



# PRE-SERVICE TEACHERS PERSPECTIVE CHALLENGES AND OPPORTUNITIES IN ONLINE TEACHING

**Dr. Gregg O. Siat**

Biliran Province State University, Naval, Biliran, Philippines  
[greggsiat@gmail.com](mailto:greggsiat@gmail.com)

**DOI: 10.47760/cognizance.2023.v03i11.020**

**Abstract:** The study aimed to explore the pre-service teachers' perspective challenges and opportunities in online teaching. It involved pre-service teachers assigned at Biliran Province State University-Laboratory High School, Naval, Biliran. The study employed descriptive case study in answering the objectives that capture the target responses from the participants during the interview conducted for a substantial content of the research work. Findings revealed that pre-service teachers' engage in online teaching for the reasons namely: health crisis; and education cannot wait; as to perspective challenges of pre-service teachers participants include: internet connectivity; struggles of students; and measures teachers' ability; in connection to opportunities of pre-service teachers' experienced in online teaching amidst pandemic include: flexible teaching; new learnings; and develop individuals' potential and relative to suggestions and recommendations of the pre-service teachers for successful online teaching amidst pandemic such as: find ways and means; presence of supplementary materials; develop connections; upgrading of wifi connectivity. Based on the results of the study, it is highly recommended to sustain the online classes of the pre-service teachers amidst pandemic to continuously deliver quality teaching and learning.

## Introduction

The COVID-19 pandemic affected the world's operation in various aspects. One of the areas most affected by the pandemic is education, which has been halted or slowed dramatically by restrictive laws and the establishment of social distancing. Educational institutions have been closed in 182 countries, and conventional university education has been hindered. More than 90% of the world's student population has been affected by the virus, and the pressure on higher education systems to change their approach to distance learning (e-learning) has been maximized. In response to this threat, all educational systems and professionals are trying to act appropriately by finding effective solutions to minimize the adverse effects of the pandemic on the field of education.

The outbreak of health crisis, has a great impact on individuals in various ways, including teacher education, in particular. Because of this situation, many universities and basic education schools have had to rapidly adapt to online teaching to create learning settings and prepare future teachers. This sudden transition requires both teacher educators and pre-service teachers to adapt to new models of teaching atmospheres, and this process also results in several challenges and constraints that need to be overcome to successfully implement the new trend of teaching and learning.

It is indeed, that teaching and learning process can be more learner-centered, more innovative, and even more flexible when online is used as tool. According to Singh and Thurman (2019) online teaching and learning is defined as learning experiences in synchronous or asynchronous environments using different devices such as mobile phones, laptops, etc. with internet access. In this process the learner can be anywhere to interact and learn with the teacher and other learners. Furthermore online teaching and learning is defined as is a form of education that uses the Internet to convey some form of instruction to a learner or the learners is separated by time and or distance.

An increasing volume of literature calls for the immediate need to discuss how pre-service teachers responded to pandemic related school closures and for an examination of the indelible impact school closures had on pre-service teachers' professional identity formation. It is likely the pandemic has affected two aspects of pre-service teachers' development; social development due to physical detachment from colleagues and the wider school community and personal development because of the complexity of managing feelings associated with becoming a teacher in such unprecedented times (Sepulveda-Escobar and Morrison 2020).

Previous research regarding online teaching in teacher preparation programs has been widely conducted to study the impact of online teaching, the factors that influence pre-service teachers' professional growth, the challenges associated with poor online teaching substructure, the inexperience of teachers, lack of information and resources, complex home environments, and lack of mentoring and support (e.g., Huber & Helm, 2020; Judd et al., 2020; Zhang et al., 2020).

Therefore, this study aims to explore the pre-service teachers' perspective challenges and opportunities in an online teaching amidst pandemic. Thus, the results of the study will serve as basis of the university in coming up interventions to address the perspective challenges and opportunities of pre-service teachers in an online teaching amidst pandemic to effectively perform their tasks expected from them.

