Psychological Thinking of Faculty and their Issues and Concerns on the Opening of Classes amidst Covid-19 Pandemic

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ABSTRACT

This study aimed to identify the issues and concerns of faculty members on the opening of classes amidst the Covid-19 pandemic in Guimaras State College, Philippines during the academic year 2020-2021. The study used a quantitative research design and a survey method with 107 faculty members as participants. The study found that the top issues faced by faculty members were related to technology, student engagement, and workload, while major concerns were focused on health and safety. The results also indicated significant differences in concerns among respondents based on age and sex, with young and male respondents being more troubled. Furthermore, there was a significant positive correlation between issues and concerns, suggesting that addressing the issues related to the opening of classes can help alleviate the concerns of faculty members. These findings can guide policymakers in addressing the specific concerns of each group and providing appropriate support and resources to improve the faculty members' experience during the pandemic.

Keywords: Faculty members, Opening of classes, Covid-19 pandemic

I. INTRODUCTION

The COVID-19 pandemic has brought unprecedented challenges to the education sector worldwide, particularly in the opening of classes for the academic year. The decision to conduct classes in person or virtually has given rise to concerns and challenges for faculty members, who are responsible for delivering quality education to their students. As the pandemic continues to evolve, faculty members face multiple issues and concerns that affect their work and well-being.

In the Philippines, the Commission on Higher Education (CHED) and the Department of Health (DOH) have issued guidelines for the resumption of face-to-face classes in areas with low COVID-19 cases. Higher education institutions located in areas under general community quarantine (GCQ) may resume face-to-face classes as long as they comply with safety protocols. These safety protocols include maintaining social distancing, classroom re-engineering, and ensuring the physical and mental well-being of students, faculty, and staff (Domingo, 2021).

In response to opening of classes, CHED has recommended flexible learning as a solution that allows for a mix of online and face-to-face instruction. However, the adoption of flexible learning poses several challenges, particularly the lack of preparedness of faculty members to conduct online classes and the country's poor internet connection (Cuaton, 2020). These issues raise concerns about the feasibility and effectiveness of the opening of classes, particularly in the higher education sector.

Another issue that faculty members face is the potential impact of the opening of classes is on their mental health and well-being. In a study conducted by Hidalgo and colleagues (2020), it was found that faculty members experienced high levels of stress and anxiety due to the pandemic's uncertainty and the changes in their work environment. The sudden shift to remote learning and the lack of in-person interaction with students and colleagues also contributed to feelings of isolation and burnout.

Issues on safety concerns of students, faculty and staff, logistical obstacles such as lack of space and water shortages, absence of staff due to medical or family reasons and motivation of instructors, and communication problems. There is also concern about continuing educational inequalities, lack of trust, local disempowerment, and lack of consultation (UNESCO, 2020)

Given these issues, this study aims to identify the faculty's issues and concerns on the opening of classes amidst the COVID-19 pandemic. The study aims to provide insights into the challenges that faculty members encounter in the opening of classes. This study will help in developing strategies and interventions to support faculty members in managing the challenges brought about by the pandemic.

1.1 Objectives of the Study

This study aimed to determine the psychological thinking of faculty and their issues and concerns on the opening of classes amidst Covid-19 Pandemic in Guimaras State College, Mclain, Buenavista, Guimaras, Philippines on School Year 2020-2021.

Specifically, this study sought to answer the following questions:

1. What are the issues perceived by the respondents on the opening of classes when taken as a whole and when classified according to age and sex?
2. What are the concerns perceived by the respondents on the opening of classess when taken as a whole and when classified according to age and sex?
3. Are there significant differences on the issues as perceived by the respondents when classified according to age and sex?
4. Are there significant differences on the concerns perceived by the respondents when classified according to age and sex?
5. Is there significant relationship between the faculty issues and concerns on the opening of classes amidst Covid-19 pandemic??

1.2 Hypothesis

Based on the problems stated above, this hypothesis was formulated:

There are no significant differences on the issues as perceived by the respondents when classified according to age and sex.

There are no significant differences on the concerns perceived by the respondents when classified according to age and sex.

There is no significant relationship between the faculty issues and concerns on the opening of classes amidst Covid-19 pandemic.

1.3 Conceptual Framework

The independent variables in this study are the profiles of the respondents, the dependent variable are the challenges and opportunities as perceived by the respondents in Guimaras State College, Mclain, Buenavista, Guimaras, Philippines on School Year 2020-2021.
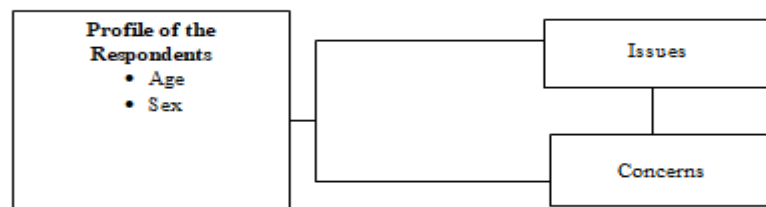
Schematic Diagram

Figure 1. A schematic diagram shows the connection between the variables.

II. LITERATURE REVIEW

The Covid-19 pandemic has disrupted the traditional educational system, with universities and colleges worldwide forced to shift to remote and hybrid teaching modalities. While these changes were made to ensure the safety of both faculty and students, they have resulted in numerous challenges and concerns for faculty members. As institutions continue to navigate the ongoing pandemic and adapt to the new normal of online and hybrid teaching, it is important to understand the issues and concerns that faculty members face during the opening of classes.

This review of related literature aims to provide a comprehensive overview of the challenges and concerns that faculty members encounter in the opening of classes amidst the Covid-19 pandemic. This review examines studies on the impact of the pandemic on online and hybrid learning, the challenges of remote assessment, the digital divide and access to technology, stress and burnout among faculty members, and issues related to academic integrity and student engagement. By exploring these topics, this review seeks to provide insights into the ways in which institutions can support faculty members to ensure effective online instruction and a positive learning experience for students.

