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Changing Aspects In E-Classroom And The Teachers' Experiences: Aboost In Management Program

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Abstract:
E-classroom is the new trend while other schools are still adopting the traditional way of promoting learning among learners. Designed to facilitate students' learning, simulated circumstances in most activities in e-classrooms will definitely help the learners to apply them in real life. In public elementary schools, each e-classroom is assigned with one (1) ICT coordinator. Its regulation is dependent on each school and the principal plays a vital role in implementing them. The researcher observed that most of the teachers preferred to use printed modules rather than having online instructions because they have difficulty in preparing their instructional materials using the computer and it follows that not all can use the e-classroom. The researcher further experienced difficulty in using the e-classroom because of the lack of training and exposure to technology and the learners can only do so much with technology like playing video games rather than using Microsoft applications like Word, Excel, PowerPoint and many others. Through mixed method research design, the results of the current study can be deduced that e-classroom could potentially shape the future of education by advancing the traditional classroom setting into the web. The use of e-classroom has dramatically increased over the years as teachers perceived its usefulness and felt the impact of e-classroom to their teaching methodologies and learning styles. Although there are some hurdles along the way, but through strategizing e-classroom approaches, things can be addressed and e-classroom utilization and management can optimally benefit teachers and learners. Therefore, there is a need for the entire academic community to ensure that the factors of e-classroom effectiveness are delivered adequately and the utilization of e-classrooms must be evaluated regularly. Thus, e-classrooms offer a range of advantages that make them equally important in today's educational landscape.
keywords:
e-classroom, teacher experiences, e-classroom utilization and management, digital technology, teaching and learning

INTRODUCTION:

E-classroom is the new trend while other schools are still adopting the traditional way of promoting learning among learners. Designed to facilitate students' learning, simulated circumstances in most activities in e-classrooms will definitely help the students to apply them in real life (Heinich, Molenda, & Russel, 2004). Teaching and learning are made easy through technology and ICT has something to do with it. Computer simulation, for example, is vital in teaching and learning especially in the field of science subjects. Moreover, it will enhance instructional potentialities and facilitative ability in active engagements of students.

Technology is making things possible around the world. Teaching through it without the use of chalk and blackboard serves as the basic structural changes made possible through technology that serves as fundamental structural changes as primary in achieving increase in productivity. It blends digital learning tools such as computers and other devices in classrooms, making it more fun and interactive. In all educational contexts, every effort must be made to ensure that learners succeed which involved pedagogical considerations, understanding learners' background and approaches used by the teacher towards learning, and the skills of the teacher as well. The possible learning curve to course delivery of using them is the potential concern for both learners and teachers; the need to adapt and expand their knowledge to the new instructional tools. In effect, teachers must be prepared in this new learning endeavor.According to Leoncio (2013), technology accelerates learning, engagement and motivation. It has the power to transform and improve teaching by introducing teachers in a new model of connected teaching. It provides a link between teachers and students as well as the professional content, resources, and systems to improve instruction and personalize learning. E-classroom paves the way of easy access and eliminates the barrier in getting new information specifically in the area of research. It also bridges the gap between the rich and the poor, urban and far flung areas to look for quality learning. Teachers and pupils alike are provided with opportunities to make use of the educational resources that promote educational productivity. The expansion of higher education in some Asian countries like China, Mongolia, Thailand, and the Philippines is made possible by E-classroom implementation. Virtual classrooms are now replacing traditional classrooms and has less expense related to transportation, building new facilities, or maintenance and repair of existing facilities (Chen & Tsai, 2011). A national IT policy was created by the Federal Government of Nigeria through the establishment the National Information Technology Development Agency (Oluwatumbi, 2015). With e-classroom comes e-learning. Edsys (2018) emphasizes that through e-learning, learners become empowered to absorb personal accomplishment, basic schooling or obtain degree certificates without actually attending school. This is simply done remotely. According to psychologist, audio-visual method of teaching will develop effective students especially in engaging with others through class activities. Moreover, it will go in sync with advanced learners.In Talisay City Division, there are twenty-six (26) public elementary schools and eighteen (18) public high schools. All schools have one (1) E-classroom which primary function is the integration of ICT in all learning areas. Each E-classroom is assigned with one (1) ICT coordinator. Regulations of E-classrooms are dependent on each school and the principal plays a vital role in implementing them. The researcher observed that most of the teachers preferred to use printed modules rather than having online instructions because they have difficulty in preparing their instructional materials using the computer and it follows that not all can use the e-classroom. The researcher further experienced difficulty in using the e-classroom because of the lack of training and exposure to technology in making instructional materials in the past compared to using raw materials to come up with something useful, intellectual, and bold. Furthermore, the researcher observed that the students can only do so much with technology like playing video games rather than using Microsoft applications like Word, Excel, PowerPoint and many others. Moreover, e-classrooms were not properly utilized as multi media room because at some point, these classrooms are used for conferences, seminars, and trainings defeating the very core of its existence.It is for this reason that the researcher wants to know the management and utilization of E-classroom toward improvement of teachers' performance in terms of lesson delivery specially during this time that distant learning is basically the preferred modality. The researcher assumes that the way E-classrooms are managed and utilized will greatly impact the performance of the school by recommending the proposed e-learning enhanced management and utilization program.

