Filipino Teachers' Attitudes towards Distance Learning during the Covid-19 Pandemic

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**Abstract.** Due to the impact of the COVID-19 pandemic, distance education has subsequently turned into the dominant mode of teaching, especially in the Philippines, where the majority of schools are still physically closed. Over a year since distance education was fully implemented in the country, it is essential to understand the general attitudes towards distance learning of Filipino teachers who have been teaching at various educational levels, including elementary, secondary, and tertiary levels, particularly in terms of student interaction, student performance, tool use, and availability, the support they have received from their schools, their willingness to handle distance and learning classes, as well as their experience in online teaching. The quantitative study was conducted with 151 respondents, using an online survey. Regarding their general attitude towards distance learning, the majority believe that distance education is not a viable alternative to face-to-face learning. In terms of student performance, a big majority believe that students learn less in distance-education classes; and academic dishonesty is more prevalent in such a setting. Teachers also had a more negative attitude towards the availability of an infrastructure for distance learning and the difficulty of managing the technology needed. Still, they have a more positive attitude regarding the support they receive from their schools. Overall, the study revealed that respondents have mixed attitudes towards distance learning, although there is a statistically significant difference between their gender and their attitudes towards distance learning. Moreover, the benefits of distance learning can be maximized, if appropriate training and support are provided to both teachers and students.

**Keywords:** Covid-19 pandemic; challenges; distance education; online learning; Philippines

## 1. Introduction

In recent decades, the most crucial development in education has been the introduction of technologies to enhance the delivery of distance learning. The rapid growth in distance learning became more prominent when the COVID-19 crisis started in 2020, which has now become the most significant challenge for many educational institutions (Daniel, 2020). The pandemic has forced online teaching and learning to become the primary instruction medium at various levels of education (Butnaru, 2021; Mok, 2021). Governments were forced to shut down schools, which were required to switch to distance education and online learning, even without any adequate preparation.

Since the start of the pandemic, many schools worldwide have been using different distance-learning strategies, such as online classes, a modular approach, and television-broadcast lessons, in order to meet the learning needs of the students (Asian Development Bank, 2021).

Distance learning is defined as an educational experience in which instructors and students are separated in time and space; and consequently, it employs various technological applications, in order to connect students with their teachers (Tzivinikou et al., 2020; Moore et al., 2011). It is also referred to as online learning, where students and teachers use interactive telecommunication systems, or various technological applications to connect with and to access resources (Kim, 2020; Moore et al., 2011).

It can be asynchronous, where students have access to course content through the Internet and participate in learning by using various tools at any given time (typically through email or online forums); or it may be synchronous, where teachers and students meet online by utilizing a live video feed (such as Zoom, Google Meet, or Discord) at a predetermined time (Fidalgo et al., 2020; Kim, 2020). Another type of distance education is blended learning, which scholars generally describe as a combination of face-to-face classes and online learning instruction (Hrastinski, 2019).

Then there are the massive online open courses, or MOOCs, which offer distributed open online courses that are commonly available without cost to a huge number of participants; and these courses can be traced to the Open Access Initiative in 2002 (Fidalgo et al., 2020; Cormier et al., 2010). Before the Covid-19 crisis, distance learning was increasingly offered in many educational institutions (Tzivinikou et al., 2020; Allen & Seaman, 2017). Several pieces of literature on distance education have focused on students who have enrolled in online courses. Some researchers compared the students' performance between online and face-to-face classes (Paul & Jefferson, 2019; Xu & Jaggars, 2016); while others studied students' perceptions of distance education (Fidalgo et al., 2020; Dobbs et al., 2017). Some studies revealed a positive attitude among teachers towards e-learning or distance learning, especially among those who had experienced teaching online (Lee et al., 2015; Kisanga, 2016); while there are concerns about the conversion of face-to-face courses to online courses, anonymity, and the privacy of the students, as well as their need for further training.