The Covid-19 pandemic has had a significant impact on the educational system worldwide, with universities and colleges implementing online and hybrid learning modalities to ensure the safety of both faculty and students. However, this shift to remote learning has resulted in numerous issues and concerns for faculty members, as highlighted by several studies.

According to Guangul and colleagues (2020), remote assessment presents challenges such as academic dishonesty, infrastructure, coverage of learning outcomes, and student commitment to submitting assessments. To minimize academic dishonesty, preparing different questions for each student and using online presentations were found to be effective approaches. Lack of training and preparedness for online teaching is a common concern for faculty members during the opening of classes. Other concerns include the availability of technology and internet access for students, maintaining student engagement and motivation, and ensuring equitable access to education.

Palma-Vasquez and colleagues (2021) found that the sudden shift to remote teaching has caused stress and burnout among faculty members as they struggle to adapt to the new teaching modalities while also dealing with the emotional and psychological impact of the pandemic. Auger and Formentin (2021) also reported that faculty members experienced significant anxiety and stress due to the uncertainties brought about by the pandemic and the challenges of online teaching. Ozamis (2021) reported that a high percentage of teachers exhibited symptoms of stress, anxiety, and depression during the opening of classes. The authors argued for the importance of safeguarding the mental health of teachers to improve the quality of teaching and the mental health of students.

Wakui and colleagues (2021) reported that teachers have expressed concerns about infection-related anxiety, fear of discrimination if they become infected, anxiety about an outbreak in the school, and anxiety about the safety of themselves and their families. These anxieties can lead to burnout and potentially harm students. Furthermore, the digital divide has highlighted the inequities in access to technology and internet connectivity among students, resulting in a significant burden for faculty members who are tasked with ensuring that all students have access to the necessary technology and resources for online learning (Azevedo et al., 2021).

Bao (2020) found that faculty members reported challenges in delivering effective online instruction, which could have negative implications for student learning outcomes. Similarly, faculty members have also raised concerns about the lack of support from their institutions in terms of training and resources for online teaching (Binkly, 2020).

In addition to the concerns highlighted above, the shift to online and hybrid learning has also raised issues related to academic integrity and student engagement. With the increased use of technology and online platforms, academic dishonesty has become a significant challenge for faculty members (Reedy et al, 2021). This issue is compounded by the difficulty of monitoring student behavior and preventing cheating in online assessments.

Moreover, online learning has also been associated with lower levels of student engagement and participation (Paulsen and McCormick, 2020). This lack of engagement can result in lower motivation and academic performance among students, leading to concerns about the quality of education delivered through online and hybrid modalities.

To address these issues, institutions must invest in resources and support for faculty members to effectively deliver online instruction and promote academic integrity. This includes providing training and professional development opportunities for faculty members to learn about best practices for online teaching and assessment. Additionally, institutions must take steps to address the digital divide and ensure that all students have access to the necessary technology and resources for online learning.

In terms of student engagement and community building, institutions can promote student interaction through online discussion forums, group projects, and virtual social events. Faculty members can also incorporate interactive and collaborative activities into their online teaching to promote engagement and facilitate social connections among students.

In conclusion, the Covid-19 pandemic has brought about numerous issues and concerns for faculty members in the opening of classes as they navigate the shift to online and hybrid learning modalities. These concerns include academic dishonesty, stress and burnout, infection-related anxiety, the digital divide, concerns

about the quality of online education, and a lack of support from institutions. Therefore, institutions must address these concerns and provide support for faculty members to ensure effective online instruction and a positive learning experience for students.

III. METHODOLOGY

3.1 Research Design

The study used a quantitative research design. Specifically, it used the survey method to determine the faculty issues and challenges on the opening of classes amidst Covid-19 Pandemic in Guimaras State College, Mclain, Buenavista, Guimaras, Philippines on School Year 2020-2021.

The descriptive statistics used in the study were the frequency count, percentage, and rank. The inferential statistics used was the Chi-Square Test and Spearman Rho.

3.2 Respondents

The study participants consisted of 107 faculty members from Guimaras State College located in Mclain, Buenavista, Guimaras, Philippines during the 2020-2021 academic year. Purposive sampling, a type of non-probability sampling, was used to select the participants based on specific practical criteria, such as accessibility, availability, and willingness to participate (Etikan et al., 2016). To be included in this quantitative study, participants had to meet the following selection criteria: (a) currently teaching at the chosen school, (b) willing to participate, and (c) available during the study's conduct.

Table 1 illustrates the distribution of respondents according to their respective college departments. The majority of participants belonged to the College of Arts and Sciences (39.3%), followed by the College of Business and Management (17.8%), and the College of Tertiary Education (11.2%). The College of Engineering and Industrial Technology accounted for 10.3%, while the College of Science and Technology had 9.35% of the participants. The College of Criminal Justice Education accounted for 8.41%, and the College of Agricultural Sciences had the lowest percentage of participants at 3.74%.

Table 1. Distribution of the respondents by college department

College Department	N	%
College of Agricultural Sciences	4	3.74
College of Science and Technology	10	9.35
College of Business and Management	19	17.8
College of Criminal Justice Education	9	8.41
College of Tertiary Education	12	11.2
College of Arts and Sciences	42	39.3
College of Engineering and Industrial Technology	11	10.3
ENTIRE GROUP	**107**	**100**

3.3 Data Gathering Instrument

To collect data on faculty issues and concerns related to the opening of classes during the Covid-19 pandemic, a 30-item survey questionnaire was developed. The questionnaire was divided into three sections. The first section aimed to gather information about the respondents' profiles. The second section focused on identifying the challenges faced by faculty members regarding the emerging digital learning platforms. The third section aimed to gather information about the opportunities perceived by the faculty members on the emerging digital learning platforms. The respondents were asked to indicate their agreement or disagreement with each statement by responding "yes" or "no".