METHODS AND METHODOLOGY:

This section clears out the processes used to answer the research questions. This section includes the research methods, respondents, environment, statistical treatment, procedures and other related concepts necessary for data gathering. Due to the exploratory nature of this study, quantitative and qualitative knowledge were sought. To reach a sample size which will give decent knowledge to explore the research queries, a survey method will be selected.

RESEARCH LOCALE

The study was conducted in Talisay City Division, which was established on January 10, 2003, with Hon. Eduardo R. Gullas as our First City Mayor that made it a separate division from DepEd Cebu Province. It has twenty-six (26) public elementary schools which are spread among the 22 different barangays in the city. In fact, some of them are located in far flung areas wherein the distance can only be reached by an improvised motorcycle which is locally known as "habal-habal". It is a 3rd class city in the province of Cebu, Philippines, that lies right after Cebu City, the capital of Cebu. It is densely populated with more than two hundred thousand residents. Up to this time, the population is still increasing because of migration of people from other cities, municipalities, and even provinces because of job opportunities due to the establishment of factories in the city.

RESEARCH RESPONDENTS

The participants of the study were the grade six public elementary school teachers of the twenty-six (26) public elementary schools in City of Talisay Division. The researcher utilized the grade 6 teachers who are presently teaching the following subjects: Math, Science, English, Filipino, and Social Studies. They are chosen purposively because these teachers are utilizing the e-classroom in their respective areas or specialization.

RESEARCH INSTRUMENT

The questionnaires used in the study are semi-structured researchers-made questionnaires. Specifically, Part 1 identifies the profile of the teachers, like age, gender, civil status, highest educational qualification, trainings attended on e-classroom teaching, and number of years in teaching. Part 2 Level of E-classroom/virtual management and utilization questionnaire was taken from the common challenges met by teachers in operating e-classrooms in terms of delivery of lesson, learner control, safety and security, and system upgrade. Part 3 is also taken from DepEd general rule is managing and utilizing e-classrooms. This tool is created based on the general rule established by each school on how to run and operate e-classroom.

DATA GATHERING PROCEDURE

The following procedures were undertaken in gathering the data to be carried out by the researcher:

Preliminary. The researcher presented the title for title defense. Once approved, she will prepare a letter asking for a recommendation for advisership to the Dean of the Graduate School. The researcher asked the approval from the Schools Division Superintendent in the City of Talisay Division to conduct the research in the twenty-six (26) public elementary schools and their teachers who are teaching Math, Science, English, Filipino, and Social Studies to the grade 6 pupils.

Actual Data Collection. Upon the approval of the Schools Division Superintendent in the City of Talisay Division, the researcher communicated and sought approval with the school principals of different public elementary schools that a study on e-classroom utilization and management will be conducted and it will mainly involve teachers teaching Math, Science, English, Filipino, and Social Studies to grade 6 pupils. The researcher conducted an orientation of the benefits and possible program with the teachers involved. Universal sampling was applied in choosing the respondents since the number of teachers involved is manageable. Through the use of different questionnaires, the researcher conducted surveys to know the teachers' profile, e-classroom utilization, and e-classroom management.