Since distance learning has increased largely in recent months, due to the Covid-19 related lockdowns and quarantine restrictions, several studies have been conducted, in order to study the perception of students regarding e-learning during the COVID-19 pandemic, with varying results. Abbasi et al. (2020) found that among medical students in a school in Pakistan, the majority did not prefer e-teaching rather than face-to-face teaching during the lockdown situation. In India and Poland, students had a positive perception of e-learning (Khan et al., 2021), which was largely accepted, since it effectively increases knowledge (Bączek et al., 2021).

Dental students in an Indonesian university also agreed that blended learning which combined classroom and distance learning, could be implemented during the pandemic (Amir et al., 2020). Other studies focused on the perception of teachers on distance learning during the Covid-19 crisis. For example, in China, a survey of 15,438 Chinese teachers showed that the majority of these teachers support online-teaching programs, as an epidemic prevention and control initiative (Yang, 2020).

During the pandemic in the Philippines, some local research investigated teachers' attitudes towards online education and remote learning. According to Lapada et al. (2020), the length of teaching experience and geographic location are substantially connected to distance-education preparation. Furthermore, according to Bautista et al. (2021), most surveyed teachers received enough support from their institutions in terms of capability building, technological and data-protection issues, information dissemination platforms, and online-learning management.

However, typical topics in distance education include problems in encouraging students, employing information and communication technology, managing the time allotted for each session, and assessing the learners' comprehension of the lessons. Despite these issues, the respondents were confident of their ability to administer remote classes in the event of a pandemic.

Distance education remains the primary modality of education amidst the uncertainties brought about by the Covid-19 pandemic in the Philippines, despite the limited face-to-face classes conducted in some areas in the country. Thus, the researcher aimed to measure teachers' attitudes towards distance learning, specifically in terms of student interaction, students' performance, the use and the availability of tools, and their willingness to handle distance-learning classes, and to determine whether there is a significant difference between the respondents' attitude towards distance learning during the pandemic, and their demographic characteristics, specifically in terms of age bracket, employment status, monthly income, gender, and teaching experience.

## 2. The Methodology

### 2.1 Research Design and Respondents

This study is quantitative and descriptive; and it has two primary objectives: 1) to describe teachers' attitudes towards distance learning during the COVID-19 pandemic; and 2) to determine whether there is any significant difference between the respondents' attitudes towards distance learning during the pandemic and their demographic characteristics. To achieve these objectives, a modified questionnaire was used to collect the data through an online survey, which was deemed to be the most suitable in consideration of the ongoing community quarantine restrictions imposed in the Philippines.

Since schools are still closed at all levels (except for some tertiary-level institutions that were given the go-ahead signal to conduct face-to-face classes for medical-related courses), the researchers and the target respondents could not come face-to-face and conduct the survey.

Using the projected population of 1,243,445 instructors in the Philippines (Commission on Higher Education, 2020a, 2020b), the sample size of respondents was 151, with an 8% margin of error and a confidence level of 95%. Only those individuals teaching, regardless of level, during the COVID-19 epidemic, which occurred during the school year (SY) 2020-2021, were included in the survey. However, applying a probability-sampling technique, such as systematic random sampling was not feasible; since no comprehensive list of Filipino teachers was used in identifying the specific respondents to be invited. Consequently, the researchers used non-probability sampling, in which the researcher selected the samples, based on the criteria previously discussed.

### 2.2 The Survey Instrument

The researchers based their survey questionnaire of "Attitudes of Filipino teachers towards distance education during COVID-19" on several previous studies on distance learning and online education by Lapada et al. (2020), School Education Gateway (2020), and Lee et al. (2015).

The survey instrument is composed of two parts: 1) the demographic characteristics, specifically sex, age, educational attainment, and employment status; and 2) the respondents' attitudes towards distance education, composed of 20 statements. The second part, which consists of Likert-type items, was divided into seven indicators or categories, namely: a) general attitude towards DLE; b) interaction with students; c) teaching online; d) students' performance; e) teachers' preparedness; f) the use and availability of tools and technology; and g) school support.

