PANTAO
International Journal of the Humanities and Social Sciences
ISSN 3028-0877
Volume 4, Issue 2 (2025)

Standpoint of English language teachers on asynchronous classes

Yzabel C. Nieron
University of Perpetual Help System DALTA, Las Piñas Campus
Las Piñas, Philippines
Email: yzabelnieron@gmail.com

Abstract: This study examined the perspectives of junior high school teachers on implementing asynchronous learning. It focused on five key areas: teaching strategies, learning materials, student engagement, assessment methods, and technical support. Using a descriptive research design, data were collected from 23 teacher-respondents through survey questionnaires and analyzed using mean scores and ANOVA. Results showed that teachers generally perceived teaching strategies, learning materials, and assessment methods in asynchronous classes as effective. However, significant challenges were noted in student engagement and technical support. Many teachers reported difficulty maintaining student interest and participation, indicating the need for more interactive and well-structured activities. Additionally, limitations in infrastructure and ongoing technical issues were cited as persistent barriers to successful implementation. The study found that teachers' educational attainment significantly influenced their perceptions of student engagement, while gender notably impacted views regarding technical support. These findings suggest that demographic factors may affect how teachers experience and adapt to asynchronous teaching environments.

Keywords: Asynchronous learning; Teacher perspectives; Student engagement; Digital instruction; Technical support; Secondary education

Date Submitted: May 11, 2025
Date Accepted: May 15, 2025
Date Published: May 20, 2025

INTRODUCTION

Asynchronous learning—a method where students and educators engage with course content at different times—has emerged as a key innovation in the global educational landscape. This approach has proven convenient and inclusive, as it removes time and location constraints, allowing learners to access materials and complete tasks at their own pace. According to Tang et al. (2020), asynchronous learning encourages educational institutions to explore creative ways of delivering content, ultimately promoting educational inclusivity. Globally, this model addresses challenges related to time zones, study pace, and access to learning resources.

In developed nations, asynchronous learning supports educational equity by extending quality instruction to diverse and often remote regions. Rido et al. (2024) highlight its benefits, including fostering deep reflection, independent study, and the development of critical thinking. However, this learning model also presents challenges such as maintaining engagement, promoting meaningful interaction, and addressing technical barriers. Its success heavily depends on how resourceful teachers are in designing interactive, accessible materials for all learners, including those with disabilities.

In the Philippines, applying asynchronous learning holds significant promise and presents complex challenges. As a former English teacher in the country, I have firsthand experience with the realities of implementing this method, especially in a context characterized by diverse socioeconomic backgrounds and uneven access to digital technology. Joaquin et al. (2020) emphasize that many Filipino teachers face infrastructural limitations, such as unreliable internet,

that directly impact the effectiveness of asynchronous instruction. Similarly, Emiliasari et al. (2023) stress the importance of creativity and effective teaching strategies in making asynchronous learning more viable.

From the researcher's experience, asynchronous learning offers opportunities to improve access and quality in education. Students benefit from the flexibility to revisit materials, work independently or collaboratively, and align learning with their interests. However, the researcher has also observed students struggling with time management, motivation, and self-regulation. These challenges reflect findings by Rha (2022), who underscores the crucial role of teachers' digital competence in maintaining engagement in asynchronous settings. Given these issues, this study explores how asynchronous learning can be more effectively implemented in the Philippine educational context. It aims to provide insights into teaching strategies, digital resource design, and student engagement practices, with the goal of supporting creating a School Learning Action Plan (SLAP) program. This program will help educators navigate the complexities of asynchronous teaching and improve student learning outcomes. This study, grounded in literature and lived experience, aims to contribute practical, evidence-based strategies for improving asynchronous English language teaching. The research seeks to empower Filipino educators to deliver high-quality, inclusive instruction in today's dynamic educational environment by addressing their teaching methods, resource use, student involvement, and impact on academic performance.

METHODOLOGY

Research design

This study employed a quantitative descriptive research design to examine the level of agreement of English language teachers regarding various aspects of asynchronous classes. A descriptive research design is appropriate for systematically collecting quantifiable data to describe a target population's trends, perceptions, and experiences (Creswell, 2005). This approach allowed for measuring respondents' perspectives across key dimensions of asynchronous teaching and enabled statistical analysis to identify patterns. Using a quantitative method ensured consistency, objectivity, and accuracy in interpreting results that can inform future strategies for improving instructional delivery in online settings.

