

Effectiveness Of Online Learning As Perceived By Selected Students At Quezon City University-College Of Education

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Abstract- This study titled Effectiveness of Online Learning as Perceived by Selected Students at Quezon City University, College of Education was conducted in the main campus of QCU located at 673, San Bartolome, Novaliches, Quezon City. The study involved 207 students from basic education department consist of Social Sciences, Mathematics, and Sciences students respectively. The researchers used triangulation approach in gathering data of the research. A teacher-made survey questionnaire was used as the main research instrument of this study, and this questionnaire was anchored on identifying the three aspects of the research that focused on the students' perceptions of the effectiveness of online learning by evaluating its advantages and disadvantages. Moreover, the researchers conducted interview to the participants to draw their suggestions on how to improve the online learning in the future and researched relevant literature and studies that could support this research. Conclusion no. 1. There were 207 respondents in this particular study who answered the questionnaire about the Area on the Effectiveness of Online Learning. Moreover, There are 4 items that were evaluated in this particular area stating: Online classroom activities help me understand the course, Quality of output has improved because of the feedback from teachers and classmates, Reference Materials are helpful, Online platforms can supplement face-to-face learning respectively. The weighted mean score for item 1 is 3.20, the weighted mean for item 2 is 3.29, the weighted mean for item 3 is 3.52, the weighted mean for item 4 is 3.29 respectively. The verbal

interpretation for item 1 is Agree, for item 2 is Agree, for item 3 is Strongly Agree, and for item 4 is Agree respectively. The general weighted mean is 3.32 which implied further that majority of respondents assessment about Effectiveness of Online Learning is rated in the scale of agree; Conclusion no. 2. There were 207 respondents in this particular study who answered the questionnaire about the Area on the Advantages of Online Learning Setup. Moreover, There are 4 items that were evaluated in this particular area that are stating: Online tools are used to easily interact with others, Online platform is convenient in doing and submitting some tasks, Reference materials can be easily accessed, Online activities are good motivation for learning the course respectively. The weighted mean score for item 1 is 3.54, the weighted mean for item 2 is 3.54, the weighted mean for item 3 is 3.49, the weighted mean for item 4 is 3.19 respectively. The verbal interpretation for item 1 is Strongly Agree, for item 2 is Strongly Agree, for item 3 is Strongly Agree, and for item 4 is Agree respectively. The general weighted mean is 3.44 which implied further that majority of respondents assessment about Advantages of Online Learning Setup is rated in the scale of agree; Conclusion no. 3. There were 207 respondents in this particular study who answered the questionnaire about the Area on the Disadvantages of Online Learning Setup. Moreover, There are 4 items that were evaluated in this particular area that are stating: Online activities are time consuming, No internet access means getting behind the class, Ethical issues are encountered in online learning, Procedure

in an online learning is too difficult to follow respectively. The weighted mean score for item 1 is 2.60, the weighted mean for item 2 is 3.15, the weighted mean for item 3 is 3.07, the weighted mean for item 4 is 2.63 respectively. The verbal interpretation for item 1 is Agree, for item 2 is Agree, for item 3 is Agree, and for item 4 is Agree respectively. The general weighted mean is 2.86 which implied further that majority of respondents assessment about disadvantages of Online Learning Setup is rated in the scale of Agree. Based on the foregoing summary and conclusions of the study, the following recommendations are formulated as follows. Recommendation no. 1 The teachers are encouraged to utilize online platforms depending on the needs of the learners since such platforms have their own special features; In times of calamities, educators and other institutions may consider the utilization of Eliademy so as not to compromise classes and even in a regular routine; Recommendation no. 2. The hybrid model can be used online or onsite which is a combination of face to face and online instruction, mixing traditional styles of teaching and learning with online teaching practices; It is highly recommended that students and faculty should continue to use Digital Platform because it allows faster innovation, It invariably provides a higher quality solution, You will benefit from increased reliability; Recommendation no. 3. the disadvantages of using online platform are the integrity of Online Academic Assessment, Adoption of Wrong Narratives, Resource Limitations, Chances of Missed Deadlines, Proctored and UnProctored Exams, and Digital Inequalities respectively. Thus, students are advised to study these disadvantages and to take their own initiatives how to overcome these issues and concerns.

Index Terms- Education, Technological knowledge, online learning, digitization

I. INTRODUCTION

With the advent of technology, so many things are expected from people – easy communication, fast transportation, multi-tasking jobs, convenient lifestyle, reliable information, and modern teaching trends. Everything now has been upgraded, so to say, because technology made it possible to happen. The increasing demand of technology has made all digitally

manipulated devices to be at their best to keep up with the fast-paced development. Digitization is only one of the facets of technology, but it revolutionizes in reshaping the practicalities of the modern world (Awan, 2020). Everyone embraces the fact that almost everything can be interconnected and we can do whatever we want instantly.

The education sector has been enjoying the many benefits of technology to the teaching and learning process. Integration of Information, Communication, and Technology (ICT) in education means using computer-based and online platforms as sources of materials and the use multimedia presentations to deliver teaching lessons (Jones, n.d.). He added that both the teachers and the students should be prepared to equip themselves with the basic knowledge of technology for the many advantages it offers especially to the learners. Teachers who embrace ICT in teaching provide meaningful learning experiences to the students (Moreno, 2015). Computer-aided learning materials are easy to manipulate and easy to recover data whenever evaluation is needed. These learning materials could also be stored for future resources.

ICT uses interactive designs which could greatly involve the students in the learning process since this generation has been exposed to a lot of technology, and nowadays, it has become a lifestyle for everyone. As this is the computer-era, students should be equipped with the skills in manipulating and using these skills for them to become engage with the society where technology is the norm. Enabling them to use these skills will pprepare them for a society dominated by ICT developments. e use of digital technology needs to be integrated with and evaluated through the knowledge-base of the subject area (Bates, 2015). Almost all educational institutions have introduced ICT in the curriculum, hence, students should accept that using technology is now the trend in many educational institutions.

Many would believe that with online learning tools, the teacher can maximize the input that the class needs because of the accessibility of online learning tools. However, the use of these tools should only aid in the discussion. Most significant consideration a teacher should deal with is the content and the pedagogical approaches so that students receive the expected learnings. Technology in classrooms is about more than just

gratifying your superiors who want to see you that their investment had been fruitful (Roland, 2021). The challenge for the teachers in using technology is for the students to be truly engaged and learn as well as making meaningful interactions with their peers. The objectives of the topic will be pointless if students could not make any meaningful learnings in the classroom. When students are engaged in doing class activities, the better is the chance to be motivated to learn which leads to academic success.

Generally speaking, in all sectors of the society we have ICT integration. It is best to think for the future, hence, preparing these learners to face what is real after getting a degree. One of the requirements in the job market is someone who is computer literate. Their exposure to the various applications in the classroom will equip them to get as many experiences as they need to familiarize themselves with all these computer applications. There is in dire need to develop the students to become proficient with technology as this is one of the 21st century skills students need to possess. Additionally, having knowledge of computer skills would mean person's ability not only to handle and manipulate systems but also to communicate in a professional manner (Basel, 2017). Technology is evolving; therefore, teachers would have to be updated with the latest trends in ICT. In addition, school administrators have a responsibility and a directive to create an active school system that uses technology to build engaging, meaningful learning experiences and enhance student-centered instruction.

A. THEORETICAL AND CONCEPTUA FRAMEWORK

THEORETICAL FRAMEWORK

This research used the Technology Acceptance Model (TAM) which supports the acceptance of technology by individuals. This theory has three-stage process, whereby external factors (system design features) trigger cognitive responses (perceived ease of use and perceived usefulness), which, in turn, form an affective response (attitude toward using technology/intention), influencing use behavior (Davis, 1989; Davis, 1993 as cited in Marikyan, 2020). TAM characterizes the behavior, as the outcome predicted by perceived ease of use, perceived usefulness and behavioral intention (Figure 1). Perceived ease of use and perceived

usefulness capture the expectations of positive behavioral outcomes and the belief that behavior will not be labor-consuming (Davis, 1989 as cited in Marikyan, 2020). The model implies that if an application is expected to be easy to use, the more likely it is that it will be considered useful for the user and the more likely it is that this will stimulate the acceptance of the technology (Davis, 1989; Davis, 1993 as cited in Marikyan, 2020).