The respondents were asked whether they agreed or disagreed with the specific items corresponding to the seven indicators. This was accomplished by using a four-point Likert scale (strongly agree, agree, disagree, and strongly disagree). An informed consent form was also included in the questionnaire. Those respondents who agreed to participate in the survey were directed to the main body of the survey after clicking the 'submit' button.

Two academic experts validated the adapted survey instrument. The researchers also conducted a pilot survey, in order to ensure the clarity and the reliability of the questionnaire. To test the internal consistency of the instrument items, Cronbach's alpha was calculated. The alpha coefficient for the 20 items was 0.927, which suggests that the items have relatively high internal consistency.

### 2.3 The Data-Collection Procedure

The survey was conducted between January 26 and February 25, 2021. The data collection was performed online by using Google Forms; and an invitation to participate in the survey was posted and shared on social media. The researchers used different strategies, in order to reach as many respondents as possible. Facebook was primarily used to disseminate the survey online; since it is the Philippines' most popular social-media site. The informed consent form was included in the first section of the survey. The respondents were also notified at the start of the survey that they could refuse to answer any question, and they could withdraw from the study at any point; and that all the information would be kept confidential. The Philippine Data Privacy Act was strictly followed, when creating the online survey form.

### 2.4 The Data Analysis

The collected data were retrieved in Microsoft Excel format from Google Forms and processed with the IBM SPSS version 25. To determine the differences between groups for age, employment status, monthly income, length of teaching experience, length of experience in online teaching, and responses to the 20 items, the Kruskal-Wallis test was used. The Mann-Whitney test was employed to find any gender differences in attitudes towards distance education. And  $p < 0.05$  was chosen as the statistical significance level.

## 3. The Results

This study aimed to describe teachers' attitudes towards distance learning during the Covid-19 pandemic, and to determine whether there was any significant difference between the respondents' attitudes towards distance learning and their demographic characteristics. The following sections present the results of the survey.

### 3.1 Teachers' Demographic Profile

With 151 responses, female respondents comprised a large majority (72%) of the respondents; while 27% were male teachers. About two-thirds of them (73%) were regular/permanent teachers, while 18% were part-time teachers. Furthermore, half of the respondents earned Php20,001-P hp25,000 per month (see Table 1).

**Table 1. Demographic characteristics of the respondents**

		F	%
<b>Gender</b>	Female	108	72
	Male	41	27
	Prefer not to say	2	1
<b>Age Bracket</b>	21-25	12	8
	26-30	15	10

	31-35	18	12
	36-40	22	15
	41-45	20	13
	46-50	21	14
	51-55	18	12
	56 above	17	11
	No answer	8	5
<b>Employment Status</b>	Regular/Permanent	110	73
	Contractual but Full-Time	12	8
	Part-time Employee	27	18
	No answer	2	1
<b>Monthly Income</b>	P10,000 below	12	8
	P10,001 - 15,000	12	8
	P15,001 - 20,000	10	7
	P20,001 - 25,000	51	34
	P25,001 - 30,000	26	17
	P30,001 - 35,000	5	3
	P35,001 above	21	14
	Prefer not to say	14	9

In terms of online teaching, the vast majority (61%) stated that this was their first time; while 20% indicated that they had multiple experiences. Three out of ten respondents (33%) had a neutral attitude when asked whether they were confident in teaching remotely during the Covid-19 pandemic; while 32% were somewhat confident. Around 17% were insecure in some way, while fifteen per cent were quite confident. Only 2% of those polled stated they were not at all confident. Overall, teachers who responded to the survey felt confident in their ability to manage remote classes (Table 2).