Post Data Management. Once gathered, the data were collected and collated for analysis.

RESULTS AND DISCUSSION:

The profile of the respondents was determined based on varied categories like highest educational qualification, relevant training in e-classroom teaching, number of years in teaching, ICT capability, and frequency of e-classroom utilization. Moreover, the level of e-classroom utilization and management were measured in terms of delivery of lesson, learner control, safety and security, and system upgrade. This chapter also presents the established relationship between the profile of the respondents and the level of e-classroom utilization and management.

Since the study utilizes the mixed method research design, open-ended questions were also asked to the respondents and their responses are thematically presented in this chapter. Their thoughts on challenges and coping mechanisms in e-classroom utilization and management were asked. Lastly, their take on the importance of e-classroom in this time and age were also inquired.

Profile of the Respondents. Tables 1-6 present the profile of the respondents in areas of highest educational qualification, relevant training in e-classroom teaching, number of years in teaching, ICT capability, and frequency of e-classroom utilization.

Table 1. Profile of the Respondents: Gender

		f	Percentage
Gender	Male	16	13.33
	Female	104	86.67
Total		**120**	**100.00**

Table 1 revealed that of the one hundred twenty (120) respondents, sixteen (16) or 13.33% were male while one hundred four (104) or 86.67% were female. The result further shown that females always outnumber males in the field of education. According to EliAta et al. (2024) the number of women in the teaching profession is high and the number of women leaders in education continues to soar although more men are still taking the leadership role. The study of Flanagan (2023) discussed the rise of female teachers in Michigan, USA. It revealed that during the search for the Teacher of the Year in 2023, ten of the regional finalists are women. It was further reported by Flanagan that in the Michigan Department of Education alone, more than half of the school principals are women and for the past 2 decades, an increase of 12% were seen among women superintendents. The report added more information that three-fourths of K-12 public school teachers across the United States are women.

Table 2. Profile of the Respondents: Civil Status

		f	Percentage
Civil Status	Single	18	15.00
	Married	96	80.00
	Separated	6	5.00
	Widow	0	0.00
Total		**10**	**8.33**

In the area of civil status, the profile of the respondents revealed that majority of the teachers are married with ninety-six (96) responses or 80.00%. Single teachers are numbered at eighteen (18) or 15.00% and separated teachers are numbered at six (6) or 5.00%. The study of Khorsandi et al. (2023) revealed that the mental peace of female married teachers improved when there is a strong couple compatibility, family cohesion, and emotional commitment. The importance of marriage significantly contributes to their mental peace. Freelon (2020) wrote that teachers are marrying teachers. In his report, teachers working in the same school will most likely marry each other specifically those who shared common interest.

Table 3. Profile of the Respondents: Highest Educational Attainment

		f	Percentage
Highest Educational Attainment	Bachelor	55	45.83
	Masters	52	43.33
	Doctoral	13	10.83
Total		**120**	**100.00**

Table 3 showed that fifty-five (55) or 45.83% have achieved the minimum requirement of becoming a teacher while fifty-two (52) or 43.33% have earned their master's degree. Moreover, thirteen (13) or 10.83% earned their doctoral degree. These findings indicated teachers are giving importance to achieving and advancing their education by taking further studies. Abun et al. (2021) discussed how teachers' educational experience and length of work experience influenced their self-efficacy. According to the researchers, the higher the educational attainment is and the longer the work experience is, the higher the self-efficacy becomes. In other words, there is a difference whether or not a teacher advances his or her education and whether or not a teacher stays longer in his or her career. The study of Call (2018) on the impact of teachers with differing levels of educational attainment revealed that educational attainment levels of teachers (bachelor's, master's, educational specialist, and doctorate) have a direct impact on student achievement. These findings further pave the way for a clear route to school improvement when the need arises.

