



## **THE EXTENT OF THE UTILIZATION OF TEACHERS ON THEIR LEARNING DERIVED FROM THE WEBINARS ATTENDED DURING THE NEW NORMAL**

**Gerald D. Purigay (MPA) <sup>1,5</sup>; Filip P. Cañas (MAT) <sup>2,5</sup>; Mei R. Sasuca (MPA) <sup>3,5</sup>; Eleanor A. Osea (EdD) <sup>4</sup>**

<sup>1</sup>SHS Teacher II, Gumaca National High School, Gumaca, Quezon, Philippines

<sup>2</sup>School Principal II, Sto. Domingo Elementary School, DepEd Division of Camarines Sur, Philippines

<sup>3</sup>Program Head, Bachelor of Science Agribusiness (BSAB) Dept, Libon Community College, Libon, Albay

<sup>4</sup>Vice President for Academic Affairs, University of Northeastern Philippines, Iriga City, Philippines

<sup>5</sup>Doctor of Public Management Students, University of Northeastern Philippines, Iriga City, Philippines

\*Corresponding author's e-mail address: geraldpurigay91@gmail.com

### **ABSTRACT**

In the competitive world that we are living in, upgrading our skills and knowledge is very much relevant. Despite pandemic restrictions, teachers still strive to adopt a new normal education through different webinar series. This study aimed to bridge the gap between the importance of different institutions' webinars and their utilization being extended by the teachers. This study used a quantitative type of research to quantify and analyze the difference between the extent of utilization of teachers on their learning derived from webinars attended during the new normal and the profile of the respondents. Respondents of this study were 30 teaching personnel from Sto. Domingo Elementary School. The result of the study showed that teachers always utilized their learning derived from the webinars they attended in teaching strategy, assessment of learning, and school operation; however, they often utilized their learning in instructional materials preparation. It also showed that there is no significant difference between the profile of the respondents and their extent of utilization of learning derived from webinars they attended.

### **Keywords:**

Extent;  
Utilization;  
Learning;  
Teacher;  
Webinars;  
New Normal

### **INTRODUCTION**

A well-trained employee is more likely to produce higher quality output and impact to the organization they belong. Professional development, such as In-Service Training for Teachers (INSET) of the Department of Education (DepEd), is one of the tools to help improve teaching-learning. However, due to the effect of the COVID 19 pandemic, lockdown and work-from-home were enforced across the Philippines. Thus, traditional or face-to-face training and seminars were replaced by virtual seminars and meetings. This phenomenon gave way to many teachers enrolling and attending several online courses and webinars to cope with the situation.

In the competitive world that we are living in, upgrading our skills and knowledge is very much relevant. Incorporating ICT into the teaching-learning method is not easy as it appears (Avila et al., 2020). However, with modern inventions and innovations, Information communication technology has revolutionized academic pedagogy. However, the traditional learning method has significance and relevance, which cannot be entirely substituted by the online learning mode (Chetan Kumar et al., 2021). The primary purpose of webinars is to



help the audience enhance their knowledge and update their skills by inputting the latest techniques and methods related to their respective fields (Rao 2019).

Attending webinars positively impacted the teachers, and they learned a great deal about factors such as subject knowledge, skills for designing courses and delivering sessions, and understanding critical issues in planning and delivering classroom lectures (Khanna & Thakarar 2021). Still, the key aspects that may need to be addressed during the webinar include target-audience-based delivery, uniqueness of the content, and better presenter-attendee interaction. These changes may add value to this newly added dimension of learning, which had been less explored in the pre-COVID era (Gupta et al., 2021).

This study was conducted to determine the extent of utilization of teachers on their learning derived from webinars they attended on service delivery during the new normal. The findings of this study will significantly help bridge the gap between the importance and positive effect of webinars being offered by different institutions and their utilization being extent by the teachers to cope with the new normal setting of education on the delivery of instructions.

## **METHOD**

This study used a descriptive method of research that quantified and analyzed the variables. This study analyzed the profile of the respondents and the significant difference in the extent of utilization of webinars attended and their profile during the new normal. Respondents of this study will be the 30 teaching personnel of Sto. Domingo Elementary School in Brgy. Sto Domingo, Nabua, Camarines Sur. Respondents were chosen using the quota sampling technique to gather the necessary data. This study sought to determine the extent of utilization of teachers on their learning derived from webinars attended during the new normal in terms of; (a) instructional preparation; (b) teaching strategies in the new normal; (c) assessment of learners; (d) school operation in the new normal; and identify the significant relationship of webinars attended as to the profile of the teachers.