### **Statement of the Problem**

The current study to be conducted will be guided with the following guide questions to answer the purpose of the study:

1. Why did pre-service teachers engage in an online teaching?
2. What are the perspective challenges did pre-service teachers confront in an online teaching amidst pandemic?
3. What are the opportunities did pre-service teachers experience in an online teaching amidst pandemic?
4. What are the suggestions and recommendations of the pre-service teachers for a successful online teaching amidst pandemic?

## Theoretical Framework

The current study is anchored on the theory of Cognitivism. The theory considered a reaction to the “rigid” emphasis by behaviorists on predictive stimulus and response (Harasim, 2012). Cognitive theorists promoted the concept that the mind has an important role in learning and sought to focus on what happens in between the occurrence of environmental stimulus and student response. They saw the cognitive processes of the mind, such as motivation and imagination, as critical elements of learning that bridge Theories and Frameworks for Online Education: Seeking an Integrated Model 168 environmental stimuli and student responses. For example, Noam Chomsky (1959) wrote a critical review of Skinner’s behaviorist work in which he raised the importance of creative mental processes that are not observable in the physical world. Although written mainly from the perspective of a linguist, Chomsky’s view gained popularity in other fields, including psychology. Interdisciplinary in nature, cognitive science draws from psychology, biology, neuroscience, computer science, and philosophy to explain the workings of the brain as well as levels of cognitive development that form the foundation of learning and knowledge acquisition. As a result, cognitivism has evolved into one of the dominant learning theories. The future of cognitivism is particularly interesting as more advanced online software evolves into adaptive and personalized learning applications that seek to integrate artificial intelligence and learning analytics into instruction. Behaviorism led to the development of taxonomies of learning because it emphasized the study and evaluation of multiple steps in the learning process. Behaviorists repeatedly studied learning activities to deconstruct and define the elements of learning. Benjamin Bloom (1956) was among the early psychologists to establish a taxonomy of learning that related to the development of intellectual skills and to stress the importance of problem solving as a higher order skill. Bloom’s (1956) Taxonomy of educational objectives handbook: Cognitive domains remains a foundational text and essential reading within the educational community. Bloom’s taxonomy is based on six key elements (see Figure 1) as follows:

- Creating: Putting elements together to form a coherent or functional whole, and reorganizing elements into a new pattern or structure through generating, planning, or producing.
- Evaluating: Making judgments based on criteria and standards through checking and critiquing.
- Analyzing: Breaking material into constituent parts, and determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
- Applying: Carrying out or using a procedure through executing or implementing.
- Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
- Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.

The theory to be utilized is very much fitted to the current study because it will look into the challenges of pre-service teachers in an online teaching amidst pandemic.

## Review of Related Literature

During the pandemic, numerous teacher education programs switched to online instruction to continue training prospective teachers to meet the prerequisites for teacher licensing. Due to the closure of many early childcare centers, preservice teachers were unable to be placed in classrooms with children, and consequently lacked opportunities to fulfill their practicum requirements. Nevertheless, the rapid development of online teaching (Hill, 2021) created educational opportunities for preservice teachers to continue interacting with children due to its convenience in terms of time, place, pace of learning, and financial costs (Khurana, 2016). When dealing with young children, synchronous face-to-face online teaching, in particular, must be integrated to approximate the social, cognitive, and teaching presence of learning in classrooms. This modality of teaching also necessitates preservice teachers to be adaptable and flexible to a range of instructional designs, as well as to improve practice and delivery methods (Garrison, 2000).

Teaching is demanding labor because it demands the physical, intellectual, and socio-emotional abilities of teachers on a consistent basis throughout each day. This sustained effort and drain of over laboring, contributes to teachers' stress and burnout (Mansfield, 2020). Teacher resilience is characterized as the capacity to bounce back and regain one's strength and spirit quickly and effectively from challenges and maintain the motivation to teach (Sammons et al., 2007). Challenges include not just severe adversity but also the persistent incidents that occur daily and are ongoing, such as excessive workloads, time demands, and unsupportive school administrations, for example (Beltman et al., 2011; Gu & Day, 2013; Kelly et al., 2018; Masten & Powell, 2003). The nature and difficulty of challenges vary depending on the situation and over time (Bobek, 2002), and because of this, the ability to be resilient demands teachers to employ various strategies to adjust to different situations and overcome challenges. Resonating with the study purpose, pre-service teachers' use of strategies to overcome the challenges of online teaching is treated as resilience.

