

Students Learning Experiences on the delivery of E-Learning Modality during the Covid-19 pandemic: a case study of the Senior High School Students of MSU-LNCAT (Philippines)

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ABSTRACT

Purpose: In response to the virus's spread, school administrators joined the call to cancel physical education classes after President Rodrigo Duterte imposed a lockdown during the early Covid-19 outbreak in the Philippines. As a result, the classes were converted to online classes. However, there are difficulties and challenges in terms of student and teacher experiences with the aforementioned online classes. This study was conducted to determine the awareness and knowledge of senior high school students about e-platforms that teachers use to deliver classes during school closures. Additionally, this study is designed to also learn about the students' practices when using the electronic platforms mentioned. Students' challenges and difficulties were also taken into account when using the platform. A change in learning motivation in the electronic environment was also provided. **Methodology:** This study used a quantitative approach with a descriptive design. Descriptive statistical tools were used in order to provide descriptive analysis of the data. The instrument used is a researcher's made survey questionnaire which has undergone a pilot test to assess its reliability and accuracy. **Findings:** Findings revealed that the majority of respondents were aware of and informed about the possibility of using social media apps to continue their classes. With the exception of utilizing headphones, the students demonstrate positive practices in using the e-platform during their online class. The experiences and difficulties students had during online classes, as well as their preference between traditional and online classes, were also addressed. **Implications** This study **implies** that the school and its administrators should, whenever possible, enhance their instructional approaches for online classes. In order for teachers to make the most of the online class, school administrators should also increase teachers' readiness, particularly their knowledge of social media tools. **Originality** This is likely the first published study that discusses the use of electronic platforms used in online classes and the experiences and difficulties faced by the students. Up until this point, no study had been published that examined the experiences and challenges of online classes in Marawi City, Philippines.

Keywords: E-Learning Platforms, Covid-19, Learning Motivations, Distance Learning, E-Learning, Lesson Delivery.

INTRODUCTION:

In response to the surge in Covid-19 virus infections, the Philippine government ordered the closure of all public and private schools in the nation in March 2020 (Cuaton, 2020). In order to avoid exposing themselves and their children to the aforementioned virus, the directive compelled school administrators

to immediately cease all physical class activities for an indeterminate period of time. Everything related to school and the classroom has been modified or postponed. Due to the increasing number of infected people, local authorities have made the decision to rigidly maintain the enforcement order for the upcoming months.

Meanwhile, school officials and administrators have supported government policies to delay the start of in-person classes, urging them to use technology such as social media apps instead of physical classes. The use of these technologies such as Zoom Meeting App and Facebook Messenger, is massive and is used by almost every educational institution around the world ([Mishra, Gupta, & Shree, 2020](#)). Students on the other hand are also users of these apps because they already have smartphones for communication and socialization purposes.

However, not all students use these platforms to their full potential. This is especially true for students in areas where internet access is very slow and power shortages are common. Marawi City is no exception, in fact students living in the city and neighboring communities are also struggling to take online courses as they struggle to access the internet on their mobile phones. Mindanao State University – Lanao National College of Arts and Trades (MSU-LNCAT), where this study was conducted, is located in the center of Marawi City, Lanao del Sur. Most of its students live within the city. Many of them had to return to their places of origin and stay with their parents because their school was closed due to the pandemic. During class, they experienced no electricity and slow internet access. As a result, the administrators of the aforementioned institution have discovered a way to use mobile applications to continue running their operations even while it is online. They looked for the benefits of using social media because it was readily available on students' smartphones, and was widely used by students.

The scope of this study was restricted only to Zoom Meeting and Facebook Messenger apps, which were utilized by the teachers for online classes. Zoom Meeting app is not new; corporations and government organizations already utilize them for online meetings. Facebook Messenger is also a popular instant messaging app. Although it is utilized in online classes as an online classroom, file sharing, interactive interpersonal contact, an attendance system, etc., students are unaware of its many other functions.

In order to understand senior high school students' awareness of and familiarity with the E-Platforms that teachers utilize during online classrooms, this study was devised. Second, it also attempted to learn about their practices when utilizing the aforementioned platforms and the challenges and difficulties they had when using the applications during online classes. Also, this study was to determine whether students' motivation for learning has changed from regular physical classes.