Table 4. Profile of the Respondents: Training Attended in E-classroom Teaching

		f	Percentage
Training attended in E-classroom Teaching	0	107	89.17
	1	13	10.83
Total		**120**	**100.00**

In the area of e-classroom teaching training, the result is a letdown with only thirteen (13) or 10.83% of the respondents were able to obtain e-classroom teaching training as compared to one hundred seven (107) or 89.17% who have none. The result implies that there is a need to establish a training program for teachers in the area of e-classroom teaching. Since e-classroom creates opportunities in teaching and learning through the use of computer, multimedia, audio-visual, and network technologies, teachers are expected to fully know its operation. The advent of science and technology can sometimes be daunting and challenging. It is for this reason that a teacher managing e-classrooms must be fully aware on how they work. In 2018, Montemayor reported that the Department of Education had a budget of 8.6 billion for DepEd Computerization Program (DPC). The program aims raise the information and communications technology literacy of learners, teachers, and school heads by integrating in the school system and providing information technology (IT) equipment to schools nationwide. Since e-classroom is the future of education, training becomes a necessity in order to maximize the great potential of e-classrooms.

Table 5. Profile of the Respondents: Years of Teaching

		f	Percentage
Years of Teaching	1-5 years of teaching	17	14.17
	6-10 years of teaching	30	25.00
	11-15 years of teaching	19	15.83
	16-20 years of teaching	25	20.83
	21 and above years of teaching	29	24.17
Total		**120**	**100.00**

Table 5 showed that majority of the teachers have gained more than enough experience in teaching with most of the respondents having spent more than 10 years in the teaching profession. Seventeen (17) or 14.17% have been in the profession for at least five (5) years, thirty (30) or 25% have been teaching for at least ten (10) years, and nineteen (19) or 15.83% have educating learners for at least fifteen (15) years. Interestingly, twenty-five or 20.83% have rendered teaching service for at least twenty (20) years while twenty-nine (29) or 24.17% have thrived in the teaching profession for more than twenty-one (21) years.

In 2016, significant findings were discovered by Kini and Podolsky on teaching experience and teaching effectiveness. Their review on several studies revealed that teaching experience is positively associated with student achievement gains throughout a teacher's career. The gains from experience are highest in teachers' initial years, but continue for teachers in the second and often third decades of their careers. In other words, the progression of their teaching experiences positively affects students. As teachers gain experience, their students are also more likely to do better on other measures of success beyond test scores, such as school attendance. Teachers make greater gains in their effectiveness when they teach in a supportive and collegial working environment, or accumulate experience in the same grade level, subject, or district. Lastly, more experienced teachers confer benefits to their colleagues and to the school as a whole, as well as to their own students.

Table 6. Profile of the Respondents: Cluster

		f	Percentage
Cluster	1	16	13.33
	2	12	10.00
	3	15	12.50
	4	10	8.33
	5	11	9.17
	6	9	7.50
	7	11	9.17
	8	11	9.17
	9	13	10.83
	10	12	10.00
Total		**120**	**100.00**

Table 6 presents the distribution of the respondents per cluster. These clusters are composite of schools within the Division of Talisay City, Cebu. Notably, Cluster 1 got the highest number of grade 6 teachers with sixteen (16) or 13.33% followed by Cluster 3 with fifteen (15) grade six teachers of 12.50%. Cluster 1 is Talisay City Central School, considered as the main campus where the Division Office is located. It is densely populated with a great number of enrollees coming from surrounding barangays like Barangays Poblacion and Dumlog. Cluster 3 is composed of Laray Elementary School, San Roque Elementary School, and Tanke Elementary School. These schools are also densely populated noting its location in densely populated barangays. Cluster 6 on the other hand, got nine (9) grade six teachers or 7.50%. It is composed of Jaclupan Elementary School, Manguilamon Elementary School, Camp 4 Elementary School, and Manipis Elementary School. These schools are located in mountain barangays with fewer residents. Expectedly, schools with a huge number of enrolled pupils need more teachers than those schools with less enrolled learners. It is good to note that the researcher is able to get the responses of all grade six teachers from these 10 clusters.