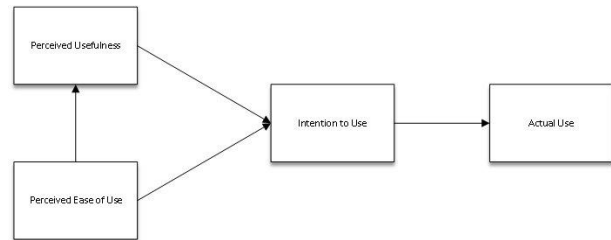


Figure 1: Technology Acceptance Model

CONCEPTUAL FRAMEWORK

For the purpose of this study that intends to analyze the integration of using ICT to enhance the teaching and learning in the classroom, two theories have been identified and adapted as the conceptual framework of this study as indicated in Figure 2 - Fred Davis' Technology Acceptance Theory (TAM, 2000), and Richard Oliver's Expectation Confirmation Theory (ECT, 1980). The process begins with identifying the technology that best suits the content, and it ends with the student's agreement after confirmation that technology is integrated and acceptable accordingly. TAM theory suggests that the acceptance of technology is predicted by the users' behavioral intention, which is, in turn, determined by the perception of technology usefulness in performing the task and perceived ease of its use (Marikyan & Papagiannidis, 2020). Learners are expected to engage with a new technology if they see that the new system has benefits for them. Their confirmation always defines their initial expectation and experienced performance. And as long as satisfaction is evident whenever a technology is introduced to the learners they may use and reuse the system (Darban, 2016).

The proposed framework includes various factors directly associated with the core aim of the study that explains how technology, pedagogy, content knowledge will affect the perceived usefulness and ease of use of ICT integration, hence, the learners confirm that technology helps them in terms of their motivation in learning. As the learners confirm the positive influence of technology, they can go back again and use the system in learning. These factors found in the conceptual framework have been carefully intertwined so that the interconnectedness among them measures their effectiveness on ICT integration. Additionally, the intention of learners to use technology is strongly influenced by their perceptions on usefulness of the system as well as perceived ease of use and determines their confirmation of the use of ICT. The proposed framework has guided this research in investigating the factors affecting the technology integration by the students to develop their motivation in learning the course.

Conceptual Framework

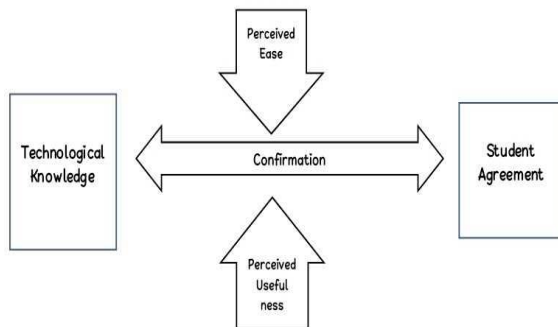


Figure 2:

Conceptual Framework

B. STATEMENT OF THE PROBLEM

The main purpose of this research is to identify the advantages and disadvantages of online learning as perceived by the students.

C. OBJECTIVE OF THE STUDY

The study was intended to answer the following research questions:

1. What are the advantages and disadvantages of online classroom?
2. What are suggested ways to improve online learning?

D. SIGNIFICANCE OF THE STUDY

The outcome of this study will be significant to the following:

1. **Students.** The output of this study will be of great help to them in their subjects. The use of technology will help them to engage more in their learnings, hence, motivating them to study better because of the interactive platforms. Also, the skills that they can learn through the manipulation of the various systems and applications of technology which are significant skills in this 21st century.
2. **Teachers.** This study will give teachers ideas on what technology tools could be used to motivate and engage students in their learning.
3. **QCU Administration.** It can inform and provide the school administration to devise future plans to equip and provide the school with the latest technological tools to be used in learning online.

II. REVIEW OF RELATED LITERATURE

As mentioned in the learning objectives of this research paper, the main purpose was to assess the effectiveness of online learning, advantages and disadvantages. The readers are reminded that there was a transition from online learning to hybrid learning and to full face-to-face classes during the post-pandemic. Thus, it should be noted that the hybrid learning and digitalization of learning management systems are part of the review of literature in this study.

This chapter presents the relevant literature and studies, which are considered material components in the presentation, analysis, and interpretation of the study. Further, this section is divided into two subsections: foreign studies and foreign literature. The present study assessed the effectiveness of online learning, evaluated the advantages and the disadvantages of employing the online learning. The study also used the 4-point Likert scale to analyze the responses in the 12-item survey questionnaire. While in the study conducted by Bahasoan et al. (2020) aimed to determine the effectiveness of online learning during the Covid-19 pandemic. This research is a quantitative descriptive study using survey method conducted online. The sample collection method used simple random sampling, where the sample of this study was found an active student in the management study program, Faculty of Economics, University of West Sulawesi; Primary data collection in this study was carried out by distributing questionnaires online to 115 respondents. Furthermore, the collected data was analyzed and described. The results of data analysis obtained from filling student questionnaires was concluded that the online learning system carried out during the COVID-19 pandemic is effective and inefficient. Effectively implemented because of the conditions that require online study and inefficient because the costs incurred more when compared with offline lectures.

According to Baloran, Hernan, & Taoy, (2021), the adoption of online learning modality among Higher Education Institutions increased exponentially amid the COVID-19 pandemic. As the universities shifted from onsite learning to online learning, course satisfaction and student engagement became the emerging concern among teachers. Therefore, we can say that the integration of technology in education aims to help learners adapt to the fast-changing world that relies on information systems and information technology.

As of today, the challenge in our education system is on how to raise the level of achievement of students in the field of

Higher Education. In local scenario, students are engaging in new learning modality and for which additional contact time may be needed and innovative teaching techniques should be devised (Department of Education, 2002).

In the international level, the performance of Filipino students in Education lags behind among countries in the world. In various occasions, results of the Second International Science Study (SISS) and Third International Mathematics and Science Study (TIMSS) placed the Philippines in disadvantaged positions among nations which participated in these assessments (Department of Education, 2002). In the SISS, the Philippines ranked almost at the bottom of the list of seventeen (17) nations which took part in this large-scale evaluation of educational achievement. Similar outcomes were revealed in the 1995, 1999 and in the recent 2003 TIMSS (Department of Education, 2002).

Learning is the end point in every teaching-learning process (Macaranas, 2007). According to Neil Postman, "*Children go to school as question marks and leave school as periods*", from this point of view the learning process plays a big role in answering questions and feed the curiosity of the learner. The teacher also plays a key role in answering questions and presenting lessons wherein the students can fully grasp all the things that they should have learned.

As mentioned by Lucas and Corpus (2007), teachers can use different teaching strategies that will ease the process of facilitating learning, but what truly makes the process more effective is that the teacher utilizes tools or aids that will make each lesson more meaningful and concrete.

Navarro and Santos (2012) pointed out that assessment of learning plays an important role in confirming what the students learned from the process, it also assess the performance and achievement in the course. This will guide the teacher as to what extent he/she impart knowledge to his/her learner, this will also serve as a guide on what lessons to prepare.

Computer is one of the wonders of human ingenuity, even in its original design in 1950s to carry out complicated mathematical and logical operations. With the invention of the microcomputers they become the tool for programmed instruction.

According to Lucido (2012) computers can be a tutor in effect relieving the teacher of many activities in his/her personal role as classroom tutor. It should be made clear, however, that the computer cannot totally replace the teacher since the teacher shall continue to play the major roles of information deliverer and learning environment controller.

As stated by Lucido (2012) given the computer's present-day speed, flexibility and sophistication, it can provide access to information, foster creative social knowledge-building, and enhance the communication of the achieved project package. Without computer, today's learners may still be assuming the tedious tasks of low-level information gathering, building and new knowledge packaging. But this is not so, since the modern computer can help teacher-and-students to focus on more high level cognitive tasks.

The COVID-19 pandemic and the transition of educational landscapes from traditional to online classes, have exposed students to an increased risk of mental health problems that can impact their educational engagement and learning outcomes. Self-care practices can help protect students from psychological challenges, and also improve student outcomes; however, the drastic societal changes brought about by quarantine and digital learning may cause disruptions in students' practice of self-care. Cleofas, Jerome V (2021). He also added younger, poorer, female students who were enrolled in lower year levels, do not own laptops or tablets, and have limited or borrowed Internet connectivity demonstrated higher levels of consequence-related COVID-19 anxiety. This will make more challenging part in our education system.

According to Tanpoco et al. (2022) The COVID-19 pandemic forced the educational system to shift from a traditional learning pedagogy to a fully online approach (Cabangcala et al., 2021). The realization of Education in a new format has casted doubts as to whether or not curricula and pedagogies developed for face-to-face teaching and learning remain relevant and effective for online education. Hence, this study aimed to determine if the development of business skills (BS) is still possible during the transition from face-to-face to an online learning environment. It further sought to describe the current

online learning scenario and identify relationships among performance and effort expectancies (or system expectancy), teaching presence, and cognitive engagement (considered class interaction), together with the acquisition of BS to draw out implications for the improvement of online business education. This study followed a mixed-method research design that utilized a survey accomplished by 703 respondents from a higher educational institution in the Philippines as its primary source of data.