**Table 2. Online teaching experience of the respondents**

		f	%
<b>Experience in Online Teaching</b>	Have extensive experience	19	13
	Have some experience	30	20
	First experience	92	61
	Did not switch to online learning	10	7
<b>Confidence in teaching remotely during the pandemic</b>	Very confident	23	15
	Somehow confident	48	32
	Neutral	49	33
	Somehow not confident	25	17
	Not at all Confident	3	2
	No answer	3	2

### 3.2 Attitude towards Distance Learning

The respondents were asked to rate their agreement in terms of the different aspects of distance education, based on their experiences. The survey results revealed that the majority of the respondents believed that distance education is not a practical alternative for learning. Of the 151 respondents, 52 agreed with the statement, while 15 strongly agreed (Table 3).

In terms of interaction with their students, the majority of the respondents believed that there is less interaction in distance-learning environments ( $x = 3.17$ ;  $SD = 0.671$ ), higher impersonal communication among students and teachers ( $x = 2.82$ ;  $SD = 0.694$ ), and lower emotional feeling when compared with face-to-face classes ( $x = 3.14$ ;  $SD = 0.758$ ). Meanwhile, the same number of respondents agreed and disagreed with the statement that there is no way to know whether their students had done the course by reading in a distance-education class ( $x = 2.66$ ;  $SD = 0.809$ ).

When it comes to online teaching, the majority of the respondents disagreed that teaching online has no impact on their face-to-face courses and instruction ( $x = 2.37$ ;  $SD = 0.754$ ); while a significant majority believed that good teaching principles are transferable from face-to-face to distance-education classes ( $x = 2.97$ ;  $SD = 0.677$ ).

Furthermore, the respondents believed that students learn less in a distance education class ( $x = 2.88$ ;  $SD = 0.791$ ); while a large majority agreed that there is more academic dishonesty in online classes ( $x = 3.22$ ;  $SD = 0.720$ ). On the other hand, the respondents are split in regard to whether students have lower grades in distance education classes ( $x = 2.49$ ;  $SD = 0.729$ ).

Regarding teachers' preparedness for distance learning, a large majority believed that the transition to distance learning was too rapid ( $x = 3.11$ ;  $SD = 0.708$ ). More respondents believe that they were not adequately prepared for distance-education practices ( $x = 2.72$ ;  $SD = 0.811$ ); while the time needed for developing a distance education course is comparable to that needed in face-to-face classes ( $x = 2.72$ ;  $SD = 0.844$ ). Slightly more respondents affirmed that they lacked experience in preparing distance-learning modules ( $x = 2.60$ ;  $SD = 0.785$ ); while the respondents were split when asked whether they were adequately prepared for distance-education practices ( $x = 2.50$ ;  $SD = 0.799$ ).

In terms of the use and availability of tools for distance education, almost all of the respondents agreed that their students had experienced internet-connection problems ( $x = 3.48$ ;  $SD = 0.641$ ). Moreover, a large majority agreed that it was difficult to manage the technology of distance-education classes ( $x = 2.83$ ;  $SD = 0.823$ ), and that the infrastructure required for distance learning did not exist ( $x = 2.83$ ;  $SD = 0.737$ ). However, when it comes to believing that lectures cannot be replaced by technological tools, slightly more respondents agreed with this statement ( $x = 2.60$ ;  $SD = 0.785$ ).

Lastly, when it comes to school support, at least nine out of ten respondents believed that the school showed positive attitudes and behaviors towards educators during the crisis ( $x = 3.26$ ;  $SD = 0.716$ ).

