Teacher's Perception of their Competency in handling E-class: Basis for Inclusion as a Teaching Strategy

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ABSTRACT

Name of Institution: De La Salle University_Dasmariñas

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Objective of the Study:

General:

The research purposed is to find out the teacher's perception of their competency in handling e-class: Basis for inclusion as a teaching strategy.

Specific:

1. What is the demographic profile of the respondents in terms of:

a.) Sex

b.) Years of teaching

c.) No. of years handling e-class

2. What is the level of teacher's competency in terms of:

a.) Visibility

b.) Feedback

c.) Material

3. What is the implication of teacher's perceived competency in an e-class as a basis for inclusion as a teaching strategy?

SCOPE AND LIMITATION

This study covers the perception of teacher's in DLSU_D about their competency in handling e-class. This is gathered through survey.

METHODOLOGY

This is a descriptive study which used a survey design to find out the teacher's perception of their competency in handling e-class: Basis for Inclusion as a teaching strategy.

This study used the purposive sampling technique for the selection of the respondents. Only those who have been handling e-class in DLSU_D for more than a year were included in the study.

The researchers used a self-made questionnaire regarding teacher's perception of their competency in handling e-class and have it validated by the respective authorities from the field.

The data gathered according to the answers of the participants. The teacher's response on the self-made questionnaire has been tallied. Comparison of the answers was made to write out the frequency of the common answers.

MAJOR FINDINGS

This study was conducted for the purpose of finding out the teacher's perception of their competency in handling e-class. Stated below are the significant findings if the study:

1.) Thirteen (13) of the respondents handling e-class are female, ten (10) have been teaching for about six (6) to ten (10) years and (23) respondents have been handling E-class for about one (1) to three (3) years.

2.) Thirteen (13) of the respondents got a high score for visibility, ten (10) respondents scored high and, fifteen (15) scored average for feedback and nineteen (19) got a high score for materials.

3.) The outcome has shown that e-class should be included as a new teaching strategy.

CONCLUSION

The following conclusions were drawn based on the finding of the study.

1.) Majority of the respondents agreed that visibility, feedback, and use of materials factors of teacher's competency, increased as they handled e-class.

2.) This study determined that it is important to include E-class as a teaching strategy.

3.) This study therefore concludes that E-class is more appropriate as a teaching strategy because face to face interaction is still important a component that is totally neglected in distance learning.

RECOMMENDATIONS

This are the recommendation based on the results gathered from this study.

1.) This study was meant for the school heads and administrators for the development of the features of e-class to achieve a higher quality of education for their institution.

2.) This study is also intended for ITC personnel to find ways to assure that the students enrolled are actually the ones doing the academic requirements and to be aware of the subjects that are suitable for E-class.

3.) This study was intended for all the faculty members of the institution to consider e-class as another teaching strategy to be utilized since it increases the faculties' visibility, feedback, and presentation of materials.

4.) For the future researchers to be more interested to know what e-class is and to find more studies and literature that are relevant to this topic.

5.) Conduct the same study using students as respondents, to measure student's competency regarding E-class and their perception.

6.) Include an interrater's reliability as a methodological recommendation.

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