For more than a decade, resilience has been explored, and its potential benefits on teachers' motivation, well-being, efficacy, and commitment widely acknowledged across countries (e.g., Day & Gu, 2014; Day & Hong, 2016; Hong, 2012; Mansfield et al., 2016). In particular, it is perceived as a critical non-cognitive attribute of novice teachers (Klassen et al., 2018). Ungar reported that resilience involves "both the capacity of individuals to navigate their way to the psychological, social, cultural, and physical resources that sustain their well-being, and their capacity individually and collectively to negotiate for these resources to be provided in culturally meaningful ways".

It is suggested that a teacher education program that assists pre-service teachers in resolving challenges encountered in their teaching, reflecting, and problem-solving can better prepare them to adapt to in-service teaching (Yost, 2006). Preservice teachers reported their satisfaction in learning and teaching from their practicum experiences, which reinforces their personal and professional development (Kaldi, 2009). As Tait elucidated, "working with scenarios, videos, or actual classroom observations of the kinds of challenging situations

teachers encounter, teacher candidates could identify and practice coping strategies, emotional competence, reframing skills, and other resilient behaviors and ways of thinking". Further, creating a supportive community is one of the protective factors to cultivate teachers' resilience (Schussler et al., 2018). According to the findings of case studies conducted by Schussler and colleagues, having a community safety net helps teachers to identify the boundaries between their capabilities and limits, and feel motivated to overcome challenges. Support from professional development programs is especially critical to build teachers' skills in which they feel less confident and increase their self-efficacy.

## **Methodology**

### ***Design***

The current study utilized descriptive case study. According to Yin (1984) Yin, the challenge of a descriptive case study is that the researcher must begin with a descriptive theory to support the description of the phenomenon or story.

A case study is a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context. It is an established research design that is used extensively in a wide variety of disciplines, particularly in the social sciences.

The research method utilized is very much fitted to the current study considering that it focussed on the real experiences of pre-service teachers in an online platform of teaching.

### ***Research Locale***

The study was conducted in Biliran Province State University, Naval, Biliran particularly in the School of Teacher Education, Pre-Service teachers during the school year 2021-2022.

### ***Research Participants***

The participants of the study were the Pre-service teachers assigned in BiPSU Laboratory High School this school year 2021-2022.

The participants were selected through criterion sampling. The participants must met the following criteria: 1) be a pre-service teachers in BiPSU-LHS during the school year 2021-2022; 2) teaching Technology and Livelihood Education (TLE) and MAPEH subjects; and 3) conducting online classes to their students.

### ***Research Instrument***

The researcher utilized an interview guide to explore the challenges encountered by the pre-service teachers in online teaching. The interview guide was validated by experts to ensure valid and reliable responses that will answer the purpose of the study.

The researcher prepare and submit letter of permission address to the university president allowing the researcher to formally conduct an interview to the target participants to gather the needed data of the current study.

### **Data Analysis**

According to Miles and Huberman (1994) the codes and coding technique utilizes the case oriented approach strategy referred to as 'partial ordered displays' to analyse the case study data. This strategy allows for the quick identification of the segments relating to the research questions and any potential themes. The process involves creating codes to be used for the analysis of the case study data and then coding the data. Codes are tags or labels that assign units of meaning to the data and for the quick identification of the segments relating to the research questions and any potential themes. The identification of these segments is facilitated by the creation of meta-matrices to assemble descriptive data from the different cases into a standard format. In essence the process groups all the condensed data together allowing for comparisons to be made between them. Once these segments are identified the analysis of the case study data can be considered more straightforward.

### **Ethical Consideration**

Ethical considerations like anonymity, autonomy, confidentiality, and informed consent were strictly observed during the conduct of the study. Having said this, the participants will be made aware of the purpose of the study. They are treated as more important than the research itself; and therefore, have always been respected. The convenience of the participants are also considered, especially in the current setting. The researcher will be the one who will visit and initiate the interviews. Data gathered will be treated as confidential and purely for research purposes only. Audio and video recordings will be deleted upon completion of the analysis.