According to Mondelo et al (2021) The Covid-19 pandemic caught the whole world to stop, a situation that has never been observed for the past long years since the 1918-19 Influenza pandemic. The ongoing COVID-19 wave of infection matched the major wave of the 1918–19 influenza pandemic (Daihai He, 2020.) With such effects, the International Community faces simultaneous socio-political problems. The researchers seek to answer the queries of the Perception of Senior High School Students of Notre Dame-Siena College of General Santos City towards Socio-Political Issues during the COVID-19 Pandemic. The researchers theorized that that the perspective of the students towards Socio-political Issues is dependent on the Social Issues circulating the public. To gather enough data, the researchers purposively chose senior high school students from Notre DameSiena College of General Santos City who were enrolled during the Academic Year 2020-2021. inability of face-to-face interview as to follow minimum health protocols to avoid the spread of the SARS-Cov-2, the interview was done virtually through Google Meet, a video-chat application that is widely used for virtual meetings. There were five themes that emerged after analysing the data gathered from the ten (10) interviews. These are: (1) Social and Political Problems, which summarizes the definition of socio-political issues answered by the respondents. (2) Contemporary Issues, which sum up the Socio-Political Issues that they know. (3) Inadequacy of Government's Response, which discusses their answers ND-SCGSC Senior High School Department towards the government's response to the COVID-19 Pandemic. (4) Social and Mental Health Challenges, which discusses their perception on the New Normal education; and (5) Job Obstacles and Struggles for Settling, which discusses their

response towards the conditions of Overseas Filipino Workers (OFWs). The researchers concluded that the student's perception toward sociopolitical issues is that these are issues that concerns the society with political factor as its prime component. Contemporary Issues were the main issues that has been cited, among these are: Education, Anti-Terrorism Bill, Poverty, Corruption, Homeless People, Government's Debt, Crime, Employment and Climate Change. The Government's response to Covid-19 according to the respondents needs improvement and that government officials are incompetent in their job. Mental Health and Communication Challenges were also drawn based on their response toward the New Normal Education. Meanwhile, the conditions of the Overseas Filipino Workers suggest that they were having a hard time settling after losing their job as a major effect of the pandemic.

The COVID-19 pandemic brought great disruption to all aspects of life specifically on how classes were conducted both in an offline and online modes. The sudden shift to purely online method of teaching and learning was a result of the lockdowns that were imposed by the Philippine government. While some institutions have dealt with the situation by shutting down operations, others continued to deliver instructions and lessons using the Internet and different applications that support online learning. recommendations were asserted to mitigate the presented concerns and improve the delivery of the necessary quality education to the intended learners. Ignacio (2021)

Mukhtar et al (2020) study explored the perception of teachers and students regarding its advantages, limitations and recommendations. This qualitative case study was conducted from March to April 2020. Using maximum variation sampling, 12 faculty members and 12 students from University College of Medicine and University College of Dentistry, Lahore were invited to participate. Four focus group interviews, two each with the faculty and students of medicine and dentistry were carried out. Data were transcribed verbatim and thematically analyzed using Atlas Ti. The advantages included remote learning, comfort, accessibility, while the limitations involved inefficiency and difficulty in maintaining academic integrity. The recommendations were to train faculty on using online modalities

and developing lesson plan with reduced cognitive load and increased inter activities

In the study conducted by Omar et al (2021) emphasize the Corona virus pandemic that shifted the norms and standard practices in the education setting and significantly impacted higher education. This unprecedented situation has created uncertainties in students' learning and the instructional process in general. the aim of this study was to explore the learning experience of students during this Covid-19 pandemic. A total of 68 informants among undergraduate and postgraduate students from Universiti Putra Malaysia (UPM) participated in this case study. They were asked to share their learning experiences via open-ended questions that were distributed via an online data collection platform called "JotForm". The narrative responses were analysed using thematic analysis. Five themes emerged from the narrative analysis: 1) Institutional support, 2) emotional engagement, 3) cognitive engagement, 4) behavioural engagement, and 5) students' satisfaction. The results: 1) amplified the urgent call for a reliable internet connection to facilitate the online instruction process, 2) proved the readiness of lecturers to adopt online teaching, 3) showed the need to create a conducive online learning environment, and 4) indicated the need to foster learning satisfaction. The deadly pandemic has continued to spread unabated all over the world, but education at all levels must continue. Therefore, appropriate measures must be put in place to facilitate the instruction process for the whole community of learners.

According to McKenna (2022) The COVID-19 pandemic caused major disruptions worldwide to teaching and learning activities across the education sector. The study investigated the impact of COVID-19 on student engagement and performance in a third-year undergraduate science course by comparing student activity during emergency online delivery and traditional mode delivery.

According to solichin (2021) The Covid-19 pandemic in Indonesia impacts policies and learning processes at Budi Luhur University (UBL). The complete online learning policy has been implemented since the 2nd semester of 2019/2020, which began

in March 2020. Students and lecturers carry out teaching and learning activities through an e-learning system developed in 2005. Although it has been implemented for a long time, the level of acceptance has never been measured comprehensively.

Thamrin's (2020) study investigated the perceptions of undergraduate students about their experience with online learning during the COVID-19 pandemic. A questionnaire using Google Forms was distributed to 130 students and 118 questionnaires were returned. The results showed that the most frequently mentioned advantages of the online learning experience were the ability to stay at home (27%), a smaller budget for studying (18%), time flexibility (17%), and access to online materials (16%), while the most frequently mentioned disadvantages were technical problems like internet access (22%), lack in understanding the subject (17%), lack of interactions with friends (15%), reduced interaction with the teacher (14%), poor learning conditions at home (13%) and lack of discipline (13%). This study also revealed that the preferred class format was a combination of meeting in a classroom setting and online (54%). The use of university portals and WhatsApp were the least preferred. A well-thought-out strategy and a more active approach are required for successful integration of online learning into the curriculum.

According to the data, more than half of respondents were unsatisfied with their online learning experience. The findings showed that technical problems of internet connection is the greatest issue for respondents, lack in understanding the subjects, lack interaction with friends, reduces interaction with the teacher, poor learning conditions at home and lack of self-discipline and the least respond is for social isolation are the most important factors underlying students' discontent with online learning. While the ability to stay at home was the most frequently mentioned advantage of e-learning by respondents. This study offers a number of suggestions and solutions for improving online learning and increasing student happiness. Self-learning necessitates self-discipline on the part of the student, which can be difficult to achieve without direct supervision from the lecturer. A lack of clarity about the learning's aim and goals, as well as less engagement between learners and lecturers, can obstruct the learning process.

According to Al Rawashdeh (2021) The architecture of a learning system implied a heavy task for e-learning to be integrated into a complicated system that is flexible, time scalable, and capable of lasting, even though there are many diverse tools. Currently, higher education in United Arab Emirates is experiencing a major transformation, considering increased accessibility. Therefore, the study aimed to identify the advantages and disadvantages of e-learning in university education in United Arab Emirates.

The findings revealed that E-learning is an effective tool to transfer knowledge and it has the potential for overtaking the conventional teaching method. E-learning training help learners and instructors in educational environment. Students' needs are becoming priority for instructors and; thus, universities and colleges are implementing e-learning system in their own training programs. Through the study findings, it has been identified that e-learning has been advantageous to its users in many ways. One of the most dominant characteristics of e-learning is that it ensures ease of communication between teachers and students, and contributes in developing students' skills. It further contributes in providing scientific material to students in an interesting manner. In contrast to this, elearner has developed negative influence on students as it promotes social isolation due to increase in screen time. The study has concluded that students prefer to use e-learning since it provides chances to enhance their learning and increase their abilities. On the contrary, the support of e-learning is not adequate for assuring the advantages for effective learning students to socially interact with their fellowship and mentors during their academic year. In particular, there is an actual need for a well-established e-learning environment, which learners and instructors can rely on. E-learning will become more popular to make the users feel secure and comfortable with the complement of instructors and mentors. Future studies are required on a larger scale, including additional online courses, professors, and students to better assess the advantages, disadvantages, and useful strategies of successful students.

Advantages and Disadvantages of online learning

Advantages

It was found that online courses are favorable to students who prefer self-regulated learning (You & Kang, 2014). In a study conducted by Kirtman, a student responded to an online course saying, "He's more independent, so I can spend more time on the concepts with which I need help and less on the concepts I can learn quickly" (Kirtman, 2009, p. 110). Intelligent students tend to use various "cognitive and meta-cognitive strategies to achieve their learning goal" (You & Kang, 2014, p.126). Students able to refine their self-regulation skills often used time management, regularly reviewed material, approached teachers or colleagues, kept up with time and had meta-knowledge skills to reflect on their own learning (you and Kang, 2014).