Respondents and locale of the study

The participants in this study were all 23 English language teachers at a Philippine national high school who have taught or are currently teaching through asynchronous learning. These individuals were chosen because of their direct experience designing, delivering, and evaluating asynchronous instruction. Given the small and defined population, the study employed total enumeration sampling, ensuring that every eligible participant was included. This method was suitable for capturing the full range of insights from all qualified respondents and avoiding sampling bias.

Research instrument

The main instrument used in the study was a self-constructed questionnaire designed to assess teachers' views on the implementation of asynchronous learning. The questionnaire was composed of two parts. The first section gathered demographic data such as age, sex, educational attainment, years of teaching experience, designation or position, and grade levels taught. The

second section, titled Perceptions of Asynchronous Learning, included five subscales: Teaching Strategies and Methods, Learning Materials and Resources, Student Engagement and Participation, Assessment and Evaluation, and Technical and Infrastructural Support. Each item was rated using a 5-point Likert scale: 5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, and 1 – Strongly Disagree. To ensure the instrument's validity, three subject-matter experts in English instruction and educational research reviewed it. Their suggestions led to revisions in wording and structure to enhance clarity and alignment with the study's objectives. The questionnaire was then pilot-tested with five non-participating teachers to further refine its reliability and ease of use.

Data analyses procedure

The data gathered from the survey were analyzed using appropriate statistical tools. Frequency and percentage were used to summarize the demographic profile of the participants. Means and standard deviations were computed to examine the levels of agreement on asynchronous teaching practices. To determine whether there were significant differences in responses based on demographic variables (e.g., age, teaching experience), Analysis of Variance (ANOVA) was used. The analysis was guided by the study's research questions and aligned to provide insights for future school-level planning, such as formulating a School Learning Action Plan (SLAP).

FINDINGS AND DISCUSSION

Characteristics profile of the teachers

In relation to the result, the presence of both younger and older teachers implied a diversity of teaching styles and openness toward adopting asynchronous learning modalities. This distribution had several implications for asynchronous teaching. According to Doz et al. (2022), older teachers showed greater resilience during the transition to distance learning, which could be attributed to their long-standing professional experience. However, Rha (2022) emphasized that younger teachers demonstrate higher digital competence, often due to their exposure to modern technology in academic and personal contexts. Therefore, while experienced teachers may bring pedagogical depth and adaptability, younger teachers may be more adept at utilizing digital platforms essential for asynchronous learning. This balance between innovation and experience could play a pivotal role in delivering and sustaining asynchronous classes within the school.

The distribution reflected a common trend in the teaching profession in the Philippines, where female educators typically outnumber males, particularly in the basic education level. This imbalance may affect the overall perspective of the teaching body, especially in terms of communication styles, responsiveness to technology, and approach to student engagement in asynchronous settings. According to Adedoyin and Soykan (2020), disparities in digital access and online learning readiness can sometimes intersect with gender, particularly in contexts where technological resources or training are unevenly distributed. Similarly, Joaquin et al. (2020) highlighted the structural challenges in the Philippine educational system, such as unequal access to ICT tools, which may indirectly affect teachers' experience depending on their socio-cultural roles and expectations. While the study did not directly link gender to performance in asynchronous teaching, understanding the predominant presence of female educators provides

insight into the collective standpoint and the support systems needed to enhance asynchronous implementation across different teacher profiles.

Concerning the educational attainment, the distribution suggests that most teachers have taken steps toward professional advancement, though relatively few have completed graduate programs. Educational background may influence teachers' familiarity with instructional technologies and openness to innovation. Rha (2022) noted that teachers with higher academic attainment are more likely to exhibit digital competence and confidence in online environments, which can positively affect their engagement in asynchronous teaching. Additionally, Martin et al. (2020) emphasized that teachers with graduate-level education tend to have a stronger foundation in instructional design, making them more capable of adapting to flexible learning modalities. Thus, the predominance of teachers with master 's-level coursework in this study implies a generally prepared teaching force. However, continued support and completion of advanced studies may still be needed to strengthen the implementation of asynchronous strategies.