The instrument used for this study is a structured researchers-made questionnaire validated by their research professor. The structured survey questionnaire was composed of the demographic profile of the respondents in the first part and questions about the extent of utilization of teachers on their webinars attended on the delivery of instruction during the new normal in the second part. Using a four-point Likert scale, the researchers used an Average Mean to quantify the extent of teachers on their webinars attended. Furthermore, a one-way analysis of variance or ANOVA was utilized to determine the significant difference between the independent variable and the respondents' profile. The data gathered from this study was interpreted as follows: 4- Always Utilized; 3-Often Utilized; 2-Sometimes Utilized; 1-Never Utilized.

## **RESULTS AND DISCUSSION**

### **Part 1. The extent of the utilization of teachers on their learning derived from the webinars attended during the new normal**





**Instructional preparation.** The extent of the utilization of teachers on their learning derived from the webinars attended during the new normal in terms of instructional preparation is presented in Table 1.

TABLE 1: Instructional preparation

<b>Indicators</b>	<b>Average Mean</b>	<b>Interpretation</b>
1. Used ICT integration in preparing instructional materials as introduced in the webinars attended	3.18	Often Utilized
2. Developed instructional materials as mentioned in the webinars attended	3.10	Often Utilized
3. Followed procedural guidelines in preparing instructional materials	3.18	Often Utilized
4. Simplified instructional materials based on the needs of students in the new normal	3.71	Always Utilized
5. Created localized instructional materials as mentioned in the webinars	3.07	Often Utilized
Average Mean	<b>3.25</b>	Often Utilized

Based on the Average Mean of 3.25, table 1 shows that teachers in Sto. Domingo Elementary School often utilized their learning from webinars they attended in instructional preparation. It also revealed that creating localized instructional materials has the lowest extent utilization with an Average Mean of 3.07. However, teachers always utilized simplified instructional materials based on the needs of the students in the new normal, with an Average Mean of 3.71. Various components influence the excellent learning outcome; one of them is the instructional materials used by teachers that should meet the student's needs. Thus, instructional materials should be designed based on the student's needs (Syatriana et al., 2013).

**Teaching strategies.** Table 2 presents the extent of the utilization of teachers on learning derived from the webinars attended during the new normal in terms of teaching strategies.

TABLE 2: teaching strategies

<b>Indicators</b>	<b>Average Mean</b>	<b>Interpretation</b>
1. Adopted new strategies in teaching in the new normal derived from the webinars	3.50	Always Utilized
2. Enhanced teaching strategies based on the needs of the learners as mentioned in the webinars	3.64	Always Utilized
3. Ensured that teaching strategies create a positive impact to motivate learners to complete their lessons	3.54	Always Utilized



4. Used different teaching strategies in different learning modalities, as highlighted during the webinars	3.21	Often Utilized
5. Applied various techniques in teaching to maintain the quality of education even in the new normal	3.29	Often Utilized
<b>Average Mean</b>	3.44	Always Utilized

Table 2 shows the Average Mean of 3.44, meaning teachers always utilized their learning from webinars they attended in teaching strategies. It revealed that learning from webinars to enhancing teaching strategies based on the needs of the learners was always utilized with an Average Mean of 3.64. However, teachers often utilized different teaching strategies in different learning modalities, as highlighted during the webinars with an Average Mean of 3.21. Frequently, teachers provide diverse teaching strategies. These activities and resources make a good learner. Providing learners with practical and suitable teaching strategies will endow them with various activities they can choose from that is suitable for their abilities and interests. Effective teaching strategies positively impact producing a good and fast learning outcome (Raba 2017).

**Assessment of learners.** Table 3 shows the extent of the utilization of teachers on their learning derived from the webinars attended during the new normal in terms of assessment of learners.