**Table 3. Respondents' attitudes towards distance learning**

	Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Mean	Std. Deviation
General Attitude towards DLE	Distance education is not a viable alternative for learning compared to face-to-face environments.	15	52	27	6	2.75	0.774
Interaction with Students	There is less student-teacher interaction in distance-education environments	31	56	11	1	3.17	0.671
	There is no way for me to know if my students did the reading in a distance-education class	16	39	40	5	2.66	0.809
	There is highly impersonal communication among students and teachers in distance education	15	53	31	1	2.82	0.694
	Student discussions in distance education lack feeling compared to face-to-face classes	34	47	17	2	3.14	0.758
Teaching Online	Teaching online has no impact on my face-to-face courses and instruction	7	32	52	9	2.37	0.754
	Good teaching principles are transferable from face-to-face to distance-education classes	19	62	17	3	2.97	0.677
Students' Performance	Students learn less in a distance-education class	21	52	22	5	2.88	0.791
	Grades are lower for students in a distance-education class.	7	41	45	7	2.49	0.729
	There is more academic dishonesty (cheating, plagiarism) in online classes	36	52	9	3	3.22	0.720
Teachers' Preparedness	The transition/shift to distance learning was too rapid	28	59	10	3	3.11	0.708
	I was not prepared adequately for distance-education practices	16	46	31	7	2.72	0.811
	I lacked experience in preparing distance-learning content (i.e., presentations)	9	41	40	10	2.50	0.799
	I had a lack of experience in preparing distance-learning modules	11	46	35	8	2.60	0.785
	The time commitment for developing a distance education class is comparable	17	45	30	8	2.72	0.844

	to that in face-to-face classes (the amount of time needed for course preparation is the same in both modes)						
Use and Availability of Tools	My lectures cannot be replaced by technological tools	13	41	40	6	2.60	0.784
	The technology of distance- education classes is difficult to manage	22	44	30	5	2.83	0.823
	The infrastructure required for distance learning didn't exist/was not ready	17	53	27	3	2.83	0.737
	My students had internet- connection problems	54	42	2	2	3.48	0.641
School Support	My school/university administrators showed positive attitudes and behaviors towards educators during this crisis	38	52	6	3	3.26	0.716

### 3.3 Significant differences between demographic characteristics and the attitudes of respondents towards distance learning

The Kruskal-Wallis test revealed no statistically significant differences in respondents' attitudes towards distance education, based on their demographic profile (Table 4).

**Table 4. The results of the Kruskal-Wallis test between the respondents' age bracket, employment status, and monthly income, and their attitude towards distance learning**

		Age Bracket	Employment Status	Monthly Income
Attitude towards distance learning	$\chi^2(2)$	7.277	7.649	13.231
	Df	8	3	7
	p-value	0.507	0.054	0.067

### 3.4 Significant differences between respondents' teaching experience and their attitudes towards distance learning

Furthermore, the Kruskal-Wallis test also revealed no statistically significant difference between respondents' attitudes to distance education and their length of teaching experience, as well as their length of experience in online teaching (Table 5).

**Table 5. The results of the Kruskal-Wallis test between the respondents' teaching experience and their attitudes towards distance learning**

		Length of experience as a teacher	Length of experience in online teaching
Attitude towards distance learning	$\chi^2(2)$	5.064	4.371
	Df	6	7
	p-value	0.536	0.736

### 3.5 Significant differences between the respondents' gender and their attitudes towards distance education

Meanwhile, a Mann-Whitney U test showed a statistically significant difference between the respondents' attitudes towards distance education and their gender,  $U = 1,736.500$ ,  $p = 0.042$  (Table 6). Male respondents have a more positive attitude towards distance education than do female respondents (Table 7).

**Table 6. Results of the Mann-Whitney U test between the respondents' gender and their attitudes towards distance education**

		Gender
Attitudes towards distance learning	Z	-2.032
	U	1,736.500
	p-value	0.042

**Table 7. Mean ranks per gender, according to attitude towards distance learning**

		N	Mean Rank
Attitude towards distance learning	Male	41	86.65
	Female	108	70.58

## 4. Discussion

This study focused on the attitudes of Filipino teachers towards distance education during the COVID-19 pandemic, specifically in terms of their interaction with their students, the performance of the students, their preparedness in handling distance-learning classes, the use and availability of tools and technology, their overall experience in teaching online, and their school's support.

The researchers also determined whether there is a significant difference between the respondents' attitudes towards distance learning and their demographic characteristics. Schools in the country have been closed now for more than a year, forcing students and teachers to adapt to the changes brought on by the pandemic through virtual learning. This is predicted to continue without any definite end to the pandemic, especially since the government is only considering limited face-to-face teaching in the next few months. Consequently, instructors' voices must be heard, and their experiences shared, in order to address the expanding expectations and the challenges of distance learning.