Further, teaching experience can significantly affect how teachers navigate asynchronous settings. Doz et al. (2022) emphasized that more experienced teachers often show higher resilience and adaptability when transitioning to distance learning, owing to their more profound pedagogical knowledge and familiarity with managing classroom challenges. Meanwhile, Emiliasari et al. (2023) noted that experienced teachers tend to demonstrate more creativity and flexibility in designing asynchronous tasks that engage students. Therefore, the large proportion of experienced educators in this study suggests that many respondents may possess the professional grounding needed to cope with the demands of asynchronous teaching. However, continued training is still essential to support the integration of technology-driven methodologies.

Designation can influence how teachers perceive and respond to asynchronous teaching models. According to Swan et al. (2020), higher-ranked educators often exhibit more substantial teaching presence, which is crucial in asynchronous environments where active facilitation and community-building efforts must replace real-time interaction. Meanwhile, Rido et al. (2024) noted that teachers in advanced roles tend to apply more strategic and student-centered approaches in their instruction, which can enhance the effectiveness of asynchronous learning. Therefore, the presence of Master Teachers and Head Teachers in the sample indicates the potential for leadership-driven improvements in asynchronous delivery. At the same time, the high number of Teacher 1 respondents underscores the importance of capacity-building for early-career educators.

Teaching at various grade levels comes with different pedagogical and technological demands. Joaquin et al. (2020) observed that asynchronous instruction in the Philippines presents greater challenges at the lower secondary level due to students' limited maturity and digital readiness. Teachers handling Grades 7 and 8 may require more scaffolding and creative strategies to keep students engaged remotely. In support, Tang et al. (2020) emphasized that asynchronous and flipped learning models must be adapted to suit learners’ age and skill level, with older students (Grades 9–10) being better prepared for independent study and critical thinking tasks. The distribution in this study suggests that while all levels are represented, younger grade levels may require more structured and interactive asynchronous content, highlighting the need for teacher grade-specific training and resources.

Standpoint of English language teachers on asynchronous classes

Teaching strategies and methods

The results revealed that teachers generally agreed on the effectiveness of asynchronous teaching strategies, with an overall mean of 4.11. The highest-rated items (4.48) highlighted that teachers valued the flexibility asynchronous learning offers for student pacing and the importance of using student feedback to improve instruction. These responses suggest that teachers recognize the potential of asynchronous learning to accommodate varied student needs and foster reflective teaching practices. Teachers also appreciated the opportunity to experiment with new instructional methods (4.30) and acknowledged the effectiveness of collaborative strategies in asynchronous environments (4.17). According to Rido et al. (2024), asynchronous learning empowers teachers to shift from rigid instructional routines to more dynamic, student-centered approaches, which aligns with the respondents' agreement on flexibility and experimentation. However, adapting traditional methods (3.78) and handling the increased preparation demands (3.83) remained challenging for many teachers. These concerns reflect the ongoing struggle to reframe conventional teaching for digital platforms.

Notably, the lowest-rated item was related to training (3.70), indicating that many teachers felt insufficiently equipped to implement asynchronous teaching strategies effectively. Namada (2022) emphasized that teachers may struggle to design practical asynchronous activities supporting student learning without proper professional development. This underscores the need for targeted capacity-building programs to help teachers refine and optimize their strategies in asynchronous environments. Overall, while teachers see the benefits of asynchronous teaching, the results highlight the importance of sustained training and structural support to enhance instructional effectiveness.

Learning materials and resources

The overall mean of 4.16 reflected general agreement among teachers on the significance of learning materials in asynchronous instruction. The highest-rated indicator, "Asynchronous resources allow for greater student autonomy in learning" (4.39), suggests that teachers firmly believe in the potential of asynchronous materials to promote independent learning. High ratings for multimedia tools (4.30) and engaging learning content (4.30) also emphasized the value of interactive and visually rich resources in supporting student understanding and motivation. Teachers also reported frequent use of videos and presentations (4.22) and their ability to adapt resources for diverse learners (4.22), indicating a commitment to inclusive and flexible instruction. Emiliasari et al. (2023) support this observation, highlighting that multimedia-rich asynchronous environments can improve student engagement, especially when tailored to different ability levels.