The benefits of online course flexibility cannot be exaggerated, as it is so prevalent because students are attracted to online learning. Online learning allows students to work at the time and place that suits their learning needs. Many instructors and students comment that they can pay more attention to the content of the course rather than the parking, traffic and other issues that may occur when attending a traditional class environment. (Thomson, 2010). "We will not miss the huge landscape of wasted time that will inevitably become a reality in the context of face-to-face schools," said one secondary teacher, adding that "the schedule does not limit us... We will meet and stay longer in virtual space as needed" (Thomson, 2010, p. 36).

Increased access and attention to distance learning led to a number of public secondary schools, such as the public school system in Michigan, which began to require students to successfully complete an online course as a precondition for graduation (Matuga, 2009). The momentum of secondary school attendance in online training courses has led universities to offer courses for university credits and high schools. Classes attended by high school students can be taught either by a professor on campus or instruction can be given by a high school teacher (Matuga, 2009). A study conducted by Dana Thompson during the 2008-2009 school year yielded qualitative results that emphasized the importance and appeal of flexibility and expanded opportunities for students enrolled in online training courses: "I can take lessons that my school does not offer, and I can do so

when I have free time or when I have less burden of homework in my school classes" (Thomson, 2010).

Over the past few years, there has been a push to develop the curriculum to provide middle school students with college credit and middle school credit to help them enroll and successfully complete the program. Many colleges and universities are using "subsidies provided by the United States to support programs for secondary students who can choose to take college courses in areas such as math, science, and foreign languages while still attending secondary school" (Matuga, 2009, p. 4). The competitive nature of education, especially higher or post-secondary education, requires students to have more opportunities to explore options for the future, such as courses in various degree programs at numerous colleges and universities.

Schools often face the challenge of expanding opportunities for students while facing a declining budget year after year. The speculated cost simulation concluded that "the hybrid model of instruction in large induction courses has the ability to significantly reduce the cost of compensating instructions in the long term" (Bowen, Chingos, Lack, Nygren, 2014, p.1). An online type of environment may be referred to as "interactive learning via the Internet" (International Labour Organization). The International Labour Organization (ILO) refers to "interactive and highly developed online training courses in which tutoring can automatically replace some (though not all) traditional face-to-face instruction" (Bowen, et al., 2014, p. 97). The International Labour Organization collects data from a large number of students and uses data collection to provide observations and guidance to a particular student. The International Labour Organization can also provide the trainer to track the student's progress, thus allowing the teacher to provide the student with "more targeted and effective guidance"(Bowen, et al., 2014, p. 97) for successful interaction with new knowledge. Machine learning does not appear to replace face-to-face teaching, but it does seem to be a tool that instructors can use to provide quick feedback and follow up on students.

Online courses may pave the way for students in "Small, Rural, or Low-Carbon Economic Districts" (Chaney, 2001, p. 21) to take more opportunities to take courses that are not normally

offered. Growing concerns that the United States is losing competitiveness in the overall preparation of high school graduates in the global market will fill the gap and reduce the financial burden by offering more opportunities at lower cost. May be possible (Bowen, et al., 2014). The vastness of distance learning has brought about the transformation that education has been waiting for, slowly breaking down the economic and spatial barriers that have functioned as hurdles, and sometimes excellence in equal opportunities and quality education for all students. It may be bringing about a barrier.

Disadvantages

There are many shortcomings and potential problems that students may face while attending online courses. Academic rigor is a question that is often questioned. When assessing the academic rigor or lack of online courses, it is very important to recognize the different formats in which online education can be offered, the large number of subjects that can be taught in online courses, and the ever-growing population of students. In terms of education, "the online learning market reflects the diversity of American higher education itself" (Bowen, et al., 2014, p.95).

The "no significant difference" phenomenon developed by Thomas Russell determined that technology and delivery media such as face-to-face classroom settings would not make a difference in learning outcomes. Proponents of online teaching suggest that learning is influenced by the teaching methods built into the distribution medium, and therefore argue that the quality of teaching influences learning outcomes (Rovai, Wighting & Lui, 2005).

One factor that is often considered is the development of community-companion interactions in traditional classroom environments compared to online learning environments. According to literature, a strong and active social life on campus "can be used to explain both high sustainability and learning satisfaction" among learners (Rovai, et al., 2005, p. 4) Therefore, you will come to believe that the sustainability is low. Many online courses are caused by a lack of community and social connectivity in an online learning environment. According to a study by Rovai, Wighting, and Lui, "online students have less connection and a

sense of belonging than campus students attending face-to-face classes" (Rovai et al., 2005, p. Four). Donlevy emphasizes that lack of interaction with peers can adversely affect some aspects of the learning process. "The social and emotional aspects of learning are as important as technical information" (Donlevy, 2003, p. 120) to teach students. Appropriately arranging courses as blended courses or forming groups in an online environment has the potential to eliminate some of the deficiencies attributable to online learning and create a sense of community and belonging among students (Rovai et al., 2005).

Some literature emphasizes the lack of a community as a lack of online learning environment, but suggests that student-student interactions are far less concerned than student-instructor and student-content interactions. There is also. In a Thomson study, one instructor observed that many students wanted to be independent and work at a different pace than their peers, eliminating the need for communication between classmates (. Thomson, 2010). Another instructor said, "Students are taking online courses of content rather than social interactions" (Thomson, 2010, p. 37), "Peer interactions and collaboration are valuable to young students. (Thomson, 2010, p. 37).

Cultural constraints are another area that should be taken into account when designing online courses. Educational technology continues to represent the dominant culture, thus limiting individuals not included in the dominant culture (Oswal & Meloncon, 2014). Another prominent limitation is the "yes" vs. "no" issue. Technology is an area so intertwined with everyday life that it's easy to take it for granted, but for many, it's not widely used due to a lack of monetary means of gaining access to it. Increasing the ratio of computers and other electronic devices to students will ultimately lead to disadvantaged groups gaining access to the global knowledge available on the Internet. "Familiarity with technology can bridge the gap between the rich, the poor, the experienced and the otherworldly" (Chaney, 2001, p. 28).

Staying motivated with online courses is another challenge for online learners. Overall, students who lack independence and self-motivation have lower success rates than their peers (Savenye, 2005). Learners who lack self-regulation

often do not allocate enough time to complete assignments and therefore hand in poor quality or late assignments (You and Kang, 2014). Overall, "Successful students tend to have stronger beliefs that they will succeed, higher self-responsibility, higher self-organization skills, and better technical skills and access" (Savenye, 2005, p.2) . Students must also be able to assess the motivating factors that help maintain motivation during the course. Unmotivated students, both internal and external, easily forget their original goals, quickly get lost in the curriculum, and eventually drop out (Chaney, 2001). Understanding self-learning and behavior methods is closely related to determining how well people do an online course.

The operation of an online course tends to require intensive reading and writing, which can be intimidating for some students. Students with poor reading ability may find a curriculum with heavy text and writing cumbersome (Donlevy 2003). Another hurdle that some students struggle to overcome is the lack of an instructor at a given location and time throughout the semester. Some online learners face a learning curve when they first get used to asking questions in various forums rather than the traditional face-to-face classroom setting (Thomson, 2010).

The relevant literature and studies, which are considered material components in the presentation, analysis, and interpretation of the study. Further, this section is divided into two subsections: foreign studies and foreign literature. As of today, the challenge in our education system is on how to raise the level of achievement of students in the field of Higher Education. In local scenario, students are engaging in new learning modality and for which additional contact time may be needed and innovative teaching techniques should be devised (Department of Education, 2002).

In the international level, the performance of Filipino students in Education lags behind among countries in the world. In various occasions, results of the Second International Science Study (SISS) and Third International Mathematics and Science Study (TIMSS) placed the Philippines in disadvantaged positions among nations which participated in these assessments

(Department of Education, 2002). In the SISS, the Philippines ranked almost at the bottom of the list of seventeen (17) nations which took part in this large-scale evaluation of educational achievement. Similar outcomes were revealed in the 1995, 1999 and in the recent 2003 TIMSS (Department of Education, 2002).

Learning is the end point in every teaching-learning process (Macaranas, 2007). According to Neil Postman, "*Children go to school as question marks and leave school as periods*", from this point of view the learning process plays a big role in answering questions and feed the curiosity of the learner. The teacher also plays a key role in answering questions and presenting lessons wherein the students can fully grasp all the things that they should have learned.