### **Results and Discussion**

The problems are foregrounded in the presentation: pre-service teachers' engagement in online teaching; perspective challenges; opportunities; and suggestions and recommendations for a successful online teaching.

#### **Pre-service teachers' engagement in online teaching**

Pre-service teachers' engage in online teaching for the reasons namely: health crisis; and education cannot wait.

**Health crisis.** The pre-service teachers engage in online teaching because of the health crisis.



---

*We, pre-service teachers engage in an online teaching for the reason of the safety of the students since it is evident that pandemic is still eyed-up as of this moment (P1)*

*Because of pandemic, pre-service teachers engage in online teaching to continue deliver teaching and learning. Because education never stop (P2)*

*Because of pandemic. We are still following the health protocol for safety both the teachers and the learners (P3)*

*Due to covid-19 pandemic crisis because we need to continue imparting knowledge to our learners despite of any occurrences due to uncontrollable circumstances (P5)*

*Due to covid-19 pandemic. This is one of the alternatives in the delivery of instruction (P6)*

*We engage in online learning because of the pandemic happening in our country. All people are affected in this situation not only the students and through government protocol to avoid of spreading Covid-19 (P7)*

*We pre-service teachers engage in online teaching because there are rules that we follow in the school for the safety of the students due to health crisis we are experiencing now (P8)*

**Education cannot wait.** One participant responded that because education cannot wait, it is in need to engage in online classes.

*To continue educating our young learners because education cannot wait. We need to continue despite the health challenges we have encountered (P4)*

### **Perspective challenges of pre-service teachers in online teaching**

The themes that emerge on the perspective challenges of pre-service teachers participants include: internet connectivity; struggles of students; and measures teachers' ability.

**Internet connectivity.** The participants responded that internet connectivity was their respective challenges in online teaching

*The main challenge based on my expectation and experience is the unstable internet connection and the availability of loads and wifi connection (P1)*

*Connectivity is one of the challenges that we have encountered in online teaching (P2)*

---

*The most pressing challenges we have encountered is on internet connectivity of the learners which always their reasons of not attending classes and even poor participation during discussions (P5)*

*Poor communication due to sometimes problem on internet connection and some students has less interest in joining online classes (P6)*

*Actually, there are lot of challenges I have encountered during online teaching. Most of the students failed to attend classes due to low connectivity, others don't have phones and according to them they cannot focus the lesson due to internet problem (P8)*

**Struggles of students.** One of the perspective challenges of pre-service teachers in online teaching was the struggles of students.

*Most of the students have difficulty on understanding the lessons through online classes. Some students have no stable internet connection and besides others are not paying attention considering that they are also doing personal businesses (P3)*

*One of the challenges of online teaching amidst pandemic is the focus of the students in studying because in their house there are lots of responsibilities that the students does and because of that students have no focus on their studies (P7)*

**Measures teachers' ability.** One of the participants interestingly responded that it measures teachers' ability.

*Online teaching tests the capability of the teachers how to deliver the lesson effectively. The challenging thing is that how we can ensure that they are listening attentively or serious in our discussion because the moment that you will be calling them to answer the questions only few will react and others remain silent (P4)*

### **Opportunities did pre-service teachers' experience in online teaching amidst pandemic**

Various themes that emerged on the opportunities of pre-service teachers' experienced in online teaching amidst pandemic. These include: flexible teaching; new learnings; and develop individuals' potential.

**Flexible teaching.** Majority of the participants responded that the opportunities they experienced in online teaching amidst pandemic was flexible teaching.



---

*Able to stay connected despite the hindrances amidst pandemic and able to deliver the lessons through online classes (P1)*

*Flexible learning mode strategy of teaching (P2)*

*Develop our sense of responsiveness, resourcefulness and innovativeness how to effectively deliver online teaching (P3)*

*Exploring in an online world of teaching through employing teaching strategies that will address to the learning needs of learners in this mode of holding classes (P4)*

*Explore the different ways on how to use digital technologies during the teaching-learning process (P5)*

**New learnings.** Only one participant says that new learnings is an opportunity he had experienced in online teaching.

*We are able to discuss new learnings in using ICT and bring out the creativity and resourcefulness of teachers (P6)*

**Develop individuals' potential.** Some participants answered that their experienced in online teaching is a one way of developing individuals' potential.