TABLE 3: Assessment of learners

<b>Indicators</b>	<b>Average Mean</b>	<b>Interpretation</b>
1. Followed the new guidelines of assessment during the new normal	3.68	Always Utilized
2. A created different set of assessment tools derived from the webinars to assess the learning outcome of the students	3.68	Always Utilized
3. Formulated rubrics in different learners' activities as explained in the webinar	3.39	Always Utilized
4. Explained assessment tools to the learners and parents before giving learners activities and task	3.54	Always Utilized
5. Used different assessment tools in different learning modalities, as highlighted during the webinars	3.54	Always Utilized
<b>Average Mean</b>	3.57	Always Utilized

Table 3 shows the extent of utilization of teachers on their learning derived from webinars in the assessment of learning in the new normal. With the Average Mean of 3.57, it was found that teachers always utilized their learning from webinars to assess their learners. It revealed that teachers followed new guidelines in assessing learners and created different assessment tools derived from webinars





with an Average Mean of 3.68. Assessment is essential to determine the learner's progress. Different assessment tools must be appropriately utilized to enhance learners' progress, as mentioned in different webinars. If the assessment is misused, it may waste precious instructional time and resources, worsen inequalities, reinforce misperceptions about sources of inequality and impede sound education policy (National Academy of Education 2021).

**School operation.** Likewise, Table 4 gleans the extent of the utilization of teachers on their learning derived from the webinars attended during the new normal in terms of school operation.

Table 4 revealed the extent of utilization of teachers on learning derived from webinars in school operations. Having an Average Mean of 3.73, it was found that teachers always utilized their learning from webinars in school operations.

TABLE 4: school operation

Indicators	Average Mean	Interpretation
1. Followed work arrangement being implemented in school highlighted on the webinar	3.86	Always Utilized
2. Strictly follow safety and health protocols in the classroom as explained in the webinar	3.82	Always Utilized
3. Explained health and safety protocols to learners and parents upon entering the school premise	3.82	Always Utilized
4. Used personal resources to purchase different supplies needed in schools during the new normal	3.43	Always Utilized
5. Helped maintain safety and protection of all personnel and another stakeholder inside or school premise	3.71	Always Utilized
<b>Average Mean</b>	<b>3.73</b>	<b>Always Utilized</b>

It also shows that teachers always utilized work arrangements being implemented in their school highlighted on the webinar with an Average Mean of 3.86. Managing school operations and following mandated orders ensure a safe, caring, and effective learning environment. Being practical is evident if one is doing a specific task appropriately, while efficiency is observed if the task is done with accuracy (Valenzuela & Buenvenida 2021).

## **Part 2. The test of Significant Difference of the extent of the utilization of teachers on their learning derived from the webinars attended during the new normal and their profiles**

Table 5

The test of Significant Difference of the extent of the utilization of teachers on their learning derived from the webinars attended during the new normal and their profiles.



The extent of the utilization of teachers on their learning derived from the webinars attended	Age		Sex		Position		Number of webinars attended	
	F	Sig	F	Sig	F	Sig	F	Sig
Instructional	0.172	0.914	0.135	0.716	0.928	0.464	1.57	0.222
Materials preparation								
Teaching strategy	0.371	0.774	0.211	0.649	0.643	0.637	0.079	0.971
Assessment	0.756	0.529	0.478	0.495	2.229	0.096	0.447	0.721
School operation	0.830	0.490	0.178	0.676	1.293	0.301	0.404	0.751

Based on the computed F and its corresponding significance level, it yielded results that are lower than the 0.050 level. Therefore, it can be implied that the teachers utilize their learning derived from their webinars attended uniformly. The result of the study clearly shows that the extent of utilization of teachers on their learning derived from the webinars attended is independent of the respondents' age, sex, and position. Therefore, attending webinars was perceived as an effective way to provide supplement learnings and knowledge for teachers globally during a time of crisis (Shin et al. 2022). Webinars are useful in enhancing teachers' theoretical knowledge and practical skills/surgical learning (Mishra et al., 2021).