The majority of the respondents had been teaching for more than ten years, with 60% of them stating that handling online classes during the pandemic was their first experience with online teaching. Although most of them were rather confident in teaching remotely during the pandemic (32%), 33% answered "neutral," while 17% shared that they were somehow not sufficiently confident.

When it comes to their general attitude towards distance learning, the majority believed that distance education is not a viable alternative to face-to-face learning. Earlier research noted that teachers have a more negative impression of distance learning or online education (Willet et al., 2019; Moralista & Oducado, 2020). But it is important to note that the shift to online learning due to the pandemic was an immediate reaction to the situation. Considering that the massive shift was so

sudden, this could explain why teachers perceive distance education rather negatively (Todd, 2020). Furthermore, online learning can be poor, particularly in classes that require face-to-face interaction (Franchi, 2020).

One factor contributing to this negative attitude towards distance learning as an alternative to face-to-face learning, is how teachers perceive the lack of interaction with students in a distance-learning setting. In this study, a significant majority of the respondents agreed that there is a lack of feeling and less student-teacher interaction in a distance-education environment. The lack of face-to-face interaction can also present difficulty in motivating students. A previous study by Moralista and Oducado (2020) found that in a selected faculty from a state college in the Philippines, most believed that there is less student-teacher interaction in online education. Other studies showed that students prefer face-to-face classes rather than online classes because of the lack of interaction and motivation in an online setting (Alawamleh et al., 2020; Gherhes et al., 2021, Sadeghi, 2019).

The current study also found that the majority of the teachers believed that there is highly impersonal communication among students and teachers in distance-education settings. The pandemic has had a significant effect on communicating; since communicating online is largely different from face-to-face communication. Online classes resulted in a decrease in communication levels between students and instructors, as well as to an increased feeling of isolation among students (Alawamleh et al., 2020), contrary to a traditional classroom setting, in which the students have the opportunity to meet and connect with other students on a more intimate level.

In terms of students' performance, a significant majority of the teachers believed that students learn less in distance-education classes, and that academic dishonesty is more prevalent in such a setting. Teachers have been ambivalent about the benefits of online teaching because of the problems associated with student learning, specifically the suitability of activities and how well students understand the content of their classes (Todd, 2020).

Another valid concern is the greater possibility of academic cheating online, with which almost all of the teachers surveyed agreed. A study by Dendir and Maxwell (2020) highlighted this issue, when they found that cheating in online courses has become more prevalent in the absence of face-to-face teaching.

In general, the responses of the teachers who participated in this study confirmed the gaps found by several studies in the implementation of online learning or distance education, specifically in terms of access to and the use of technology, both for teachers and their students, teacher skills, and experience, the availability of resources, and the adaptation of online platforms (Coman et al., 2020; Moralista & Oducado, 2020; Afroz et al., 2021). Although half of the respondents had experience in preparing distance education, such as PowerPoint Presentations, a greater number were not adequately prepared for distance learning; and they lacked experience in preparing distance-learning modules, which were required during the pandemic.

In terms of access to, or the availability of tools, many teachers agreed that their students had an internet-connection problem, and the infrastructure required for distance learning did not yet exist. These have been common problems locally and internationally that have been identified in other studies (Ferri et al., 2020). Considering that this was the first time for the majority of these teachers to handle distance classes, the ambivalence in regard to their attitude towards the components of distance education stated above was predictable. However, it is notable that school administrators showed positive attitudes and behaviors towards respondents during the crisis. Smith and Riley (2012) emphasized that effective leadership in crisis situations entails supporting and empowering staff to pursue teaching and learning excellence. It has also been stressed that school principals and organizational conditions have played essential roles in promoting learning during the pandemic (Weiner et al., 2021).