As mentioned by Lucas and Corpus (2007), teachers can use different teaching strategies that will ease the process of facilitating learning, but what truly makes the process more effective is that the teacher utilizes tools or aids that will make each lesson more meaningful and concrete.

Navarro and Santos (2012) pointed out that assessment of learning plays important role in confirming what the students learned from the process, it also assess the performance and achievement in the course. This will guide the teacher as to what extent he/she impart knowledge to his/her learner, this will also serve as a guide on what lessons to prepare.

Computer is one of the wonders of human ingenuity, even in its original design in 1950s to carry out complicated mathematical and logical operations. With the invention of the microcomputers they become the tool for programmed instruction.

According to Lucido (2012) computers can be a tutor in effect relieving the teacher of many activities in his/her personal role as classroom tutor. It should be made clear, however, that the computer cannot totally replace the teacher since the teacher shall continue to play the major roles of information deliverer and learning environment controller.

As stated by Lucido (2012) given the computer's present-day speed, flexibility and sophistication, it can provide access to information, foster creative social knowledge-building, and enhance the communication of the achieved project package. Without computer, today's learners may still be assuming the

tedious tasks of low-level information gathering, building and new knowledge packaging. But this is not so, since the modern computer can help teacher-and-students to focus on more high level cognitive tasks.

The COVID-19 pandemic and the transition of educational landscapes from traditional to online classes, have exposed students to an increased risk of mental health problems that can impact their educational engagement and learning outcomes. Self-care practices can help protect students from psychological challenges, and also improve student outcomes; however, the drastic societal changes brought about by quarantine and digital learning may cause disruptions in students' practice of self-care. Cleofas, Jerome V (2021). He also added younger, poorer, female students who were enrolled in lower year levels, do not own laptops or tablets, and have limited or borrowed Internet connectivity demonstrated higher levels of consequence-related COVID-19 anxiety. This will make more challenging part in our education system.

According to Baloran, Hernan, & Taoy, (2021), the adoption of online learning modality among Higher Education Institutions increased exponentially amid the COVID-19 pandemic. As the universities shifted from onsite learning to online learning, course satisfaction and student engagement became the emerging concern among teachers. Therefore, we can say that the integration of technology in education aims to help learners adapt to the fast-changing world that relies on information systems and information technology.

The present study assessed the effectiveness of online learning, evaluated the advantages and the disadvantages of employing the online learning. The study also used the 4-point Likert scale to analyzed the responses in the 12-item survey questionnaire. While in the study conducted by Bahasoan et al. (2020) aimed to determine the effectiveness of online learning during the Covid-19 pandemic. This research is a quantitative descriptive study using survey methods conducted online. The sample collection method used simple random sampling, where the sample of this study was found an active student in the management study program, Faculty of Economics, University of West Sulawesi; Primary data collection in this study was carried

out by distributing questionnaires online to 115 respondents. Furthermore, the collected data was analyzed and described. The results of data analysis obtained from filling student questionnaires was concluded that the online learning system carried out during the COVID-19 pandemic is effective and inefficient. Effectively implemented because of the conditions that require online study and inefficient because the costs incurred more when compared with offline lectures.

According to Tanpoco et al. (2022) The COVID-19 pandemic forced the educational system to shift from a traditional learning pedagogy to a fully online approach (Cabangcala et al., 2021). The realization of Education in a new format has casted doubts as to whether or not curricula and pedagogies developed for face-to-face teaching and learning remain relevant and effective for online education. Hence, this study aimed to determine if the development of business skills (BS) is still possible during the transition from face-to-face to an online learning environment. It further sought to describe the current online learning scenario and identify relationships among performance and effort expectancies (or system expectancy), teaching presence, and cognitive engagement (considered class interaction), together with the acquisition of BS to draw out implications for the improvement of online business education. This study followed a mixed-method research design that utilized a survey accomplished by 703 respondents from a higher educational institution in the Philippines as its primary source of data.

According to Mondelo et al (2021) The Covid-19 pandemic caught the whole world to stop, a situation that has never been observed for the past long years since the 1918-19 Influenza pandemic. The ongoing COVID-19 wave of infection matched the major wave of the 1918–19 influenza pandemic (Daihai He, 2020.) With such effects, the International Community faces simultaneous socio-political problems. The researchers seek to answer the queries of the Perception of Senior High School Students of Notre Dame-Siena College of General Santos City towards Socio-Political Issues during the COVID-19 Pandemic. The researchers theorized that that the perspective of the students towards Socio-political Issues is dependent on the Social Issues

circulating the public. To gather enough data, the researchers purposively chose senior high school students from Notre DameSiena College of General Santos City who were enrolled during the Academic Year 2020-2021. inability of face-to-face interview as to follow minimum health protocols to avoid the spread of the SARS-Cov-2, the interview was done virtually through Google Meet, a video-chat application that is widely used for virtual meetings. There were five themes that emerged after analysing the data gathered from the ten (10) interviews. These are: (1) Social and Political Problems, which summarizes the definition of socio-political issues answered by the respondents. (2) Contemporary Issues, which sum up the Socio-Political Issues that they know. (3) Inadequacy of Government's Response, which discusses their answers ND-SCGSC Senior High School Department towards the government's response to the COVID-19 Pandemic. (4) Social and Mental Health Challenges, which discusses their perception on the New Normal education; and (5) Job Obstacles and Struggles for Settling, which discusses their response towards the conditions of Overseas Filipino Workers (OFWs). The researchers concluded that the student's perception toward sociopolitical issues is that these are issues that concerns the society with political factor as its prime component. Contemporary Issues were the main issues that has been cited, among these are: Education, Anti-Terrorism Bill, Poverty, Corruption, Homeless People, Government's Debt, Crime, Employment and Climate Change. The Government's response to Covid-19 according to the respondents needs improvement and that government officials are incompetent in their job. Mental Health and Communication Challenges were also drawn based on their response toward the New Normal Education. Meanwhile, the conditions of the Overseas Filipino Workers suggest that they were having a hard time settling after losing their job as a major effect of the pandemic.

The COVID-19 pandemic brought great disruption to all aspects of life specifically on how classes were conducted both in an offline and online modes. The sudden shift to purely online method of teaching and learning was a result of the lockdowns that were imposed by the Philippine government. While some institutions have dealt with the situation by shutting down operations, others continued to deliver

instructions and lessons using the Internet and different applications that support online learning. recommendations were asserted to mitigate the presented concerns and improve the delivery of the necessary quality education to the intended learners. Ignacio (2021)

Mukhtar et al (2020) study explored the perception of teachers and students regarding its advantages, limitations and recommendations. This qualitative case study was conducted from March to April 2020. Using maximum variation sampling, 12 faculty members and 12 students from University College of Medicine and University College of Dentistry, Lahore were invited to participate. Four focus group interviews, two each with the faculty and students of medicine and dentistry were carried out. Data were transcribed verbatim and thematically analyzed using Atlas Ti. The advantages included remote learning, comfort, accessibility, while the limitations involved inefficiency and difficulty in maintaining academic integrity. The recommendations were to train faculty on using online modalities and developing lesson plan with reduced cognitive load and increased inter activities

In the study conducted by Omar et al (2021) emphasize the Corona virus pandemic that shifted the norms and standard practices in the education setting and significantly impacted higher education. This unprecedented situation has created uncertainties in students' learning and the instructional process in general. the aim of this study was to explore the learning experience of students during this Covid-19 pandemic. A total of 68 informants among undergraduate and postgraduate students from Universiti Putra Malaysia (UPM) participated in this case study. They were asked to share their learning experiences via open-ended questions that were distributed via an online data collection platform called "JotForm". The narrative responses were analysed using thematic analysis. Five themes emerged from the narrative analysis: 1) Institutional support, 2) emotional engagement, 3) cognitive engagement, 4) behavioural engagement, and 5) students' satisfaction. The results: 1) amplified the urgent call for a reliable internet connection to facilitate the online instruction process, 2) proved the readiness of lecturers to adopt online teaching, 3)

showed the need to create a conducive online learning environment, and 4) indicated the need to foster learning satisfaction. The deadly pandemic has continued to spread unabated all over the world, but education at all levels must continue. Therefore, appropriate measures must be put in place to facilitate the instruction process for the whole community of learners.

According to McKenna (2022) The COVID-19 pandemic caused major disruptions worldwide to teaching and learning activities across the education sector. The study investigated the impact of COVID-19 on student engagement and performance in a third-year undergraduate science course by comparing student activity during emergency online delivery and traditional mode delivery.