3.4 Data Analysis Procedure

In the process of data interpretation, several statistical tools were employed, including frequency count, percentage, rank, Chi-Square Test, and Spearman Rho.

Frequency count was used to determine the number of responses per item in the questionnaire, providing a better understanding of the most and least commonly cited issues and concerns.

Percentage was utilized to compare the number of respondents per profile category, such as age and sex, offering an overview of the characteristics of the study participants.

Rank was utilized to determine the highest and lowest ranked issues and concerns based on the respondents' feedback, enabling the identification of the most pressing issues and concerns for faculty members.

Chi-Square Test was employed to determine whether there were significant differences in the faculty issues and concerns on opening of classes among different groups of respondents. Respondents were classified based on their age and sex, with the level of significance set at .05 alpha.

Spearman Rho was used to determine whether there was a significant relationship between the issues and concerns on the opening of classes amidst the Covid-19 pandemic. This analysis method allowed for the identification of possible correlations between different variables and issues raised by the respondents.

IV. RESULTS

Table 2 presents the faculty issues perceived by the respondents in the opening of classes amidst the pandemic. The data show that all 107 respondents reported experiencing a lack of proper training and preparedness for online platforms and blended teaching and learning, as well as a deficient supply of necessary technology and internet access for online classes. These two items tied for the highest percentage and rank at 100% and 3.5, respectively.

The respondents also reported that faulty online learning platforms that lead to technical difficulties and disruptions in the delivery of instruction, inadequate support from institutions for faculty members in terms of training and resources for online teaching, incomplete course materials and insufficient instructional resources, and poor student engagement and participation levels were also among the top concerns. These items had a percentage and rank of 100% and 3.5.

Other issues included the scarcity in the availability of mental health support and resources, and unsatisfactory measures for preventing and addressing academic dishonesty in online assessments, which tied in percentage and rank at 98.13% and 7.5. The respondents also reported defective evaluation methods and difficulties in accurately assessing student learning outcomes in an online setting as a concern with a percentage of 97.20% and a rank of 9. Establishing meaningful connections and fostering a sense of community among students in their online classes, defective policies and guidelines for remote teaching and learning, and poor infrastructure were also among the faculty issues reported by the respondents with a percentage and rank of 96.26% and 11.

Devoid of adequate institutional support, faculty members have had to rely on their own resources to develop and deliver online courses, which had a percentage and rank of 95.33% and 13. Respondents also reported experiencing burnout and fatigue due to the demands of remote teaching, which had a percentage and rank of 94.39% and 14. Lastly, imperfect online communication and collaboration tools have made it challenging for faculty members to facilitate group work and interactive activities in their virtual classrooms, which had a percentage and rank of 92.52% and 15.

Overall, the data reveal that faculty members are facing numerous challenges in the opening of classes amidst the pandemic, from inadequate training and resources to difficulties in engaging students and assessing learning outcomes. These issues highlight the need for institutions to provide adequate support and resources to their faculty members to facilitate effective teaching and learning in online and blended settings.

Table 2. Faculty issues in the opening of classes amidst the pandemic as perceived by the respondents when taken as a whole

Items	f	%	Rank
lack of proper training and preparedness for online platforms and blended teaching and learning.	107	100.00	3.5
deficient supply of necessary technology and internet access for online classes	107	100.00	3.5
faulty online learning platforms that lead to technical difficulties and disruptions in the delivery of instruction.	107	100.00	3.5
inadequate support from institutions for faculty members in terms of training and resources for online teaching	107	100.00	3.5
incomplete course materials and insufficient instructional resources	107	100.00	3.5
poor student engagement and participation levels	107	100.00	3.5
scarcity in the availability of mental health support and resources	105	98.13	7.5
unsatisfactory measures for preventing and addressing academic dishonesty in online	105	98.13	7.5

assessments			
defective evaluation methods and difficulties in accurately assessing student learning outcomes in an online setting.	104	97.20	9
establishing meaningful connections and foster a sense of community among students in their online classes.	103	96.26	11
defective policies and guidelines for remote teaching and learning	103	96.26	11
poor of proper infrastructure	103	96.26	11
devoid of adequate institutional support, faculty members have had to rely on their own resources to develop and deliver online courses.	102	95.33	13
drained by the demands of remote teaching, faculty members have experienced burnout and fatigue.	101	94.39	14
imperfect online communication and collaboration tools have made it challenging for faculty members to facilitate group work and interactive activities in their virtual classrooms.	99	92.52	15

From Table 3, it can be seen that the top five issues perceived by both young and old faculty members are lack of proper training and preparedness for online platforms and blended teaching and learning, deficient supply of necessary technology and internet access for online classes, faulty online learning platforms that lead to technical difficulties and disruptions in the delivery of instruction, inadequate support from institutions for faculty members in terms of training and resources for online teaching, and incomplete course materials and insufficient instructional resources.

However, there are slight differences in the rankings and percentages of some issues. For example, the young faculty members rated the lack of proper training and preparedness as the top issue (100%), while the old faculty members rated it as the second top issue (99.07%). Meanwhile, the old faculty members rated deficient supply of necessary technology and internet access as the top issue (99.07%), while the young faculty members rated it as the tenth top issue (96.26%).

It is also interesting to note that the young faculty members rated scarcity in the availability of mental health support and resources as the top issue (100%), while the old faculty members rated it as the seventh top issue (97.20%). This may reflect the different life stages and concerns of the two age groups.

Overall, the data suggests that the concerns of faculty members on the opening of classes amidst the pandemic are similar regardless of age, but there may be some differences in the rankings and percentages of these concerns. Institutions should take into account these differences and provide support and resources that address the specific needs of both young and old faculty members.