Level of E-classroom Utilization. The utilization of e-classrooms in different clustered schools is presented in Table 7 with indicators namely delivery of lesson, learner control, sanitation, safety and security, and system upgrade. The delivery of lesson tackles the way teachers promote and introduce lessons in e-classrooms with emphasis on how learners take them. It may include the way learners react, join, and participate in the discussion. Learner control on the other hand, takes on the way teachers hold their learners in e-classrooms. It includes respect teachers are getting from the learners, control over their attendance and participation in e-classrooms, engagement of pupils, and proper feedbacking. Sanitation takes the discussion on a more personal level with hygiene being emphasized in the use of e-classrooms. Since e-classrooms are shared not just by 2 sections but multiple sections, it is also important to look into the sanitation of these rooms. Meanwhile, safety and security looks into the welfare not only of the e-classrooms but the learners as well. It deals with how e-classrooms are being free from damage, burglars,

and other elements that may somehow affect the operation of these classrooms. It also looks into establishing safe spaces for learners that they may not be exposed to websites that may compromise their values and belief. Lastly is the systems upgrade. This deals with the way the school is updating its system in a way that e-classrooms may not be behind from what is latest and what is new. This has something to do with the applications and other operating systems.

Table 7. Level of E-classroom Utilization

Indicators	WM	Interpretation
Delivery of Lesson		
Modeling expectations by showing the pupils how to properly use the equipment	3.15	Often
Allowing the pupils to participate in hands-on activities by using cooperative learning techniques	3.11	Often
Moving around the classroom to make sure pupils are on track with what they are supposed to be doing	3.27	Always
Complimenting positive behavior and hard work of pupils who are doing what is necessary to meet the set goal	3.27	Often
Aggregate Mean	3.21	Often
Learner Control		
Setting the tone of the e-classroom for learning to make it more attractive and conducive	2.97	Often
Being interactive and engaging in order to get the attention and participation of the pupils	3.14	Often
Practicing fairness by monitoring and tracking each pupil's performance so that they will believe in you	3.15	Often
Giving of feedback(s) so that they will feel the value of their work	3.15	Often
Aggregate Mean	3.09	Often
Sanitation		
Stocking up cleaning supplies like tissues, hand sanitizers, disinfectants since different users are using the equipment	3.07	Often
Cleaning off any shared objects in the room like chairs, keyboard, mouse, writing utensils etc.	3.01	Often
Preparing arrangement if things inside the e-classroom before living the area	3.07	Often
Figuring out a system to ensure cleanliness is observe by the pupils while inside the e-classroom	3.10	Often
Aggregate Mean	3.07	Often
Safety and Security		
Ensuring that equipment like computers, printers, TV sets, etc. are properly wired to avoid short circuit	3.22	Often
Keeping remote controls of TV sets, air conditioner, etc. from pupils' reach to avoid abuse in the use of equipment	3.09	Often
Establishing a secured password for every equipment especially equipment with all the sources of information	3.03	Often
Blocking any non-educational sites so that pupils will have no access to anything that might jeopardize their learning	3.14	Often
Aggregate Mean	3.11	Often
System Upgrade		

Ensuring that internet connection must be strong so that pupils can access to websites and view videos with ease and comfort	2.83	Often
Improving computers' operating system to extend the useful life of every PC	2.79	Often
Installing programs that will improve and enhance the quality of pupils' works	2.82	Often
Asking for latest updates in terms of technology to ensure an up-to-date experience of pupils	2.88	Often
Aggregate Mean	2.81	Often