According to Solichin (2021) The Covid-19 pandemic in Indonesia impacts policies and learning processes at Budi Luhur University (UBL). The complete online learning policy has been implemented since the 2nd semester of 2019/2020, which began in March 2020. Students and lecturers carry out teaching and learning activities through an e-learning system developed in 2005. Although it has been implemented for a long time, the level of acceptance has never been measured comprehensively.

Thamrin's (2020) study investigated the perceptions of undergraduate students about their experience with online learning during the COVID-19 pandemic. A questionnaire using Google Forms was distributed to 130 students and 118 questionnaires were returned. The results showed that the most frequently mentioned advantages of the online learning experience were the ability to stay at home (27%), a smaller budget for studying (18%), time flexibility (17%), and access to online materials (16%), while the most frequently mentioned disadvantages were technical problems like internet access (22%), lack in understanding the subject (17%), lack of interactions with friends (15%), reduced interaction with the teacher (14%), poor learning conditions at home (13%) and lack of discipline (13%). This study also revealed that the preferred class format was a combination of meeting in a classroom setting and online (54%). The use of university portals and WhatsApp were the least preferred. A well-thought-out

strategy and a more active approach are required for successful integration of online learning into the curriculum.

According to the data, more than half of respondents were unsatisfied with their online learning experience. The findings showed that technical problems of internet connection is the greatest issue for respondents, lack in understanding the subjects, lack interaction with friends, reduces interaction with the teacher, poor learning conditions at home and lack of self-discipline and the least respond is for social isolation are the most important factors underlying students' discontent with online learning. While the ability to stay at home was the most frequently mentioned advantage of e-learning by respondents. This study offers a number of suggestions and solutions for improving online learning and increasing student happiness. Self-learning necessitates self-discipline on the part of the student, which can be difficult to achieve without direct supervision from the lecturer. A lack of clarity about the learning's aim and goals, as well as less engagement between learners and lecturers, can obstruct the learning process.

According to Al Rawashdeh (2021) The architecture of a learning system implied a heavy task for e-learning to be integrated into a complicated system that is flexible, time scalable, and capable of lasting, even though there are many diverse tools. Currently, higher education in United Arab Emirates is experiencing a major transformation, considering increased accessibility. Therefore, the study aimed to identify the advantages and disadvantages of e-learning in university education in United Arab Emirates.

The findings revealed that E-learning is an effective tool to transfer knowledge and it has the potential for overtaking the conventional teaching method. E-learning training help learners and instructors in educational environment. Students' needs are becoming priority for instructors and; thus, universities and colleges are implementing e-learning system in their own training programs. Through the study findings, it has been identified that e-learning has been advantageous to its users in many ways. One of the most dominant characteristics of e-learning is that it ensures ease of communication between teachers and students, and contributes in developing students' skills. It further contributes in providing scientific material to students in an interesting manner.

In contrast to this, e-learning has developed negative influence on students as it promotes social isolation due to increase in screen time. The study has concluded that students prefer to use e-learning since it provides chances to enhance their learning and increase their abilities. On the contrary, the support of e-learning is not adequate for assuring the advantages for effective learning students to socially interact with their fellowship and mentors during their academic year. In particular, there is an actual need for a well-established e-learning environment, which learners and instructors can rely on. E-learning will become more popular to make the users feel secure and comfortable with the complement of instructors and mentors. Future studies are required on a larger scale, including additional online courses, professors, and students to better assess the advantages, disadvantages, and useful strategies of successful students.

Advantages and Disadvantages of online learning

Advantages

It was found that online courses are favorable to students who prefer self-regulated learning (You & Kang, 2014). In a study conducted by Kirtman, a student responded to an online course saying, "*He's more independent, so I can spend more time on the concepts with which I need help and less on the concepts I can learn quickly*" (Kirtman, 2009, p. 110). Intelligent students tend to use various "cognitive and meta-cognitive strategies to achieve their learning goal" (You & Kang, 2014, p.126). Students able to refine their self-regulation skills often used time management, regularly reviewed material, approached teachers or colleagues, kept up with time and had meta-knowledge skills to reflect on their own learning (you and Kang, 2014).

The benefits of online course flexibility cannot be exaggerated, as it is so prevalent because students are attracted to online learning. Online learning allows students to work at the time and place that suits their learning needs. Many instructors and students comment that they can pay more attention to the content of the course rather than the parking, traffic and other issues that may occur when attending a traditional class environment. (Thomson, 2010). "*We will not miss the huge landscape of wasted time that will inevitably become a reality in the context of face-to-*

face schools," said one secondary teacher, adding that "*the schedule does not limit us... We will meet and stay longer in virtual space as needed*" (Thomson, 2010, p. 36).

Increased access and attention to distance learning led to a number of public secondary schools, such as the public school system in Michigan, which began to require students to successfully complete an online course as a precondition for graduation (Matuga, 2009). The momentum of secondary school attendance in online training courses has led universities to offer courses for university credits and high schools. Classes attended by high school students can be taught either by a professor on campus or instruction can be given by a high school teacher (Matuga, 2009). A study conducted by Dana Thompson during the 2008-2009 school year yielded qualitative results that emphasized the importance and appeal of flexibility and expanded opportunities for students enrolled in online training courses: "*I can take lessons that my school does not offer, and I can do so when I have free time or when I have less burden of homework in my school classes*" (Thomson, 2010).

Over the past few years, there has been a push to develop the curriculum to provide middle school students with college credit and middle school credit to help them enroll and successfully complete the program. Many colleges and universities are using "subsidies provided by the United States to support programs for secondary students who can choose to take college courses in areas such as math, science, and foreign languages while still attending secondary school" (Matuga, 2009, p. 4). The competitive nature of education, especially higher or post-secondary education, requires students to have more opportunities to explore options for the future, such as courses in various degree programs at numerous colleges and universities.

Schools often face the challenge of expanding opportunities for students while facing a declining budget year after year. The speculated cost simulation concluded that "the hybrid model of instruction in large induction courses has the ability to significantly reduce the cost of compensating instructions in the long term" (Bowen, Chingos, Lack, Nygren, 2014, p.1). An online type of environment may be referred to as "interactive learning via the Internet" (International Labour

Organization). The International Labour Organization (ILO) refers to "interactive and highly developed online training courses in which tutoring can automatically replace some (though not all) traditional face-to-face instruction" (Bowen, et al., 2014, p. 97). The International Labour Organization collects data from a large number of students and uses data collection to provide observations and guidance to a particular student. The International Labour Organization can also provide the trainer to track the student's progress, thus allowing the teacher to provide the student with "more targeted and effective guidance"(Bowen, et al., 2014, p. 97) for successful interaction with new knowledge. Machine learning does not appear to replace face-to-face teaching, but it does seem to be a tool that instructors can use to provide quick feedback and follow up on students.

Online courses may pave the way for students in "Small, Rural, or Low-Carbon Economic Districts" (Chaney, 2001, p. 21) to take more opportunities to take courses that are not normally offered. Growing concerns that the United States is losing competitiveness in the overall preparation of high school graduates in the global market will fill the gap and reduce the financial burden by offering more opportunities at lower cost. May be possible (Bowen, et al., 2014). The vastness of distance learning has brought about the transformation that education has been waiting for, slowly breaking down the economic and spatial barriers that have functioned as hurdles, and sometimes excellence in equal opportunities and quality education for all students. It may be bringing about a barrier.

Disadvantages

There are many shortcomings and potential problems that students may face while attending online courses. Academic rigor is a question that is often questioned. When assessing the academic rigor or lack of online courses, it is very important to recognize the different formats in which online education can be offered, the large number of subjects that can be taught in online courses, and the ever-growing population of students. In terms of education, "the online learning market reflects the diversity of American higher education itself" (Bowen, et al., 2014, p.95).

The "no significant difference" phenomenon developed by Thomas Russell determined that technology and delivery media such as face-to-face classroom settings would not make a difference in learning outcomes. Proponents of online teaching suggest that learning is influenced by the teaching methods built into the distribution medium, and therefore argue that the quality of teaching influences learning outcomes (Rovai, Wighting & Lui, 2005).

One factor that is often considered is the development of community-companion interactions in traditional classroom environments compared to online learning environments. According to literature, a strong and active social life on campus "can be used to explain both high sustainability and learning satisfaction" among learners (Rovai, et al., 2005, p. 4) Therefore, you will come to believe that the sustainability is low. Many online courses are caused by a lack of community and social connectivity in an online learning environment. According to a study by Rovai, Wighting, and Lui, "online students have less connection and a sense of belonging than campus students attending face-to-face classes" (Rovai et al., 2005, p. Four). Donlevy emphasizes that lack of interaction with peers can adversely affect some aspects of the learning process. "The social and emotional aspects of learning are as important as technical information" (Donlevy, 2003, p. 120) to teach students. Appropriately arranging courses as blended courses or forming groups in an online environment has the potential to eliminate some of the deficiencies attributable to online learning and create a sense of community and belonging among students (Rovai et al., 2005).