LITERATURE REVIEW:

Our desire to learn and be educated at our educational institutions was one of the many effects of the COVID-19 pandemic on our daily life. As a part of government initiatives to restrict the virus's spread, many schools were compelled to cease operations. Many students were forced to switch to online classrooms as a result of this occurrence and quit attending physical classes. With this situation at hand, the global research community grew interested in this circumstance.

Online learning is believed to be easily accessible and capable of reaching even rural and isolated regions. It is seen as a somewhat more affordable kind of education due to the lower costs of travel, lodging, and institution-based education as a whole. Another intriguing feature of online learning is flexibility; students can arrange or manage their time to finish online courses. Flipped classrooms and blended learning are learning environments that combine in-person lectures with technology to maximize students' learning potential. Students can learn at anytime, anyplace, and gain new abilities that will help them learn for the rest of their lives. The government also acknowledges the dynamic's growing significance of online education ([Dhawan, 2020](#)).

However, according to [Harefa and Sihombing \(2022\)](#), the covid-19 pandemic has caused numerous changes in all spheres of life, particularly in the area of education. It can be difficult, though, as some students, especially those in rural areas, do not respond favorably to the new adjustments. They argued that students in remote places perceive online learning to be less effective than it is; this is because their access to communication networks and infrastructure makes it difficult for them to follow online learning. Teachers must review their teaching methods and redesign the models and learning strategies that will be used. Similar findings were made in [Adnan and Awar's \(2020\)](#) research, which showed that online learning cannot achieve the expected outcomes in impoverished nations when the vast majority of students lack access to the internet due to technical and financial difficulties. Other problems experienced by developing

nations included reaction times, a lack of typical classroom socializing, and a lack of face-to-face engagement with the instructor.

Additionally, the case study conducted by [Yusuf and Ahmad \(2020\)](#) about the difficulties in online learning in a private higher education institution during the Covid-19 outbreaks in Malaysia revealed that students were less focused on online teaching and learning; Learning platform/medium was not satisfactory; Students were without basic learning tools, such as books and laptops (which were left behind in their residential colleges); Internet access was not satisfactory to the extent that lectures needed to be extended from the actual lecture period; Poor internet access to educators causing disruption to learning time; and Students did not attend the online lectures. As stated by [Jalli \(2020\)](#), it is extremely difficult for students in Southeast Asia to pursue online education due to a lack of internet connection. Online learning is challenging, if not irritating, for many people because teachers and students, especially in rural regions, lack access to reliable internet and are unable to use emerging technology.

On the other hand, [Noneey and Vidal \(2022\)](#) in their study about the perception of students about online course delivery revealed that the students agreed that the online course delivery method improved their interaction with peers, appreciation of the materials and learning tools used in class, and engagement with lecturers.

Thus, it is recommended that educational institutions get more involved in providing comfortable online teaching and learning settings for both teachers and students in order to help the school improve their online education. The information technology skills of educators need to be strengthened in order to make teaching in the future more effective and interesting.

METHODOLOGY:

Methods:

This study was conducted using a quantitative approach to research methods and employing descriptive design. This study was conducted at the Mindanao State University - Lanao National College of Arts and Trades (MSU-LNCAT) located in Marawi City, Philippines. Specifically, this study was conducted during the Academic Year 2021-2022. The researcher chose this setting because this school was one of the many schools within the city that was greatly affected by the government policies such as "Stay-at-home" and "School Closure". Many students were forced to stay at home with their family and attended their classes on an online/electronic mode.

PARTICIPANTS:

As to the official respondents of this study, the researcher chose the 96 Senior High School students which were selected on the basis of a Purposive Sampling. This sample procedure was adopted in this study because the numbers of these students were manageable to handle, hence, all of the students were treated as the official respondents of this study.

RESEARCH INSTRUMENT:

The instrument that the researcher used in this study was a researcher-designed questionnaire divided into five parts. The first part deals with the respondent's profile. The second part focused on respondents' perceptions and knowledge of e-platforms used by teachers during online teaching. The third part aims to collect data about students' practices when using the above platforms. Part 4 dealt with student challenges and difficulties in using the platform. Finally, the last part was used to collect data on whether there were changes in students' motivation to learn in an online/electronic environment compared to traditional/physical instruction. All questions in the above survey can be answered using the Liker scale.. Regarding the effectiveness of the questionnaire, the researcher decided to test the questionnaire first before distributing it to the students. Using the Alpha-Cronbach measure of reliability and consistency, the questionnaire returned all positive scores above 0.70. According to the authors and editors, a score of 0.70 or higher is considered reliable and valid ([Spiliotopoulou, n.d.](#)).