Similarly, Ismailov and Chiu (2022) emphasized that Universal Design for Learning (UDL) principles—such as providing multiple means of representation—are essential in asynchronous education to address learner diversity and promote self-directed learning; despite these advantages, challenges remain. Teachers acknowledged that developing asynchronous materials requires more time than traditional lesson planning (4.09), and they reported moderate difficulty in locating suitable learning materials (3.52), the lowest-rated item. This indicates that while teachers value effective materials, there is a pressing need for greater institutional support in content development and resource accessibility. Asynchronous teaching, while flexible and learner-centered, demands significant time and effort from educators, highlighting the

importance of training and access to high-quality, pre-developed materials. Schools should consider investing in centralized resource hubs and content development to support ease of teacher workload and enhance the quality of asynchronous instruction.

What conditions or support systems do students identify as helpful in overcoming illness-related barriers to participation?

Students emphasized the critical role of empathy and social support in overcoming illness-related challenges. Instructor flexibility, inclusive teaching approaches, and peer encouragement emerged as key facilitators of participation. These findings echo the work of Kim et al. (2021), who reported that students' health outcomes and engagement levels improve significantly in environments where psychosocial support is embedded. Moreover, peer support aligns with Sabharwal and Sabharwal's (2018) findings that social networks can act as protective buffers against disengagement in physical activity settings.

Student engagement and participation

The overall mean of 3.59 suggests that teachers generally agreed with the effectiveness of asynchronous engagement strategies, though not strongly. The highest-rated challenge was the difficulty of engaging students in asynchronous environments (4.04), emphasizing a recurring concern in online education, keeping students motivated and participative without real-time interaction. Additionally, indicators such as student participation (3.26), task completion motivation (3.26), and peer collaboration (3.26) all received neutral ratings, reinforcing the notion that asynchronous environments may not naturally foster active engagement without deliberate teacher effort.

Despite these challenges, teachers agreed that discussion boards (3.70), multiple participation opportunities (3.96), and the promotion of learner responsibility (3.78) were effective strategies to enhance interaction. According to Méndez Rojas (2023), teacher presence and clarity in asynchronous environments directly influence how engaged students feel, especially when interactive tools like forums are used meaningfully. Likewise, Joaquin et al. (2020) observed that in the Philippine context, student disengagement is often tied to broader issues like home distractions, device sharing, or lack of self-regulation, making engagement strategies even more critical. Overall, the findings imply that while asynchronous teaching has the potential to promote student autonomy and interaction, it requires structured and intentional design. Teachers must create engaging tasks, provide continuous feedback, and embed interaction points throughout the learning process. Schools should also support these efforts by ensuring students are trained in self-directed learning and equipped with the tools and discipline needed to succeed in asynchronous environments.

Assessment and evaluation

With an overall mean of 3.99, teachers agreed on the effectiveness of asynchronous assessment practices. The highest-rated indicator (4.39) emphasized the flexibility asynchronous assessments offer, allowing students to complete tasks at their own pace while allowing teachers to manage assessment schedules more effectively. Teachers also recognized that asynchronous assessments generally align with learning objectives (4.26) and that peer assessments help evaluate student

understanding (4.04), suggesting an appreciation for alternative, collaborative evaluation methods.

Despite these strengths, teachers reported challenges with providing clear feedback (3.70) and designing practical assessments (3.70), indicating a gap between traditional assessment practices and those required in asynchronous environments. Khalil (2022) supports this concern, emphasizing the need for multimodal assessment frameworks in asynchronous learning, which allow for formative and summative evaluation while supporting self-regulated learning. Similarly, Martin et al. (2020) noted that many educators face difficulty in transitioning their assessment strategies to online contexts, often due to limited training or lack of institutional support. The findings suggest that while asynchronous assessments are valued for their adaptability and inclusiveness, there is a pressing need to enhance assessment design and feedback mechanisms. Teachers must be equipped with professional development opportunities that focus on digital assessment tools, formative strategies, and feedback best practices. By improving these areas, asynchronous learning environments can become more responsive, equitable, and effective for educators and students.