Table 3. Faculty issues in the opening of classes amidst the pandemic as perceived by the respondents when classified according to age.

Age	Young			Old		
	f	%	Rank	f	%	Rank
lack of proper training and preparedness for online platforms and blended teaching and learning.	107	100.00	1.5	106	99.07	1.5
deficient supply of necessary technology and internet access for online classes	103	96.26	10.5	106	99.07	1.5
faulty online learning platforms that lead to technical difficulties and disruptions in the delivery of instruction.	106	99.07	4	105	98.13	4.5
inadequate support from institutions for faculty members in terms of training and resources for online teaching	102	95.33	13	105	98.13	4.5
incomplete course materials and insufficient instructional resources	106	99.07	4	105	98.13	4.5
poor student engagement and participation levels	99	92.52	15	105	98.13	4.5
scarcity in the availability of mental health support and resources	107	100.00	1.5	104	97.20	7.5
unsatisfactory measures for preventing and addressing academic dishonesty in online assessments	105	98.13	6	104	97.20	7.5
defective evaluation methods and difficulties in	106	99.07	4	103	96.26	10.5

accurately assessing student learning outcomes in an online setting.						
establishing meaningful connections and foster a sense of community among students in their online classes.	103	96.26	10.5	103	96.26	10.5
defective policies and guidelines for remote teaching and learning	104	97.20	7.5	103	96.26	10.5
poor of proper infrastructure	103	96.26	10.5	103	96.26	10.5
devoid of adequate institutional support, faculty members have had to rely on their own resources to develop and deliver online courses.	104	97.20	7.5	102	95.33	13.5
drained by the demands of remote teaching, faculty members have experienced burnout and fatigue.	103	96.26	10.5	102	95.33	13.5
imperfect online communication and collaboration tools have made it challenging for faculty members to facilitate group work and interactive activities in their virtual classrooms.	101	94.39	14	99	92.52	15

Table 4 presents the faculty issues in the opening of classes amidst the pandemic as perceived by the respondents when classified according to sex. The table shows the frequency, percentage, and rank for each issue.

The top three issues that were perceived to be common among both male and female respondents are the deficient supply of necessary technology and internet access for online classes, faulty online learning platforms that lead to technical difficulties and disruptions in the delivery of instruction, and imperfect evaluation methods and difficulties in accurately assessing student learning outcomes in an online setting. These issues were ranked 2nd, 2nd, and 2nd-9.5th respectively by both male and female respondents.

The lack of proper training and preparedness for online platforms and blended teaching and learning is ranked 5th by both male and female respondents, with a percentage of 61.76% and 62.94% respectively. This implies that both male and female respondents felt that there was a lack of adequate training and preparation in transitioning from traditional to online teaching methods.

Both male and female respondents also shared the same perception on issues such as incomplete course materials and insufficient instructional resources, poor student engagement and participation levels, defective policies and guidelines for remote teaching and learning, poor infrastructure, and drained by the demands of remote teaching leading to burnout and fatigue. These issues were ranked 5th-15th and perceived by both male and female respondents to be a concern during the opening of classes amidst the pandemic.

However, male respondents perceived the scarcity in the availability of mental health support and resources as the 2nd most common issue, while female respondents ranked it as the 9.5th most common issue. On the other hand, female respondents perceived the need to establish meaningful connections and foster a sense of community among students in their online classes as the 9.5th most common issue, while male respondents ranked it as the 11.5th most common issue.

In summary, both male and female respondents share similar perceptions on the most common issues encountered during the opening of classes amidst the pandemic. The top three issues are deficient supply of necessary technology and internet access for online classes, faulty online learning platforms that lead to technical difficulties and disruptions in the delivery of instruction, and imperfect evaluation methods and difficulties in accurately assessing student learning outcomes in an online setting. It is important for institutions to address these issues in order to provide quality education to their students and support their faculty members in navigating the challenges of remote teaching and learning.

Table 4. Faculty issues in the opening of classes amidst the pandemic as perceived by the respondents when classified according to sex.

Sex	Male			Female		
	f	%	Rank	f	%	Rank
lack of proper training and preparedness for online platforms and blended teaching and learning.	105	61.76	5	107	62.94	2

deficient supply of necessary technology and internet access for online classes	106	62.35	2	107	62.94	2
faulty online learning platforms that lead to technical difficulties and disruptions in the delivery of instruction.	105	61.76	5	107	62.94	2
inadequate support from institutions for faculty members in terms of training and resources for online teaching	104	61.18	8	106	62.35	4
incomplete course materials and insufficient instructional resources	105	61.76	5	105	61.76	5
poor student engagement and participation levels	102	60.00	14	104	61.18	6
scarcity in the availability of mental health support and resources	106	62.35	2	103	60.59	9.5
unsatisfactory measures for preventing and addressing academic dishonesty in online assessments	103	60.59	11.5	103	60.59	9.5
defective evaluation methods and difficulties in accurately assessing student learning outcomes in an online setting.	106	62.35	2	103	60.59	9.5
establishing meaningful connections and foster a sense of community among students in their online classes.	103	60.59	11.5	103	60.59	9.5
defective policies and guidelines for remote teaching and learning	104	61.18	8	103	60.59	9.5
poor of proper infrastructure	103	60.59	11.5	103	60.59	9.5
devoid of adequate institutional support, faculty members have had to rely on their own resources to develop and deliver online courses.	104	61.18	8	102	60.00	13.5
drained by the demands of remote teaching, faculty members have experienced burnout and fatigue.	103	60.59	11.5	102	60.00	13.5
imperfect online communication and collaboration tools have made it challenging for faculty members to facilitate group work and interactive activities in their virtual classrooms.	101	59.41	15	99	58.24	15

Table 5 shows the faculty concerns in the opening of classes amidst the pandemic as perceived by the respondents when taken as a whole. The table contains 13 items, and the respondents were asked to rate each item based on the level of concern they have with it.