Table 7 shows the level of e-classroom utilization. The results revealed that e-classrooms are mainly utilized by teachers in the delivery of lessons with an aggregate mean on 3.21 which is interpreted as often. With the advent of science and technology, lessons these days are delivered in a way that is interactive and what a better way to do that is through the use of e-classrooms. According to Haleem et al. (2022), digital technologies which are found in e-classrooms allow learners to experience the world through globally recognized applications and systems. This is done through the comforts of computers. For example, science lessons can be more engaging and interactive if videos can be flashed on computer screens where photos or pictures can clearly emphasize a thing or two. Teaching history will be more interesting if learners will not just hear the names of persons and places but virtually knows and visits them through photos and videos. Perhaps, English language can be taught through total immersion with actual conversation with foreign counterparts with the use of videoconferencing. The study of Encarnacion et al. (2021) revealed that students and teachers alike were in agreement of the effectiveness of learning e-classrooms with all categories receiving high ratings in areas of content quality, assessment, collaborative environment, system quality and technical support. Teachers felt a very positive impact on their working styles during face-to-face instructions. In the same manner, students are becoming motivated to learn independently and study their courses on their own more responsibly. It also enhances collaboration. It is further revealed in Table 7 system upgrade got the lowest mean of 2.81 which is interpreted as often. While it is important to upgrade the system of computers in e-classrooms in order to have a better security, increased efficiency, and compatibility, it is understandable that the process of upgrading the system is pricy. It will also take some time for its approval since the Department of Education operates centrally. Meaning, all requisitions and purchases will pass through a rigorous process before its approval. Schools and teachers will end up utilizing what is available while waiting for the upgrade to happen.

Significant Relationship. The relationship between educational attainment and e-classroom utilization, training in e-classroom and e-classroom utilization, years of teaching and e-classroom utilization, and cluster of schools and e-classroom utilization were established statistically. The results are found below.

Table 8. Significant Relationship Between Respondents' Profile and E-classroom Utilization

Variables	**r-value**	**Strength of Correlation**	**P-value**	**Decision**	**Interpretation**
Educational Attainment-E-classroom utilization	0.02	Negligible	0.122	Accept Ho	Not Significant
Training in E-classroom-E-classroom utilization	0.825	Strong	0.002	Reject Ho	Significant
Years of Teaching-E-classroom utilization	0.722	Strong	0.015	Reject Ho	Significant
Cluster-E-classroom utilization	0.12	Weak	0.244	Accept Ho	Not Significant

Significant at <0.05

Table 8 shows the strength of connectedness between the respondents' profile and e-classroom utilization. Between the training in e-classroom and classroom utilization, the correlation is strong with a r-value of 0.825. It follows that the null hypothesis on the relationship between these variables is rejected. The same goes with years of teaching and e-classroom utilization. The strong relationship between the two variables were established at 7.022 r-value. Still, the null hypothesis on the relationship between these variables is rejected. The established significant relationship between the above-mentioned variables is a testament that training in e-classroom will increase the subsequent use of digital learning environments. Training familiarizes teachers with technology, its features, and how to effectively integrate it into their teaching practices. When teachers are familiar with things especially in the use of technology and other applications within an e-classroom, they will become confident. This will also increase teachers' skills in engaging e-classroom activities, managing online learning platforms like Google Meet or Zoom, assessing student progress in digital environments. These trainings, when done frequently, will help teachers understand the pedagogical principles behind effective utilization of e-classrooms. Although individual differences exist when it comes to the number of years in teaching, such experience could directly or indirectly lead to more use of e-classrooms. Experienced teachers have seen a lot of change in education. They are more likely to be adaptable and comfortable embracing new technologies like e-classrooms. Experienced teachers might be more than willing to experiment and explore possibilities of e-classrooms by integrating new tools into their practice. However, when it comes to establishing relationships between educational attainment and e-classroom utilization, as well as cluster and e-classroom utilization, statistics failed to establish connectedness. The former got an r-value of 0.02 which is interpreted as negligible while latter got an r-value of 0.12 which is interpreted as weak. Both tests failed to reject the null hypotheses on the relationships between the mentioned variable. Educational attainment's direct influence to e-classroom utilization is negligible since exposure to technology and digital tools are not in any way a requirement in pursuing higher education. Although, there are instances where the process needs technology familiarity, but not likely a requirement. While further studies or advanced degrees often involve coursework and research, these things may not be directed towards educational technology and its integration to teaching unless otherwise it is the focus of their study. Though access to resources may be conveniently done with the use of technology, access to professional development opportunities and networks can be achieved even outside the realms of technological advancement. Moreover, cluster of schools in the Division of Talisay City, Cebu has a weak correlation with the e-classroom utilization. Understandably, each cluster of schools is composed of diverse teachers which may differ in their level of confidence in trying new things and embracing innovation which in turn affect their willingness to explore and use e-classrooms. The cluster of schools does not directly force a school to adopt e-classroom but this might change through collaborative learning, enhanced professional development, shared infrastructure, and advocacy for supportive policies.This study employs mixed-method research design where quantitative and qualitative data are collected, analyzed, and interpreted. With the three (3) open-ended questions being asked to the respondents, ten (10) emergent themes were identified with three themes (3) drawn from the responses for the first question, five (5) themes drawn from the responses for the second question, and two (2) themes drawn from the responses for the third question. Open-ended responses of the informants were interpreted, to wit:

Challenges Faced During the Use of E-classroom

Technical Problem. This particular theme highlights the challenges faced by the respondents during the utilization of e-classroom. This includes poor internet connection, maintenance, and lack of equipment.

Lack of Knowledge. This particular theme is all about the challenges faced by the respondents during the utilization of e-classroom in terms of lack of knowledge. The participants have not yet tried to utilize e-classroom yet so they don't have any knowledge or idea on how to facilitate it.

Less Pupil's Engagement. This particular theme highlights the challenges faced by the respondents during the utilization of e-classroom in terms of less pupil's engagement. In online classroom, the teachers found it struggling to capture and maintain the engagement and attention of the students.

Strategies to Cope up with the Challenges in E-classroom

Prepare Offline Activities. This particular theme highlights the strategies to cope up with the challenges faced during the utilization of e-classroom in terms of preparing offline activities. This includes preparing printed modules, using downloaded activities, and providing notes for the students.
Strategize. This particular theme is all about the strategies to cope up with the challenges faced during the utilization of e-classroom in terms of strategizing. This includes different teaching strategies and approaches and different activities that the teachers applied.
Ask Technical Support. This particular theme is all about the strategies to cope up with the challenges faced during the utilization of e-classroom in terms of asking technical support. This means that the teachers are asking assistance from the ICT coordinator to help them in facilitating their online classes.
Being Resourceful. This particular theme is all about the strategies to cope up with the challenges faced during the utilization of e-classroom in terms of being resourceful. The teachers are utilizing on whatever resources available, using their own laptop and internet connection, and studying how to utilize technological devices.
For Funding. This particular theme is all about the strategies to cope up with the challenges faced during the utilization of e-classroom in terms of providing funds. This includes the school providing reports to the division office, spending their own budget, and tap different stakeholders.

Reasons Why E-classroom is as Important as Regular Classroom
For Digital Literacy. This particular theme highlights the reason why e-classroom is as important as regular classroom in this time and age in terms of digital literacy. The e-classroom is also important as the education is already in the age of technology and there should be technology integration in education to improve teaching-learning process.
For Learning Delivery Modality. This particular theme highlights the reason why e-classroom is as important as regular classroom in this time and age in terms of learning delivery modality. This means that the students' needs more than just traditional way of teaching and instead the more effective way of learning modality is online.

CONCLUSION:

Based on the results of the current study, it can be deduced that e-classroom could potentially shape the future of education by advancing the traditional classroom setting into the web. The use of e-classroom has dramatically increased over the years as teachers perceived its usefulness and felt the impact of e-classroom to their teaching methodologies and learning styles. Although there are some hurdles along the way, but through strategizing e-classroom approaches, things can be addressed and e-classroom utilization and management can optimally benefit teachers and students. Therefore, there is a need for the entire academic community to ensure that the factors of e-classroom effectiveness are delivered adequately and the utilization of e-classrooms must be evaluated regularly. Thus, e-classrooms offer a range of advantages that make them equally important in today's educational landscape.

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Funding Statement:
This research received no external funding from any agency or organization. Furthermore, this research is solely designed and conducted by the researchers in an attempt to know the e-classroom utilization and management and its influence to the teaching-learning activities of elementary school teachers in Talisay City Division in school year 2020-2021 as basis for a proposed enhanced e-classroom management program.
Data Availability:
No new data were created or analyzed in this study. Data sharing is not applicable to this article.

Conflict of interest:

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