### CONCLUSION

The findings show that the teachers of Sto. Domingo Elementary, Nabua West District, DepEd Division of Camarines Sur, Philippines generally revealed that their learnings derived from webinars attended during the new normal are on the topmost utilization level in instructional preparation, and teaching strategies, assessment, and school operation in the new normal setup. Along with instructional preparation, respondents always utilized simplified materials based on the needs of the students, which this result is highly paralleled with the findings made by Syatriana et al. in their study. Respondents also adopted new strategies, enhanced their teaching practice based on the needs of the learners, and ensured that strategies create a positive impact and motivation for learners in the delivery of instruction during the new normal. Further shown that the webinars attended by the teacher-respondents have a prodigious value in terms of assessment because they always utilized the new guidelines, tools, rubrics, and other types of assessment appropriate to different modalities as highlighted during the webinars in order to improve teaching and learning process in the new normal. It was also revealed that Sto. Domingo Elementary School has a work arrangement schedule for all school personnel, follows and maintains health and safety protocols inside its premises, and respondents always utilize personal resources to purchase supplies needed in school. All these aspects of school operation were highlighted and explained on the webinars attended during the new normal. The result presented finally that age, sex, and position of the respondents are independent to the extent of utilization of their learnings derived from the webinars attended; hence, teachers, regardless of profiles,





should avail the of free webinars since face-to-face training is still not allowed during the time of the pandemic.

### **Acknowledgment**

The researchers would like to acknowledge their research Professor Dr. Ernie C. Avila in full support and guidance in making this study and the teaching personnel of Sto. Domingo Elementary School in giving their time and willingness to answer the research instrument of this study.

### **REFERENCE**

- Avila, E.C., Nepomuceno, R.E., & Tangalin, I.A. (2020). Exploring the Teacher's Utilization of ICT Resources in Schools and their Student's Competence in Basic Computer Applications, *Journal of Physics: Conference Series*.  
<https://iopscience.iop.org/article/10.1088/1742-6596/1933/1/012122>
- Chetan Kumar, G.K., Rangappa, K.B., & Suchitra, S. (2021). Effectiveness of Seminar and Webinar in Learning Experience: An Empirical Analysis, *Munich Personal RePEc Archive*. MPRA Paper No. 110320, posted 31 Oct 2021 23:51 UTC  
[https://mpra.ub.uni-muenchen.de/110320/1/MPRA\\_paper\\_110320.pdf](https://mpra.ub.uni-muenchen.de/110320/1/MPRA_paper_110320.pdf)
- Rao, P. S. (2019). The Influence of Webinars in Developing Teaching Skills of The English Language Teachers: A Comprehensive Study in ELT, *Research Journal of English Language and Literature (RJELAL)*, Vol. 7. Issue 4 2019.
- Khanna, A. & Thakarar, G. (2021). Perception of the effectiveness of webinars on English language teachers in Western India, *Psychology and education Journal*, Vol. 58 No. 5 (2021)  
<http://psychologyandeducation.net/pae/index.php/pae/article/view/5624>
- Gupta, R., et.al. (2021). Evaluation of Utility and Usefulness of Webinars on COVID-19 Management: a Questionnaire Based Survey, *Ain-Shams Journal of Anesthesiology*.  
<https://asja.springeropen.com/track/pdf/10.1186/s42077-021-00187-x.pdf>
- Syatriana, E., Husain, D., & Jabu, B. (2013). A Model of Creating Instructional Materials Based on the School Curriculum for Indonesian Secondary Schools, *Journal of Education and Practice*, ISSN 2222-1735, Vol.4, No.20, 2013
- Raba, A. A. (2017). The Impact of Effective Teaching Strategies on Producing Fast and Good Learning Outcomes, *International Journal of Research Granthaalayah*, ISSN- 2350-0530(O), ISSN- 2394-3629, Vol.5 (Iss.1): January, 2017
- National Academy of Education, Educational Assessment in the COVID-19 Era and Beyond (2021) <https://naeducation.org/wp-content/uploads/2021/02/Educational-Assessments-in-the-COVID-19-Era-and-Beyond.pdf>
- Valenzuela, E.S., & Buenvenida, L.P. (2021). Managing School Operations and Resources in the New Normal and Performance of Public Schools in one School Division in the Philippines. *IOER International Multidisciplinary Research Journal*, Vol.3, no.5 June 2021
- Shin, J.K. (2022). Webinars for English Language Teachers During the Pandemic:



Global Perspectives on Transitioning to Remote Online Teaching.

<https://journals.sagepub.com/doi/full/10.1177/23328584221083976>

Mishra, D., et.al. (2021). The perceived impact of webinars during the COVID.19 pandemic: A survey of ophthalmology trainees from India

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8300290/>