*One opportunities that we encountered as pre-service teachers in online learning is a way to develop our skills in utilizing technology and develop our creativeness how to effectively carry our role in teaching (P7)*

*I can portray my confidence in teaching them (P8)*

### **Suggestions and recommendations of the pre-service teachers for successful online teaching amidst pandemic**

*Different themes that emerged on the suggestions and recommendations of the pre-service teachers for successful online teaching amidst pandemic such as: find ways and means; presence of supplementary materials; develop connections; upgrading of wifi connectivity.*

**Find ways and means.** One participant suggested and recommended that for a successful online teaching it is needed to find ways and means.

*Look for a place where there is a stable internet connection (P1)*

**Presence of supplementary materials.** One of the participant says that the presence of supplementary materials must be at hand as suggestion for successful online teaching.

*It is very important to have learning materials, stable internet connectivity, and technological gadgets of the learners to actively participate during the online classes (P2)*

**Develop connections.** Majority of the participants answered that develop connection is highly suggested for successful online teaching amidst pandemic.

*Link with the LGU and the Brgy. Officials for stable internet connectivity to make sure that all residents who are into schooling can attend online classes regularly (P3)*

*Schools are encourage to tap stakeholders and community officials to address the problems of online classes (P4)*

*I suggest that the school must develop a strong connectivity with the stakeholders to work collaboratively to improve internet connectivity of the community that will help learners attend online classes regularly (P6)*

*The only thing that I can recommend for a successful online learning is that, teachers must know how to link with the stakeholders in the community to help minimize problems on internet connections that most of the time become the reason why students cannot attend online classes (P7)*

*Develop linkages to stakeholders especially to the Brgy. Officials so that they will purchase internet that will be used by the learners for the purpose of online classes (P8)*

**Upgrading of wifi connections.** Interestingly, because of the participants responded that in order to successfully conduct online teaching of the pre-service teachers amidst pandemic there is a need to upgrade the wifi connections.

*Upgrade the internet connectivity (P5)*

## Conclusion and Recommendation

Pre-service teachers' engage in online teaching for the reasons namely: health crisis; and education cannot wait; as to perspective challenges of pre-service teachers participants include: internet connectivity; struggles of students; and measures teachers' ability; in

connection to opportunities of pre-service teachers' experienced in online teaching amidst pandemic include: flexible teaching; new learnings; and develop individuals' potential and relative to suggestions and recommendations of the pre-service teachers for successful online teaching amidst pandemic such as: find ways and means; presence of supplementary materials; develop connections; upgrading of wifi connectivity.

Based on the results of the study, it is highly recommended to sustain the online classes of the pre-service teachers amidst pandemic to continuously deliver quality teaching and learning.