The item that received the highest frequency and percentage is the lack of proper training and preparedness for blended learning, which received 107 responses or 100%. Poor internet connectivity and lack of access to technology received the same number of responses and percentage as the first item, ranking them both in first place.

The next four items, namely inadequate support from institutions for online teaching and assessment, defective online learning platforms can affect the quality of education and lead to frustration, insufficient measures to prevent academic dishonesty in online assessments, and incomplete coverage of learning outcomes in online classes, received 106 responses or 99.07% each and ranked third to sixth, respectively.

The next three items, namely scarce opportunities for student engagement and community building in online, incomplete coverage of learning outcomes in online classes, and unsatisfactory communication with students and difficulty in providing feedback, received 105 responses or 98.13% each and ranked seventh to ninth, respectively.

The remaining four items, namely lack of guidance on best practices for online teaching and assessment, scarce support for faculty members' mental health and wellbeing, poor work-life balance due to increased workload and online teaching demands, deficient means of assessing student learning and performance in online classes, inadequate resources for conducting online classes, such as software and hardware, meager funding and budget for online teaching and assessment, and failing to address concerns and challenges of faculty members in online teaching, received 104 to 102 responses or 97.20% to 95.33% each and ranked tenth to thirteenth, respectively.

In summary, the faculty concerns in the opening of classes amidst the pandemic as perceived by the respondents are mainly centered on the lack of proper training and preparedness for blended learning, poor internet connectivity and lack of access to technology, and inadequate support from institutions for online teaching and assessment. The concerns highlight the challenges of online teaching and assessment, including the need for guidance on best practices, adequate resources, and measures to ensure academic integrity and student engagement.

Table 5. Faculty concerns in the opening of classes amidst the pandemic as perceived by the respondents when taken as a whole.

Items	f	%	Rank
lack of proper training and preparedness for blended learning	107	100.00	1.5
poor internet connectivity and lack of access to technology	107	100.00	1.5
inadequate support from institutions for online teaching and assessment	106	99.07	4
defective online learning platforms can affect the quality of education and lead to frustration	106	99.07	4
insufficient measures to prevent academic dishonesty in online assessments	106	99.07	4
scarce opportunities for student engagement and community building in online	105	98.13	7
incomplete coverage of learning outcomes in online classes	105	98.13	7
unsatisfactory communication with students and difficulty in providing feedback	105	98.13	7
lack of guidance on best practices for online teaching and assessment	104	97.20	9
scarce support for faculty members' mental health and wellbeing	103	96.26	11
poor work-life balance due to increased workload and online teaching demands	103	96.26	11
deficient means of assessing student learning and performance in online classes	103	96.26	11
inadequate resources for conducting online classes, such as software and hardware,	102	95.33	14
meager funding and budget for online teaching and assessment	102	95.33	14
failing to address concerns and challenges of faculty members in online teaching	102	95.33	14

Table 6 presents the faculty concerns in the opening of classes amidst the pandemic, classified according to age. The table shows the frequency, percentage, and rank of each concern for both young and old faculty members.

The top concern for both young and old faculty members is the lack of proper training and preparedness for online teaching, which received 107 responses from both age groups, with a 100% percentage and a rank of 1. This concern highlights the need for institutions to provide adequate training and support for faculty members in transitioning to online teaching.

The second concern, with a rank of 2.5, is poor internet connectivity and lack of access to technology, which received 106 responses from both age groups, with a 99.07% percentage. This concern underscores the importance of institutions providing the necessary technology and support to ensure that faculty members can conduct online classes effectively.

The third concern, with a rank of 4 for old faculty members and 5 for young faculty members, is inadequate support from institutions for online teaching and assessment. This concern received 105 responses from both age groups, with a 98.13% percentage. This concern highlights the need for institutions to provide support for faculty members in online teaching, including resources, funding, and guidance.

The fourth concern, with a rank of 4 for old faculty members and 14 for young faculty members, is defective online learning platforms can affect the quality of education and lead to frustration. This concern received 102 responses from young faculty members, with a 95.33% percentage, and 105 responses from old faculty members, with a 98.13% percentage. This concern emphasizes the need for institutions to ensure that the online platforms used for teaching are reliable, user-friendly, and capable of delivering high-quality education.

The fifth concern, with a rank of 4 for both age groups, is insufficient measures to prevent academic dishonesty in online assessments. This concern received 105 responses from both young and old faculty members, with a 98.13% percentage. This concern highlights the need for institutions to implement measures to prevent academic dishonesty in online assessments, such as proctoring, plagiarism detection software, and alternative assessment methods.

Other concerns that were mentioned in the table include the scarcity of opportunities for student engagement and community building in online classes, incomplete coverage of learning outcomes in online classes, unsatisfactory communication with students and difficulty in providing feedback, lack of guidance on best practices for online teaching and assessment, scarce support for faculty members' mental health and wellbeing, poor work-life balance due to increased workload and online teaching demands, deficient means of assessing student learning and performance in online classes, inadequate resources for conducting online classes, such as software and hardware, and meager funding and budget for online teaching and assessment.

In conclusion, the concerns presented in Table 6 highlight the challenges that faculty members face in transitioning to online teaching and underscore the need for institutions to provide support, resources, and guidance to facilitate the transition to online teaching.

Table 6. Faculty concerns in the opening of classes amidst the pandemic as perceived when classified according to age.