STATISTICAL TOOLS:

The researcher also employed descriptive statistical tools like frequency counts, percentage, mean, and standard deviation because this was a quantitative descriptive study. With the aid of these tools, the

researcher ranked each question's responses from highest to lowest. The average response to each question was also given using percentages.

DATA COLLECTION PROCEDURE:

Regarding data collection procedures, the researchers informed the Principal, Dean, and Chair of the High School Division of MSU-LNCAT about this study. A letter of approval was also sent to them so that the researchers could collect the questionnaire and distribute it to the targeted respondents of this study. Questionnaires were taken immediately after students answered all the questions listed in the questionnaire. Responses were counted and processed using MS Excel to perform the necessary statistical tools, namely frequency counts and percentages.

DATA ANALYSIS:

The responses of the senior high school students were analyzed quantitatively using the Jamovi Statistical Software employing frequency, percentage, mean, and standard deviation. The data were interpreted based on the mean and percentage of each indication. In terms of the students preference regarding physical and online classes, the percentage score was used to analyze the results.

FINDINGS:

Table 1: Awareness and Knowledge of the Respondents on E-Platforms

Indicators	N	Mean	SD	interpretation
During a school lockdown, e-platforms like social media platforms are viewed as a potential option for online classes.	96	4.30	0.66	Aware and knowledgeable
Social media applications cannot be used for online classes without an internet connection	96	4.23	0.62	Aware and knowledgeable
Social media applications can accommodate large groups of students during an online lesson.	96	4.29	0.61	Aware and knowledgeable
Using social media apps, file sharing is possible during online classes	96	4.30	0.69	Aware and knowledgeable
Social networking apps can enable the multimedia presentation of lessons.	96	4.23	0.73	Aware and knowledgeable

The information in the table above shows how the senior high school pupils felt about the potential use and adoption of social media and other online platforms during the school's closure due to the COVID-19 pandemic. As can be seen above, the students are aware and knowledgeable about both the possibility of using social media programs to continue their classes during the pandemic and the capability of these apps to share files (m=4.30). Furthermore, they are aware that these apps cannot be used without an internet connection (m=4.23) and that it can accommodate a large number of students during an online course (m=4.29). These apps also have a feature that allows them to deliver the lesson in a multimedia format (m=4.23).

Table 2: Students’ Practices in using E-Platform during Delivery of Lesson

Indicators	N	Mean	SD
Assuring that my smartphone is either connected to the internet or has a mobile data plan	96	4.69	0.46
I'm wearing headphones to concentrate on the lecture.	96	3.94	0.77
locating a quiet spot before the class begins	96	4.15	0.88
ensuring that my phone has a sufficient battery charge before the class begins	96	4.51	0.66
During an online class, I usually take screenshots of the most important parts of the lecture	96	4.16	0.74
I request a copy of the lesson and download it after each online class.	96	4.03	0.83

Table 2 depicts senior high school students' practices of the e-platform during online classes. Students, as shown above, ensure that their smartphone is connected to the internet or has a mobile data plan before class starts (m=4.69). Furthermore, students ensure that their smartphones have enough battery power to participate in the online class (m=4.51). During online classes, students typically took screenshots of the most important parts of the lesson (m=4.16). They also look for a quiet place to sit before the online class begins (m=4.15). After class, students frequently request a copy of the lesson (m=4.03). Finally, headphones are not required for students to participate in the event.

Table 3: Difficulties and challenges faced by the students during online class

Indicators	N	Mean	SD	interpretation
Learning Environment at home	96	4.62	0.54	Strong Agree
Technological literacy and competency	96	4.30	0.75	Agree
Mental health problems	96	4.11	0.86	Agree
Self-regulation	96	4.35	0.68	Agree
Lack of appropriate devices	96	4.18	0.79	Agree

The challenges and difficulties that the senior high school students are experiencing during their online classes are displayed in Table 3. As can be seen above, the students firmly concurred that one of their worries while taking an online course is the learning environment at home (m=4.62). Due to factors that make it difficult for students to focus on their classes, schedules, and schoolwork, self-regulation is also a concern (m=4.35). The students also face difficulties with technological literacy and competency (m=4.30). Students also face difficulties because they lack the better and more appropriate devices needed to take part in online classes (m=4.18). Last but not least, having mental health issues while taking an online course is also a concern (m=4.11).