Technical and infrastructural support

The overall mean of 3.72 indicates general agreement on the importance of technical and infrastructural support in asynchronous education. The highest-rated indicator, “Lack of proper infrastructure hinders the effectiveness of asynchronous teaching” (4.30), underlines a common obstacle in remote learning environments—insufficient institutional support for digital infrastructure. Additionally, frequent disruptions due to technical issues (4.22) and concerns about internet reliability (4.09) emphasize the fragility of the digital ecosystem in which asynchronous learning must operate.

Despite these concerns, teachers still expressed confidence in using digital tools (4.04) and acknowledged that technology can enhance student learning (3.70). However, neutral responses to indicators such as the availability of supportive technology (3.26), adequacy of infrastructure (3.13), and technical assistance (3.00) suggest that while teachers possess the skills to manage online instruction, they lack the institutional backing needed to implement it effectively. Adedoyin and Soykan (2020) confirm this trend, identifying technical limitations as significant barriers to success in online teaching, particularly in developing contexts. In the Philippine setting, Joaquin et al. (2020) reported similar issues, noting that access to consistent internet, proper hardware, and timely technical support continues to be a challenge for many educators. These findings imply that to realize the benefits of asynchronous learning fully, there must be systemic improvements in infrastructure and institutional support. Schools must invest in training and ensuring that the technical environment is reliable, equitable, and responsive to the needs of both teachers and learners. Addressing these structural gaps allows asynchronous learning to become more sustainable, efficient, and inclusive.

Summary of the standpoint of English language teachers on asynchronous classes

The highest-rated areas were Learning Materials and Resources (4.16) and Teaching Strategies and Methods (4.11), reflecting a strong consensus among teachers on the value of using flexible instructional approaches and multimedia tools in asynchronous settings. These results affirm that digital resources, when used effectively, flipped or asynchronous methodologies enhance student

learning and offer diverse means of delivering content. As Tang et al. (2020) noted, the integration of flipped or asynchronous methodologies allows teachers to implement learner-centered approaches that cater to individual pacing and needs. On the other hand, Student Engagement and Participation (3.59) received the lowest overall mean, underscoring a persistent challenge in asynchronous learning environments. While asynchronous models offer flexibility, keeping students motivated and engaged remains difficult without real-time interaction. This aligns with findings from Martin et al. (2020), who emphasized that engagement in online learning depends heavily on structured participation, instructor presence, and timely feedback, which are often more complex to maintain in asynchronous formats.

Overall, the results suggest that while teachers see significant potential in asynchronous teaching, they also recognize areas requiring further improvement. These include increasing student interaction, enhancing infrastructure reliability, and refining assessment methods. Moving forward, institutions may consider addressing these gaps by supporting digital training, developing engagement strategies, and improving access to technology. Strengthening these components will enable asynchronous learning to become a more effective and sustainable approach in modern education.

Relationship between standpoint on asynchronous classes and demographic profile

The results revealed no significant differences in teachers' standpoints on asynchronous learning concerning age, sex, years of service, designation, and grade level taught. This suggests that teachers encountered similar benefits and challenges in asynchronous instruction regardless of demographic background. This finding aligns with Martin et al. (2020), who emphasized that shared professional contexts often shape teachers' experiences more than demographic factors, especially when digital learning is implemented across schools uniformly.

However, when grouped according to educational attainment, significant differences were found in Student Engagement and Participation ($p=.05$) and Technical and Infrastructural Support ($p=.02$). Teachers with higher academic qualifications may have had more exposure to digital platforms and pedagogical models, making them more adept at fostering student engagement and navigating technical systems. Rha (2022) supports this, highlighting that digital competence and adaptability are often stronger among teachers with graduate-level education. Additionally, Ismailov and Chiu (2022) noted that educators with greater academic training are better positioned to integrate inclusive and technology-enhanced strategies, which may explain the observed variation in access and support.

A significant difference was also noted in Technical and Infrastructural Support when grouped by sex ($p=.02$), indicating that male and female teachers may experience technological challenges differently. According to Adedoyin and Soykan (2020), gender-based discrepancies in digital literacy and access to support may stem from unequal exposure to training or varying roles within the school setting. These differences highlight the importance of equitable access to technical resources and tailored support mechanisms for all teachers, regardless of gender. In summary, while most demographic factors did not result in statistically significant differences in teachers' standpoints on asynchronous classes, educational attainment and sex were associated with meaningful differences in specific areas. These findings emphasize the need for targeted interventions, such as differentiated training programs, inclusive digital literacy initiatives, and infrastructure development, to ensure that asynchronous learning environments are equitable and effective for all educators.