Age	Young			Old		
	f	%	Rank	f	%	Rank
lack of proper training and preparedness for online teaching	107	100.00	1	107	100.00	1
poor internet connectivity and lack of access to technology	106	99.07	2.5	106	99.07	2
inadequate support from institutions for online teaching and assessment	105	98.13	5	105	98.13	4
defective online learning platforms can affect the quality of education and lead to frustration	102	95.33	14	105	98.13	4
insufficient measures to prevent academic dishonesty in online assessments	105	98.13	5	105	98.13	4
scarce opportunities for student engagement and community building in online	103	96.26	11.5	104	97.20	6.5
incomplete coverage of learning outcomes in online classes	104	97.20	8	104	97.20	6.5
unsatisfactory communication with students and difficulty in providing feedback	105	98.13	5	103	96.26	10
lack of guidance on best practices for online teaching and assessment	106	99.07	2.5	103	96.26	10
scarce support for faculty members' mental health and wellbeing	103	96.26	11.5	103	96.26	10
poor work-life balance due to increased workload and online teaching demands	104	97.20	8	103	96.26	10
deficient means of assessing student learning and performance in online classes	103	96.26	11.5	103	96.26	10
inadequate resources for conducting online classes, such as software and hardware,	104	97.20	8	102	95.33	13.5
meager funding and budget for online teaching and assessment	103	96.26	11.5	102	95.33	13.5
failing to address concerns and challenges of faculty members in online teaching	101	94.39	15	99	92.52	15

Table 7 presents the faculty concerns in the opening of classes amidst the pandemic as perceived when classified according to sex. The table shows the frequency, percentage, and rank for male and female faculty members.

The top three concerns for both male and female faculty members are lack of proper training and preparedness for online teaching, poor internet connectivity and lack of access to technology, and inadequate support from institutions for online teaching and assessment. These concerns were shared almost equally by both male and female faculty members, with very minimal differences in percentages and ranks.

The fourth concern for male faculty members is defective online learning platforms can affect the quality of education and lead to frustration, while for female faculty members, it is insufficient measures to prevent academic dishonesty in online assessments. Both concerns have almost the same percentage and rank.

The fifth concern for male faculty members is insufficient measures to prevent academic dishonesty in online assessments, while for female faculty members, it is scarce opportunities for student engagement and community building in online classes. Both concerns have almost the same percentage and rank.

For incomplete coverage of learning outcomes in online classes, male faculty members ranked it 14th with a percentage of 95.33%, while female faculty members ranked it 7th with a percentage of 97.20%. On the

other hand, for failing to address concerns and challenges of faculty members in online teaching, male faculty members ranked it 15th with a percentage of 94.39%, while female faculty members ranked it 15th with a percentage of 92.52%.

Overall, the table shows that male and female faculty members have shared concerns regarding the challenges brought by the pandemic in the opening of classes, but with slight differences in ranks and percentages for some concerns. The top three concerns are relatively the same for both sexes, highlighting the importance of adequate training, technology access, and institutional support in transitioning to online teaching.

Table 7. Faculty concerns in the opening of classes amidst the pandemic as perceived when classified according to sex.

Sex	Male			Female		
	f	%	Rank	f	%	Rank
lack of proper training and preparedness for online teaching	105	98.13	5	107	100.00	2
poor internet connectivity and lack of access to technology	106	99.07	2	107	100.00	2
inadequate support from institutions for online teaching and assessment	105	98.13	5	107	100.00	2
defective online learning platforms can affect the quality of education and lead to frustration	104	97.20	8	106	99.07	4
insufficient measures to prevent academic dishonesty in online assessments	105	98.13	5	105	98.13	5.5
scarce opportunities for student engagement and community building in online	106	99.07	2	105	98.13	5.5
incomplete coverage of learning outcomes in online classes	102	95.33	14	104	97.20	7
unsatisfactory communication with students and difficulty in providing feedback	103	96.26	11.5	103	96.26	10
lack of guidance on best practices for online teaching and assessment	106	99.07	2	103	96.26	10
scarce support for faculty members' mental health and wellbeing	103	96.26	11.5	103	96.26	10
poor work-life balance due to increased workload and online teaching demands	104	97.20	8	103	96.26	10
deficient means of assessing student learning and performance in online classes	103	96.26	11.5	103	96.26	10
inadequate resources for conducting online classes, such as software and hardware,	104	97.20	8	102	95.33	13.5
meager funding and budget for online teaching and assessment	103	96.26	11.5	102	95.33	13.5
failing to address concerns and challenges of faculty members in online teaching	101	94.39	15	99	92.52	15

Table 8 presents the results of the chi-square test conducted to determine if there is a significant difference in the issues perceived by the respondents when classified according to age and sex. The chi-square value is a statistical measure that indicates whether the observed frequencies in the data differ significantly from the frequencies that would be expected if there were no relationship between the variables. The p-value is the probability of obtaining a chi-square value as extreme as the one observed, assuming that there is no relationship between the variables.

For the age variable, the chi-square value is 0.065 and the p-value is 0.429. Since the p-value is higher than the 0.05 level of significance, we can conclude that there is no significant difference in the issues perceived by the respondents when classified according to age. In other words, the issues faced by the young and old faculty members in the opening of classes amidst the pandemic are not significantly different.

For the sex variable, the chi-square value is 8.333 and the p-value is 0.0004. Since the p-value is lower than the 0.05 level of significance, we can conclude that there is a significant difference in the issues perceived by the respondents when classified according to sex. In other words, the challenges faced by male and female faculty members in the opening of classes amidst the pandemic are significantly different. Further analysis can be done to investigate which specific challenges are significantly different between male and female faculty members.

Table 8. Significant difference on the issues perceived by the respondents when classified according to age and sex

Variables		Issues		Chi-Square Value	p-value	Remarks
		Yes	No			
Age	Young	70	10	0.065	0.429	Not Significant
	Old	80	10			
Sex	Male	75	5	8.333	0.0004	Significant
	Female	85	5			

Table 9 shows the significant difference in the concerns perceived by the respondents when classified according to age and sex. The variables under consideration are "age" and "sex," and the concerns are classified as "Yes" and "No."