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The operation of an online course tends to require intensive reading and writing, which can be intimidating for some students. Students with poor reading ability may find a curriculum with heavy text and writing cumbersome (Donlevy 2003). Another hurdle that some students struggle to overcome is the lack of an instructor at a given location and time throughout the semester. Some online learners face a learning curve when they first get used to asking questions in various forums rather than the traditional face-to-face classroom setting (Thomson, 2010).

III. METHODOLOGY

Research Design

The researchers used triangulation approach in gathering data of the research. A teacher-made survey questionnaire is used as the main research instrument of this study. This questionnaire is focused on identifying three aspects of the research that focused on the students' perception on the effectiveness of online learning by identifying its advantages and disadvantages. Moreover, the researchers conducted interview to the participants to get their suggestions on how to improve the online learning in the future and researched relevant literature and studies that could support this study.

Population and Sampling

The overall total of respondents for this research is 120 and they were selected through convenience sampling as this is the most inexpensive and convenient way to get feedback (Frost, 2022) . These students were enrolled as regular students currently enrolled at Quezon City University and they had more than a year taking online classes. The respondents came from the different departments of the College of education so that each of the 3 departments would be represented and these classes were handled by the researchers. These students are currently enrolled in any of the general education courses of the College of Education at Quezon City University. The questionnaire was randomly distributed to the respondents regardless of gender, race, degree as well as their year or level. There are no preferences set by the researchers as long as the respondents are taking an online course offered by the College of Education. Since the targeted respondents for this research are students in the said division, the respondents get enough representations from the three different departments.

Instrumentation

A survey questionnaire with a total of 12 items was used as the main instrument in this study to analyze the effectiveness of online learning and to know the advantages and disadvantages of

online learning. A total of 120 questionnaires were distributed where all respondents were asked to read the statements given and choose their answers based on the Likert scale ranged from 4 - Strongly Agree, 3-Agree, 2-Disagree, and 1-Strongly Disagree. The researchers used the 4-point Likert Scale to let the respondents be more aware and more cautious with their answers (Losby and Wetmore, 2012).

There are 3 main parts of the questionnaire. Each part has 4 items. Altogether, 12 selected questions were covered in the questionnaires. In the first part, the respondents identified the effectiveness of online learning with regard to their learning output (e.g. quizzes, assignments, groupworks and other online tasks). The respondents also would know if she gave quality output through the comments of teachers and other students. The respondents would check also if the materials or references uploaded would help to understand the topic. Finally, the respondents identified if the online platform can be supplement face to face learning. In the second part, the respondents identified the advantages of online learning. They identified if they could interact with their teachers and classmates, if it was convenient to upload their tasks, if the resources or materials could be easily accessed, and if these online activities motivated them to learn the course. The third part, the respondents identified the disadvantages of online learning. The respondents examined if the online activities were time consuming, if no access would mean being left behind, if there were ethical issues in an online setup, and if the procedure or directions caused also problems. For the last part of the questionnaire, the respondents indicated other suggestions they could give for which they thought would make online learning more successful. Table 1 below would give the parts and useful information about the content of the questionnaire.

Table 1:

Part 1. Students' Perceptions about the Effectiveness of Online Learning

	Strongly Agree	Agree	Disagree	Strongly Disagree
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1. Online classroom activities help me understand the course				
2. Quality of output has improved because of the feedback from teachers and classmates				
3. Reference materials are helpful				
4. Online platform can supplement face to face learning				

Part2: Students' Perceptions about the Advantages of Online Learning Setup

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Online tools are used to easily interact with others.				
2. Online platform is convenient in doing and submitting some tasks.				
3. Reference materials can be easily accessed.				
4. Online activities are good				

motivation for learning the course.				
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Part 3: Students’ Perceptions about the Disadvantages of Online Learning Setup

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Online activities are time consuming.				
2. No internet access means getting behind the class				
3. Ethical issues are encountered in online learning.				
4. Procedure in an online learning is too difficult to follow.				

Validaton/Reliability of the Instrument

To ensure the content validity of the test, two I.T Professors were asked to evaluate the questionnaire because they are expert in technology. Additionally, to validate further the questionnaire, we conducted a pilot test with two college teachers and two students who had online learning experience. They reviewed the initial item list and recommended information to be included and suggested some revisions to the questions.

As regards the reliability of the instrument, the researchers used a pre-existing questionnaire which also covers important areas of the study. Aside from readily available, pre-existing questionnaires have been tested and validated for reliability (Matters, et.al.2009).

Data Collection Procedure

The researchers modified the questionnaire based on the comments and suggestion by the validators (3 teachers and 2 students) and prepared to be given to the respondents. Then, the researchers distributed 40 questionnaires for each of the departments in College of Education (Math/Science Department, Language Department, and Social Science Departments) respectively with a total of 120 questionnaires distributed to all respondents. The questionnaires were sent to the respondents via google form as it is the easiest and most convenient way to distribute them as classes were still held online. The respondents were given 3-5 days to complete the questionnaire and sent it back to the researchers for data analysis. After 2 weeks, all the complete filled-up questionnaires were gathered and collected for further data analysis by the researchers to get the output and findings for the research.

Statistical Treatment of Data

Survey results were recorded using Google Forms and Excel spreadsheet was used to collect students’ responses. Descriptive statistics (frequency and weighted mean) were used to provide summaries about the respondents’ answers to each of the variables. Descriptive statistics of the responses to the questionnaire were presented in graphs and table.

IV. PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

THE DATA

Recognizing the basis of conceptual and theoretical framework of this study, the researchers concentrated on the important data which are considered material to the analysis and interpretation which include (1) academic council meeting during the last semester of SY 2019-2020 under the leadership of the former OIC president Dr. Victor B. Endriga; (2) academic council meeting during the SY 2022-2023 under the present leadership; (3) Students’ Perceptions about the Effectiveness of Online

Learning; (4) advantages of online learning; (5) Disadvantages of online learning; (6) interview; (7) synthesis on additional review of literature. The first academic council meeting was called by Dr. Endriga to convince the members of the faculty and administrators to discuss the issues and concerns about the Covid-19 virus outbreak and the opening of classes using the online learning modality. The second academic council meeting was called by the current president to discuss matters on innovation which include the hybrid learning and the compliance to Digital Learning Management System of Quezon City University. This are the legal basis for the discussion, analysis and interpretation of data.

As mentioned in the chapter 1 of this study, the objectives are to determine the advantages and disadvantages of online classroom, and to formulate and suggest the ways to improve online learning based on the responses of the student respondents of this study. The specific answer to achieve the objectives are presented in the table below that follows.

TABLE 1

(n= 207)

Students' Perceptions about the Effectiveness of Online Learning.

Students' Perceptions about the Effectiveness of Online Learning.	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted mean	Adjectival Interpretation
	SA= 4	A=3	D=2	SD=1	WM	n
Online classroom activities help me understand the course	61 x4	129 x3	16 x2	1 x1	3.20	Agree

Table 1 Reflects the data for the responses of student respondents with respect to their perceptions about the effectiveness of online learning. Based on statistics, there are 207 respondents in this study, of which 61 selected the scale of 4, or "Strongly Agree" while 129 selected the scale of 3, which corresponds to the scale of "Agree". Further, there are 16 respondents who selected the scale of 2, which corresponds to the scale of "Disagree," while the

remaining 1 respondent selected the scale of 1, which corresponds to the "Strongly Disagree" scale. This implied that student respondents "Agree" that online learning helps them understand the course study. Also, this implied that the majority of the respondents perceived that the effectiveness of online learning is rated at 3.20, which is interpreted as "Agree". The findings further implied that, even though the current modality of learning is set to hybrid mode, or the mixture of onsite-online meetings, in cases where COVID-19 returns to high tend alert level, the full online learning modality can still be the best option. Supporting this finding is the related study conducted by Barcelona et.al, (2020), which suggested the use of online learning and other potential alternative learning tools that teachers may utilize depending on the needs on the learners since such platforms have their own special features.

Students' Perceptions about the Effectiveness of Online Learning.

