

CHALLENGES AND RESPONSES OF TEACHERS AGES 50-60 ON COMPUTER-ORIENTED INSTRUCTION DURING COVID 19

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ABSTRACT

The integration of information and communication technology (ICT) into the teaching and learning process depends on many factors. Some of these factors are associated with teachers. Thus, this study investigated the challenge and responses of teachers ages 50-60 on computer-oriented instruction during covid 19. Teachers play a crucial role in the integration of ICT. The participants of the study were from two different public schools from Department of Education which are Catalina Vda de Jalon Memorial School and SPED Center and Zamboanga National High School West. Eight public teachers were interviewed extensively to navigate their challenges and responses on computer-oriented instruction. These are the barriers that teachers between the ages of 50 to 60 face when it comes to computer-based education including lack of teacher ICT skills, lack of teacher confidence, lack of pedagogical teacher training, lack of suitable educational software, limited access to ICT, rigid structure of traditional education systems and restrictive curricula. The research stated that understanding the extent to which these barriers influence individuals and organizations can assist in determining the best course of action. It elicits responses by providing concrete manuals, computer-oriented trainings and programs, establishing teachers as competent partners in a collaborative continual process learning that may occur even while they are at home.

Keywords: COVID-19, teacher training, information and Communication Technology, online learning