The chi-square value for age is 4.286, and the p-value is 0.038, which is less than the 0.05 level of significance. Therefore, the difference in the concerns perceived by the young and old respondents is significant. The young respondents are more worried about the concerns than the old respondents.

The chi-square value for sex is 7.906, and the p-value is 0.005, which is less than the 0.05 level of significance. Hence, the difference in the concerns perceived by male and female respondents is also significant. The male respondents are more troubled about the concerns than the female respondents.

In summary, the results indicate that there is a significant difference in the concerns perceived by the respondents based on their age and sex. Young respondents are more concerned than old respondents, while male respondents are more concerned than female respondents. These findings could help in addressing the specific concerns of each group and providing them with appropriate support and resources to improve their experience during the pandemic.

Table 9. Significant difference on the concerns perceived by the respondents when classified according to age and sex

Variables		Concerns		Chi-Square Value	p-value	Remarks
		Yes	No			
Age	Young	90	5	4.286	0.038	Significant
	Old	70	5			
Sex	Male	89	5	7.906	0.005	Significant
	Female	72	4			

Table 10 shows the correlation analysis between the issues and concerns related to the opening of classes. The data was analyzed using Spearman's rho correlations, which measure the strength and direction of the relationship between two variables.

The results show a significant positive correlation between issues and concerns, with a correlation coefficient of .273 (p < .01). This means that as the challenges related to the opening of classes increase, the concerns also increase. The correlation coefficient suggests a moderate positive relationship between the two variables, indicating that there is a tendency for both variables to increase or decrease together.

On the other hand, there was no significant correlation found between concerns and issues. The correlation coefficient for concerns and issues is .026, with a p-value of .754, which is not significant. This means that there is no clear relationship between concerns and issues.

In summary, the results suggest that the challenges related to the opening of classes have a significant positive correlation with the concerns of the faculty members. This indicates that addressing the issues related to the opening of classes can help alleviate the concerns of faculty members. However, there is no clear relationship between concerns and issues.

Table 10. Significant Relationship between issues and concerns in the opening of classes.

Spearman's rho Correlations		Issues	Concerns	Remarks
Issues	Correlation Coefficient	.273**		
	Sig. (2-tailed)	.001		Significant
	N	152		
Concerns	Correlation Coefficient		.026	
	Sig. (2-tailed)		.754	Not Significant
	N		152	

**. Correlation is significant at the 0.01 level (2-tailed).

V. DISCUSSION

5.1 Issues on the opening of classes as perceived by the respondents when taken as a whole and when classified according to age and sex.

The most significant concerns reported by the respondents include a lack of proper training and preparedness for online platforms and blended teaching and learning, as well as deficient supply of necessary technology and internet access for online classes. Other issues include faulty online learning platforms, inadequate support from institutions for faculty members in terms of training and resources, incomplete course materials and insufficient instructional resources, poor student engagement and participation levels, scarcity in the availability of mental health support and resources, and unsatisfactory measures for preventing and addressing academic dishonesty in online assessments.

These challenges have led to difficulties in accurately assessing student learning outcomes, establishing meaningful connections and fostering a sense of community among students, experiencing burnout and fatigue due to the demands of remote teaching, and challenges in facilitating group work and interactive activities in virtual classrooms. This result is coherent with the study of Guangul and colleagues (2020) that lack of training and preparedness for online teaching is a common concern for faculty members during the opening of classes

The overall results emphasize the importance of institutions providing adequate support and resources to their faculty members to facilitate effective teaching and learning in online and blended settings. Institutions need to address the concerns raised by faculty members to ensure that they are well-equipped to deliver high-quality education to their students amidst the ongoing pandemic.

The study analyzed the issues faced by faculty members during the opening of classes amidst the pandemic, based on age and sex. The results showed that lack of proper training and preparedness for online platforms, deficient supply of necessary technology and internet access for online classes, faulty online learning platforms, inadequate support from institutions for faculty members, incomplete course materials and insufficient instructional resources were the top concerns shared by both young and old faculty members, as well as male and female respondents. However, there were slight differences in the rankings and percentages of these issues among the different groups.

This means that faculty members, regardless of age and sex, face similar challenges during the opening of classes amidst the pandemic. This result agrees to the study of Wakui and Collogues 2021 that faculty members, regardless of age and sex are facing issues on the opening of classes.

Institutions should provide support and resources that address the specific needs of both young and old faculty members, as well as male and female respondents. The top issues identified in the study, such as deficient supply of necessary technology and internet access, faulty online learning platforms, and inadequate support from institutions, should be addressed in order to provide quality education to students and support faculty members in navigating the challenges of remote teaching and learning.

5.1 Concerns on the opening of classes as perceived by the respondents when taken as a whole and when classified according to age and sex.

When taken as a whole, the lack of proper training and preparedness for blended learning received the highest percentage of responses, followed by poor internet connectivity and lack of access to technology. The next concerns include inadequate institutional support for online teaching and assessment, defective online learning platforms, insufficient measures to prevent academic dishonesty, incomplete coverage of learning outcomes, scarce opportunities for student engagement and community building, unsatisfactory communication

with students, poor work-life balance due to increased workload, deficient means of assessing student learning and performance, inadequate resources for conducting online classes, meager funding and budget for online teaching, and failing to address faculty concerns in online teaching.

The results highlight the significant issues faced by faculty members in transitioning to online teaching and assessment, particularly in terms of technology and institutional support. The findings emphasize the need for universities to provide sufficient training and resources for faculty members, ensure internet connectivity and access to technology for students and teachers, and create measures to prevent academic dishonesty and enhance student engagement. Furthermore, the results call for institutions to address the mental health and well-being of faculty members and provide support for their work-life balance during the pandemic. The study underscores the importance of addressing the concerns of faculty members in online teaching and assessment to ensure the quality of education during the pandemic.