CONCLUSIONS

Based on the findings, this study concluded that English language teachers generally view asynchronous learning as effective, especially in instructional strategies, learning materials, assessment, and technical support. However, they expressed only moderate confidence in student engagement, highlighting a key area for improvement. The demographic profile of the respondents showed that most teachers were female, belonged to the 26–35 and 46–55 age groups, held Teacher I positions, taught Grade 7, and had pursued graduate studies. This indicates a teaching force with strong professional backgrounds and experience. While most demographic factors had little effect on perceptions of asynchronous learning, educational attainment significantly influenced student engagement and technical support views. Additionally, sex had a notable impact on perceptions of technical support, showing that personal and professional backgrounds can shape teachers' experiences in digital learning environments. To address the identified gaps, a School Learning Action Plan was created. The plan focuses on improving student engagement, providing targeted teacher training, and ensuring better access to technology. These steps aim to strengthen asynchronous learning and better support teachers and students.

REFERENCES

Adedoyin, O. B., & Soykan, E. (2020). COVID-19 pandemic and online learning: the challenges and opportunities. Interactive Learning Environments, 31(2), 863–875. https://doi.org/10.1080/10494820.2020.1813180

Emiliasari, R. N., Nurhidayah, Y., & Jamaliah Supriadi Putri, S. (2023). An Exploration of Students' Engagement in EFL Asynchronous Class. Premise, 12(2), 452–452. https://doi.org/10.24127/pj.v12i2.5820

Ismailov, M., & Chiu, T. K. F. (2022). Catering to inclusion and diversity with universal design for learning in asynchronous online education: A self-determination theory perspective. Frontiers in Psychology, 13(1). https://doi.org/10.3389/fpsyg.2022.819884

Joaquin, J. J. B., Biana, H. T., & Dacela, M. A. (2020). The Philippine Higher Education Sector in the Time of COVID-19. Frontiers in Education, 5(5). https://doi.org/10.3389/feduc.2020.576371

Khalil, M. (2022). Mobile Multimodal Learning Analytics Conceptual Framework to Support Student Self-Regulated Learning. Springer Briefs in Education, 63–75. https://doi.org/10.1007/978-981-19-0786-9_5

Martin, F., Sun, T., & Westine, C. D. (2020). A Systematic Review of Research on Online Teaching and Learning from 2009 to 2018. Computers & Education, 159(104009), 104009. https://doi.org/10.1016/j.compedu.2020.104009

Méndez Rojas, D. B. (2023). Language teachers in synchronous and asynchronous online teaching: A student's perspective. Revista Lengua Y Cultura, 4(8), 26–33. https://doi.org/10.29057/lc.v4i8.10532

Namada, J. M. (2022). Effective Methods of Teaching Asynchronous Classes. IGI Global EBooks, 123–149. https://doi.org/10.4018/978-1-7998-8077-6.ch007

Rha, K.-H. (2022). Exploring English Teachers' Attitudes and Perceptions of Online Classes: Based on the Teachers' Experiences. Studies in Linguistics, 64, 143–168. https://doi.org/10.17002/sil..64.202207.143

Rido, A., Kuswoyo, H., Mandasari, B., Prakoso, B. H., Purba, M., & Siswanto, H. W. (2024). Synchronous and asynchronous online learning in university English language classrooms: findings from Indonesia. International Journal of Evaluation and Research in Education, 13(5), 3333. https://doi.org/10.11591/ijere.v13i5.30125

Swan, K., Chen, C.-C. B., & Bockmier-Sommers, D. K. (2020). Relationships Between Carl Rogers' Person-Centered Education and the Community of Inquiry Framework: A Preliminary Exploration. Online Learning, 24(3), 4–18. https://doi.org/10.24059/olj.v24i3.2279

Tang, T., Abuhmaid, A. M., Olaimat, M., Oudat, D. M., Aldhaeebi, M., & Bamanger, E. (2020). Efficiency of flipped classroom with online-based teaching under COVID-19. Interactive Learning Environments, 31(2), 1–12. https://doi.org/10.1080/10494820.2020.1817761