## References

1. Beltman, S., Mansfield, C. F., & Price, A. (2011). Thriving not just surviving: A review of research on teacher resilience. *Educational Research Review*, 6, 185–207. <https://doi.org/10.1111/j.1365-2648.2007.04412.x>
2. Bobek, B. L. (2002). Teacher resiliency: A key to career longevity. *The Clearing House*, 75(4), 314–323. <https://doi.org/10.1080/00098650209604932>
3. Day, C., & Hong, J. (2016). Influences on the capacities for emotional resilience of teachers in schools serving disadvantaged urban communities: Challenges of living on the edge. *Teaching and Teacher Education*, 59, 115–125. <https://doi.org/10.1016/j.tate.2016.05.015>
4. Day, C., & Gu, Q. (2014). *Resilient teachers, resilient schools: Building and sustaining quality in testing times*. Routledge.
5. Garrison, R. (2000). Theoretical challenges for distance education in the 21st century: A shift from structural to transactional issues. *The International Review of Research in Open and Distributed Learning*, 1(1), 1–8. <https://doi.org/10.19173/irrodl.v1i1.2>
6. Gu, Q., & Day, C. (2013). Challenges to teacher resilience: Conditions count. *British Educational Research Journal*, 39(1), 22–44. <https://doi.org/10.1080/01411926.2011.623152>
7. Hill, J. B. (2021). Pre-service teacher experiences during COVID-19: Exploring the uncertainties between clinical practice and distance learning. *Journal of Practical Studies in Education*, 2(2), 1–13. <https://doi.org/10.46809/jpse.v2i2.18>
8. Huber, S. G., & Helm, C. (2020). COVID-19 and schooling: Evaluation, assessment and accountability in times of crises—Reacting quickly to explore key issues for policy, practice and research with the school barometer. *Educational Assessment, Evaluation and Accountability*, 32, 237–270. <https://doi.org/10.1007/s11092-020-09322-y>
9. Judd, J., Rember, B. A., Pellegrini, T., Ludlow, B., & Meisner, J. (2020, July 9). “This is not teaching”: The effects of COVID-19 on teachers. Social Publishers Foundation. Retrieved from [https://www.socialpublishersfoundation.org/knowledge\\_base/this-is-not-teaching-the-effects-of-covid-19-on-teachers/](https://www.socialpublishersfoundation.org/knowledge_base/this-is-not-teaching-the-effects-of-covid-19-on-teachers/)
10. Kaldi, S. (2009). Student teachers' perceptions of self-competence in and emotions/stress about teaching in initial teacher education. *Educational Studies*, 35(3), 349–360. <https://doi.org/10.1080/03055690802648259>
11. Kelly, N., Sim, C., & Ireland, M. (2018). Slipping through the cracks: Teachers who miss out on early career support. *Asia-Pacific Journal of Teacher Education*, 46, 1–25. <https://doi.org/10.1080/1359866X.2018.1441366>
12. Khurana, C. (2016). Exploring the role of multimedia in enhancing social presence in an asynchronous online course. [Doctoral Dissertation, The State University of New Jersey, Rutgers, U.S.]. Retrieved from <https://search-proquest->



13. Klassen, R. M., Durksen, T. L., Al Hashmi, W., Kim, L. E., Longden, K., Metsäpelto, R., Poikkeus, A., & Gyori, J. G. (2018). National context and teacher characteristics: Exploring the critical non-cognitive attributes of novice teachers in four countries. *Teaching and Teacher Education*, 72, 64–74. <https://doi.org/10.1016/j.tate.2018.03.001>
14. Mansfield, C. F., Beltman, S., Broadley, T., & Weatherby-Fell, N. (2016). Building resilience in teacher education: An evidenced informed framework. *Teaching and Teacher Education*, 54, 77–87. <https://doi.org/10.1016/j.tate.2015.11.016>
15. Masten, A. S., & Powell, J. L. (2003). A resilience framework for research, policy and practice. In S. S. Luthar (Ed.), *Resilience and vulnerability: Adaptation in the context of childhood* (pp. 1–20). Cambridge University Press.
16. Sammons, P., Day, C., Kington, A., Gu, Q., Stobart, G., & Smees, R. (2007). Exploring variations in teachers' work, lives and their effects on pupils: Key findings and implications from a longitudinal mixed-method study. *British Educational Research Journal*, 33(5), 681–701. <https://doi.org/10.1080/01411920701582264>
17. Schussler, D. L., Deweese, A., Rasheed, D., Demauro, A., Brown, J., Greenberg, M., & Jennings, P. A. (2018). Stress and release: Case studies of teacher resilience following a mindfulness-based intervention. *American Journal of Education*, 125(1), 1–18.
18. Singh, V., & Thurman, A. (2019). How many ways can we define online learning? A systematic literature review of definitions of online learning (1988-2018). *American Journal of Distance Education*, 33(4), 289–306.
19. Yost, D. S. (2006). Reflection and self-efficacy: Enhancing the retention of qualified teachers from a teacher education perspective. *Teacher Education Quarterly*, 33(4), 59–76.
20. Zhang, W., Wang, Y., Yang, L., & Wang, C. H. (2020). Suspending classes without stopping learning: China's education emergency management policy in the COVID-19 outbreak. *Journal of Risk and Financial Management*, 13(58), 1–6. <https://doi.org/10.3390/jrfm13030055>