Among all the demographic data of the teachers, the study only found a significant difference between the respondents' attitudes towards distance education and their gender. Male respondents gave more positive responses when compared to female respondents, which supports the findings of Kara (2021), Moralista and Oducado (2021), Luoto and Varella (2021), and Chang et al. (2015).

## **5. Limitations**

Future researchers should also be aware of the study's limitations. Firstly, the respondents were chosen through purposive sampling from the researchers' Facebook network. Consequently, only a small number of people responded. In terms of geography and the type of school, there may be a bias towards other members of the teaching profession. The study also did not classify the respondents' answers, according to the level of education in which they were teaching. Therefore, the results cannot be generalized, in order to represent a specific level of education in the country.

## **6. Conclusion**

Since attitude is the positive or negative feelings of a person about performing a target behavior, it is an essential factor that may contribute to the effective delivery of teachers in distance learning, such as their behavior in using modern technological tools or adapting to the pressing needs of the system during the Covid-19 pandemic. However, the results of the study found that Filipino teachers have had varying attitudes towards distance learning during the pandemic.

Exploring the teachers' attitudes towards distance learning could assist in developing strategies and policies that would aid other teachers during this pandemic; since distance education will most probably remain in the next immediate school years. Based on the results of the study, the majority of Filipino teachers who participated in this study believed that distance learning is not a good substitute for face-to-face learning.

In terms of student performance, the vast majority believed that distance-education students learn less, and that academic dishonesty is more frequent in such a setting. Teachers were also more pessimistic about the availability of distance-learning infrastructure and the complexity of administering the necessary technology. Nonetheless, the teachers received support from their school administrators. Overall, the respondents' opinions about distance learning are mixed, while there is a statistically significant difference between gender and attitudes towards distance learning, according to the survey.

## 7. Recommendations

The rapid transition of classes from face-to-face to online or distance learning was unprecedented. However, the government and policymakers should consider appropriate measures to provide teachers with adequate support and resources, in order to manage distance education properly. They should consider the Filipino teachers' opinions towards the viability of distance education, as an alternative to face-to-face classes and the availability of technologies to teachers and students.

Reliable network infrastructure and material resources should be developed together with adequate and systematic training. Teachers and students should have connectivity, in order to allow them to experience lessons remotely, and their technological skills should be developed at the same time to maximize the benefits of distance education. Considering the current situation, in which only minimal face-to-face classes are allowed, and that hybrid classes are being implemented in some institutions, the Philippine Department of Education (DepEd) and school administrators should continuously provide in-service training and seminars for teachers in order to integrate distance education technologies with teaching.

Future researchers could explore additional topics, such as the prevalence of academic dishonesty in distance-education classes, the perception or experience of school administrators during the Covid-19 pandemic, and the approaches employed by the teachers in adapting to the needs of distance education.

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## Appendix 1. Survey Instrument

Dearest Teachers,

Good day!

The current situation is unprecedented. The novel Coronavirus has affected millions of people around the world. In the Philippines, community quarantines have been imposed since March last year, in order to control the spread of the virus. The pandemic has affected the entire education system, forcing schools to transition from in-person to online and remote classes.

Against this background, Blue Chips Research and Consultancy Co. is surveying teachers regarding their opinion on distance learning, based on their experiences during this pandemic. In line with this, we would like to invite you to participate in this online survey. Answering this survey is voluntary. Even if you do not participate, there will be no disadvantages.

Thank you very much, in advance, for your support in this endeavour!

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### I. Demographic Profile

Are you currently employed as a teacher/instructor (full-time or part-time) in any educational institution in the Philippines?