Table 4: Students Preference between Online and Physical Classes

Indicators	N	Online	%	Physical	%
Participation in classroom activities	96	12	12.5	84	87.5
Engagement with course materials	96	63	65.2	33	34.3
Instructors presence	96	9	9.3	87	90.6
Socialization and group engagement	96	2	2.0	94	97.9
School requirements completion	96	65	67.7	59	61.4

Table 4 compares senior high school students' preferences for online versus traditional classes. According to the indicators discussed above, the majority of students prefer in-person classes to online courses. Students prefer physical classes (97.9%) to online classes (2%), in terms of socialization and group participation. Additionally, students prefer having the instructor present in a physical class (90.6%) over an online one (9.3%). Additionally, more students (87.5%) participate in classroom activities in physical classes compared to online classes (12.5%). However, for a variety of reasons, including finishing school requirements (67.7%) and being engaged with the course materials (65.2%), students preferred online classes.

SUMMARY AND DISCUSSION:

As a result of school closures due to the covid-19 pandemic, there was a massive shift from physical to online classes. Mobile phones have become popular because they are required to participate in online classes. Even before the pandemic, the use of social media apps such as Zoom Meeting and Facebook Messenger became widespread due to their popularity. Students, on the other hand, are already acquainted with these social media applications, particularly Facebook Messenger, which is one of the most popular and downloaded apps on any mobile phone. However, as used in online classes, students are struggling to meet the requirements of the online classes, particularly given the technological infrastructures available in the Philippines.

The study's findings provide an understanding of the students' awareness and knowledge, practices, as well as the difficulties and challenges faced by MSU LNCAT senior high school students during school closure due to the covid-19 pandemic. The data above clearly shows that the majority of students were aware of the possibility of switching to online classes via social media apps in order to continue their studies. They are also aware of the technical requirements for using these apps as a substitute for traditional classroom instruction. Because of the popularity and widespread use of these apps, students had already acquired skills and mastery in their use prior to the Covid-19 pandemic. As a result, using these apps appears adaptable.

Except for wearing headphones during online class, the students' practices in using social media apps during online class yielded positive results from the indicators. The majority of the indicators listed above received positive responses, most likely as a result of their daily use of mobile phones for online socialization. Prior to the pandemic, the students had been practicing techniques that they can now use in their online class.

However, there are challenges and difficulties that students face while taking online classes. According to the indicators in table 3, the learning environment at home is one of the most concerning challenges, most likely due to the difficulty in finding a nice and quiet spot before the class begins. Technological literacy and competency, as well as self-regulation, are also issues that students face, most likely because not all students are technologically equipped with skills in using mobile phones, particularly those from remote areas of the province. Self-regulation is another issue that students face, most likely as a result of distracting factors that contribute to the focus and attention given to online learning. The Filipino family is

characterized by an extended family in which the majority of family members, including in-laws, live in the same house, which may contribute to students' lack of self-regulation while learning online. Students' mental health is also a concern as a result of the amount of time they spend on their phones throughout the day.

Surprisingly, as shown in table 4, students consistently preferred the physical class over the online class. Except for engagement with course materials and completion of school requirements, the majority of students preferred physical class. Participation in classroom activities, teacher presence, socialization, and group engagements are higher in physical classes. Students in online classes, on the other hand, prefer engagement in course materials, most likely because they are already using their mobile phones to view and study course materials. Completing school assignments is also preferred in online classes because students are already using their mobile phone, which contains dedicated apps for technical processes, to complete such assignments. Because most software is now available on mobile devices, mobile phones today are very similar to personal computers. They can use these apps to process and complete their schoolwork.

CONCLUSION:

In times of a global health emergency like the covid-19 pandemic, there is a likelihood that large-scale use of electronic learning platforms will replace traditional classroom settings. Government policies like school closures and social distancing policies caused significantly negative effects on educational institutions. Both teachers and students are carrying the weight of trying to keep their classes going in any way they can. However, government infrastructures are insufficient to meet the needs of educational institutions in order for them to continue operating.

This study concludes that students were aware of the social media apps used in online learning; yet, there is a need to increase schools' support for online learning, particularly in terms of pedagogy. School administrators should also maintain a positive attitude toward online learning, especially because some schools are still in the online mode due to circumstances such as student distance from the school. Students should also stay up to date on new upgrades to the apps used for online learning so that they can fully utilize the apps' capabilities.

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