When classified according to age and sex, respectively. The top three concerns for both young and old faculty members, as well as male and female faculty members, are lack of proper training and preparedness for online teaching, poor internet connectivity and lack of access to technology, and inadequate support from institutions for online teaching and assessment. These concerns underscore the need for institutions to provide resources, guidance, and support to facilitate the transition to online teaching.

Other concerns raised include the quality of online learning platforms, academic dishonesty in online assessments, and limited opportunities for student engagement and community building in online classes. These concerns highlight the importance of institutions implementing measures to ensure reliable and user-friendly online platforms, prevent academic dishonesty, and create opportunities for student engagement in online classes.

It is notable that there are slight differences in percentages and ranks between male and female faculty members' concerns, such as male faculty members ranking defective online learning platforms higher, while female faculty members ranking insufficient measures to prevent academic dishonesty higher. However, the top three concerns are relatively the same for both sexes, emphasizing the importance of addressing these challenges in online teaching.

Overall, the results highlight the challenges faced by faculty members in transitioning to online teaching and blended learning underscore the importance of institutional support in addressing these challenges.

5.3 Significant differences on the issues on the opening of classes perceived by the respondents when classified according to age and sex

The results show that there is no significant difference in the issues perceived by the young and old faculty members. However, there is a significant difference in the challenges faced by male and female faculty members.

Based on the p-values, the hypothesis stating that there are no significant differences in the challenges perceived by the respondents when classified according to age was accepted. On the other hand, the hypothesis stating that there are no significant differences in the challenges perceived by the respondents when classified according to sex was rejected.

The finding that male and female faculty members face significantly different issues in the opening of classes amidst the pandemic highlights the need for further investigation to identify and address the specific challenges faced by each gender. It is possible that the differences in the challenges faced by male and female faculty members are related to gender-related factors such as family responsibilities and societal expectations. This finding is coherent with the study of (Paulsen and McCormick, 2020) that both age groups similarly face the same issues on the opening of classes. However, in terms of sex, most males are facing more issues than females.

5.4 Significant differences on the concerns on the opening of classes perceived by the respondents when classified according to age and sex

The analysis suggests that young respondents are more worried about the challenges than the old respondents, while male respondents are more troubled about the concerns than the female respondents. This finding may be useful in developing targeted interventions that cater to the specific needs of these groups. For

instance, the government could develop programs that focus on providing mental health support to young people, who seem to be more concerned about the challenges posed by the pandemic.

In contrast, female respondents seem to be less troubled about the concerns than their male counterparts. This finding may suggest that women are more resilient to the challenges posed by the pandemic, which may be attributed to their ability to adapt to difficult situations. Nonetheless, policymakers may still want to consider developing support programs that cater to the specific needs of women, as they may still require assistance in coping with the pandemic.

Based on the results of the analysis, we can reject the hypothesis that there are no significant differences in the concerns perceived by the respondents when classified according to age and sex. The findings suggest that age and sex are important factors that influence the concerns perceived by individuals during the pandemic.

5.5 Significant relationship on the challenges and opportunities on the emerging digital platforms

It is important to note that the correlation coefficient for the relationship between issues and concerns was moderate, indicating that the relationship is not very strong. However, the fact that the correlation was significant suggests that there is a meaningful association between these two variables. This means that as the challenges related to the opening of classes increase, faculty members are more likely to have concerns about the process.

The lack of a significant correlation between concerns and issues suggests that faculty members may have concerns that are not directly related to the challenges involved in the opening of classes. It is possible that there are other factors that are contributing to faculty members' concerns that were not captured in this study.

The findings of this study have important implications for educational institutions that are planning to reopen in-person classes. It is important for administrators to be aware of the challenges that faculty members may face and to provide them with support and resources to address these challenges. By addressing these issues, administrators may be able to alleviate some of the concerns that faculty members have about the process.

Overall, the results of this study suggest that there is a significant relationship between the challenges related to the opening of classes and the concerns of faculty members. While there may not be a clear relationship between concerns and issues, addressing the challenges can still help to alleviate concerns. Educational institutions should be aware of these relationships and take steps to support their faculty members as they navigate the reopening process.

VI. CONCLUSION

In conclusion, this study provides valuable insights into the concerns and issues related to the opening of classes perceived by faculty members in a university setting. The results suggest that the COVID-19 pandemic has significantly affected the teaching and learning experience, resulting in various concerns and issues among faculty members. The findings also demonstrate that age and sex significantly impact the concerns perceived by faculty members, with young respondents and male respondents reporting higher levels of concern than old respondents and female respondents, respectively.

Moreover, the results of the correlation analysis indicate that there is a significant positive correlation between issues and concerns, indicating that addressing the issues related to the opening of classes can help alleviate the concerns of faculty members. This finding emphasizes the importance of addressing the challenges faced by faculty members during the COVID-19 pandemic to improve their teaching and learning experience. However, the absence of a significant correlation between concerns and issues highlights the need for a more comprehensive understanding of the factors contributing to faculty members' concerns during the pandemic.

Overall, the findings of this study could help universities and policymakers in developing appropriate interventions and resources to address the concerns and issues of faculty members during the COVID-19 pandemic. Specifically, institutions should consider tailoring their support and resources to meet the specific needs of young respondents and male respondents, who reported higher levels of concern. Additionally, the study highlights the importance of addressing the challenges related to the opening of classes to alleviate the concerns of faculty members and improve the overall teaching and learning experience.

However, it is important to note that the study has some limitations, such as its cross-sectional design, which limits our ability to establish causality between the variables. Additionally, the sample size and the sampling technique used in this study may limit the generalizability of the findings to other university settings. Future research could address these limitations by employing a longitudinal design with a larger sample size and a more representative sampling technique to establish causality and generalizability.

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