*(This survey is for Filipino teachers/instructors teaching in any educational institution in the Philippines and is handling classes this Academic Year 2020-2021.)*

- Yes  
 No (End of Survey)

**Instruction:** Put a mark on the space corresponding to your answer.

1. Gender

- Male  
 Female  
 Transgender  
 Prefer not to say

2. Age Bracket

- |                                  |  |
|----------------------------------|--|
| <input type="checkbox"/> 18 – 20 | <input type="checkbox"/> 46 – 50           |
| <input type="checkbox"/> 21 – 25 | <input type="checkbox"/> 51 – 55           |
| <input type="checkbox"/> 26 – 30 | <input type="checkbox"/> 56 – 60           |
| <input type="checkbox"/> 31 – 35 | <input type="checkbox"/> 61 – 65           |
| <input type="checkbox"/> 36 – 40 | <input type="checkbox"/> 66 above          |
| <input type="checkbox"/> 41 – 45 | <input type="checkbox"/> Prefer not to say |

3. Educational Attainment

- Elementary Level  
 Elementary Graduate  
 High School Level  
 High School Graduate  
 College Level  
 College Graduate

- Post-Graduate Level
- Post-Graduate
- Vocational
- Did not attend school
- Prefer not to say

## 4. Religion

- |  |  |
|--|--|
| <input type="checkbox"/> Roman Catholic      | <input type="checkbox"/> Evangelical             |
| <input type="checkbox"/> Protestant          | <input type="checkbox"/> Seventh-day Adventist   |
| <input type="checkbox"/> Methodist           | <input type="checkbox"/> Hindi ko nais sabihin   |
| <input type="checkbox"/> Muslim              | <input type="checkbox"/> None                    |
| <input type="checkbox"/> Iglesia ni Cristo   | <input type="checkbox"/> Others, please specify: |
| <input type="checkbox"/> Jehovah's Witnesses |  |

## 5. What is your employment status as a teacher?

- Regular/Permanent/Full-Time
- Casual/Contractual but Full-Time
- Part-time
- Special Lecturer
- Prefer not to say

## 6. Monthly income

- |  |  |
|--|--|
| <input type="checkbox"/> Php5,000 below        | <input type="checkbox"/> Php20,001 - Php25,000 |
| <input type="checkbox"/> Php5,001 - Php10,000  | <input type="checkbox"/> Php25,001 - Php30,000 |
| <input type="checkbox"/> Php10,001 - Php15,000 | <input type="checkbox"/> Php30,000 - Php35,000 |
| <input type="checkbox"/> Php15,001 - Php20,000 | <input type="checkbox"/> Php35,001 above       |
| <input type="checkbox"/> Prefer not to say     |  |

## 7. Level of Education you are currently teaching?

- Elementary
- Junior High School
- Senior High School
- College
- Graduate Program
- Vocational
- Others, please specify: \_\_\_\_\_

## 8. How long have you been working as a teacher?

- This is my first year
- 1-2 years
- 3-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 21 years and above
- Prefer not to say

## II. Attitude towards Distance-Learning Education during this Pandemic

Considering your experience in distance learning in the past weeks amidst the COVID-19 pandemic, kindly rate the following:

Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
Distance education is not a viable alternative for learning compared to face-to-face environments.				
There is less student-teacher interaction in distance education environments				
There is no way for me to know if my students did the reading in a distance education class				
There is highly impersonal communication among students and teachers in distance education				
Student discussions in distance education lack feeling compared to face-to-face classes				
Teaching online has no impact on my face-to-face courses and instruction				
Good teaching principles are transferable from face-to-face to distance education classes				
Students learn less in a distance education class				
Grades are lower for students in a distance education class.				
There is more academic dishonesty (cheating, plagiarism) in online classes				
The transition/shift to distance learning was too rapid				
I was not prepared enough for distance-education practices				
I had a lack of experience in preparing distance learning content (i.e., presentations)				
I had a lack of experience in preparing distance learning modules				
The time commitment for developing a distance education class is comparable to those in face-to-face classes (the amount of time needed for course preparation is the same on both modes)				
My lectures cannot be replaced by technological tools				
The technology of distance education classes is difficult to manage				
The infrastructure required for distance learning didn't exist/was not ready				
My students had internet-connection problems				
My school/university administrators showed positive attitudes and behaviors towards educators during this crisis				

**THANK YOU FOR PARTICIPATING IN THIS SURVEY!**