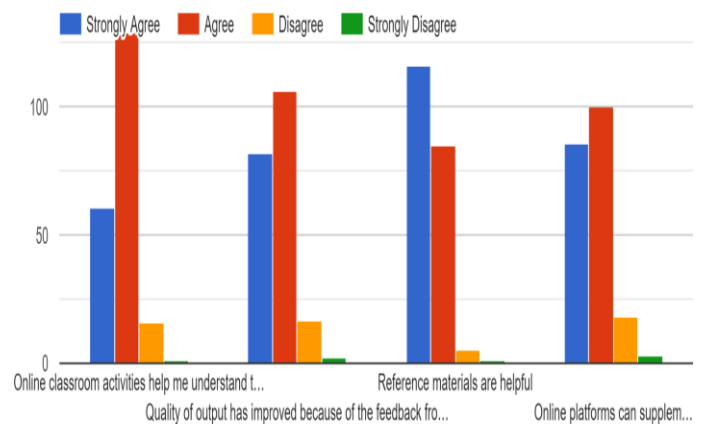


Figure 1 above presents the bar graph for the statistics of responses from the survey questionnaire for the Effectiveness of Online Learning.

TABLE 2

(n= 207)

Students' Perceptions about the Effectiveness of Online Learning.

Students' Perceptions about the Effectiveness of Online Learning.	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted mean	Adjectival Interpretation
	SA= 4	A=3	D=2	SD=1	WM	n AI
Quality of output has improved because of the feedback from teachers and classmates	82 x4	106 x3	17 x2	2 x1	3.29	Agree

Item number 2 assessed students perception about Quality of output because of the feedback. Based on statistics, there are 207 respondents in this study, of which 82 selected the scale of 4, or "Strongly Agree" while 106 selected the scale of 3, which corresponds to the scale of "Agree". Further, there are 17 respondents who selected the scale of 2, which corresponds to the scale of "Disagree," while the remaining 2 respondents selected the scale of 1, which corresponds to the "Strongly Disagree" scale. This implied that student respondents "Agree" that online learning helps them understand the course study. Also, this implied that the majority of the respondents perceived that the quality of output has improved because of the feedback to the hybrid learning, rated at 3.29, and further interpreted as "Agree". Still supporting this finding is the related study conducted by Barcelona et.al, (2020). Which suggested that in times of calamities, educators and other institutions may consider the utilization of Eliademy so as not to compromise classes and even in a regular routine. Doing this may promote schools' learning management system (LMS) which is required by the different accrediting agencies (e.g. PAASCU, PACUCOA, ISO).

TABLE 3
(n= 207)

Students' Perceptions about the Effectiveness of Online Learning.

Students' Perceptions about the Effectiveness of Online Learning.	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted mean	Adjectival Interpretation
	SA= 4	A=3	D=2	SD=1	WM	n AI

Item number 3 assessed the students perceptions about Reference Materials that are helpful to the study. Based on statistics, there are 207 respondents in this study, of which 116 selected the scale of 4, or "Strongly Agree" while 85 selected the scale of 3, which corresponds to the scale of "Agree". Further, there are 5 respondents who selected the scale of 2, which corresponds to the scale of "Disagree," while the remaining 1 respondent selected the scale of 1, which corresponds to the "Strongly disagree" scale. This implied that student respondents "Strongly agree" that reference materials are helpful. Also, this implied that the majority of the respondents perceived that reference materials are helpful, rated at 3.52, and further interpreted as "Strongly agree". Supporting this finding is an article published by IGI Global (2023) that states that any resource available on the Internet in an online educational environment, might be documents such as course or chapter objectives, lecture notes, assignments, or answers to chapter questions.

TABLE 4
(n= 207)

Students' Perceptions about the Effectiveness of Online Learning.

Students' Perceptions about the Effectiveness of Online Learning.	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted mean	Adjectival Interpretation
	SA= 4	A=3	D=2	SD=1	WM	n AI
Online platforms can supplement face-to-face learning	86 x4	100 x3	18 x2	3 x1	3.29	Agree

Item number 4 assessed the students perceptions about Online platforms can supplement face-to-face learning. Based on statistics, there are 207 respondents in this study, of which 86 selected the scale of 4, or "Strongly Agree" while 100 selected the scale of 3, which corresponds to the scale of "Agree". Further,

there are 18 respondents who selected the scale of 2, which corresponds to the scale of "Disagree," while the remaining 3 respondents selected the scale of 1, which corresponds to the "Strongly disagree" scale. This implied that student respondents "Agree" that online platforms can supplement face-to-face learning. Also, this implied that the majority of the respondents perceived that Online platforms can supplement face-to-face learning, rated at 3.29, and further interpreted as "Agree". Obviously, online platform can support face to face learning in many ways to supplement the classroom activities by using online videos from Youtube Channel, Facebook, Messenger, and other online platforms.

used online or onsite which is a combination of face to face and online instruction, mixing traditional styles of teaching and learning with online teaching practices.

Students' Perceptions about the Advantages of Online Learning Setup

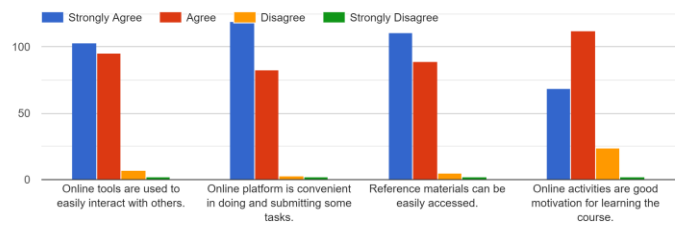


Figure 2 above presents the bar graph for the statistics of responses from the survey questionnaire for the Advantages of Online Learning Setup.

TABLE 5

(n= 207)

Students' Perceptions about the Advantages of Online Learning Setup

Students' Perceptions about the Advantages of Online Learning Setup	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted mean	Adjectival Interpretation
Online tools are used to easily interact with others.	103 x4	95 x3	17 x2	2 x1	3.54	Strongly Agree

Item number 5 assessed the students perceptions about Online tools are used to easily interact with others. Based on statistics, there are 207 respondents in this study, of which 103 selected the scale of 4, or "Strongly Agree" while 95 selected the scale of 3, which corresponds to the scale of "Agree". Further, there are 17 respondents who selected the scale of 2, which corresponds to the scale of "Disagree," while the remaining 2 respondents selected the scale of 1, which corresponds to the "Strongly disagree" scale. This implied that student respondents "Strongly Agree" that Online tools are used to easily interact with others. Also, this implied that the majority of the respondents perceived that Online tools are used to easily interact with others, rated at 3.54, and further interpreted as "Strongly Agree". In support of this study, there are online tools which can be integrated to the learning management inside the classroom. Some of these are mentioned in the study conducted by Oost (2021). In the Online Learning model, the participants can choose to physically attend the classes partly or completely or follow them on screen from any location also partly or completely. Further, "The hybrid model can be

TABLE 6

(n= 207)

Students' Perceptions about the Advantages of Online Learning Setup

Students' Perceptions about the Advantages of Online Learning Setup	Strongly Agree	Agree	Disagree	Strongly Disagree	Weighted mean	Adjectival Interpretation
Online platform is convenient in doing and submitting some tasks.	119 x4	83 x3	3 x2	2 x1	3.54	Strongly agree

Item number 6 assessed the students perceptions about Online platform is convenient in doing and submitting some tasks. Based on statistics, there are 207 respondents in this study, of which 119 selected the scale of 4, or "Strongly Agree" while 83 selected the scale of 3, which corresponds to the scale of "Agree". Further, there are 3 respondents who selected the scale of 2, which corresponds to the scale of "Disagree," while the remaining 2 respondents selected the scale of 1, which corresponds to the "Strongly disagree" scale. This implied that student respondents

"Strongly Agree" that Online platform is convenient in doing and submitting some tasks. Also, this implied that the majority of the respondents perceived that Online platform is convenient in doing and submitting some tasks, rated at 3.54, and further interpreted as "Strongly Agree". In support of this study, findings from the study of Oost (2021) suggested to us online platform because a Digital Platform allows faster innovation, It invariably provides a higher quality solution, You will benefit from increased reliability, Improved ways of working, Take advantage of the most advanced technology, Benefiting from reduced costs.

TABLE 7

(n= 207)

Students' Perceptions about the Advantages of Online Learning Setup

Students' Perceptions about the Advantages of Online Learning Setup	Strongly Agree SA= 4	Agree A=3	Disagree D=2	Strongly Disagree SD=1	Weighted mean WM	Adjectival Interpretation AI
Reference materials can be easily accessed.	111 x4	89 x3	5 x2	2 x1	3.49	Strongly Agree

Item number 7 assessed the students perceptions about reference materials can be easily accessed. Based on statistics, there are 207 respondents in this study, of which 111 selected the scale of 4, or "Strongly Agree" while 89 selected the scale of 3, which corresponds to the scale of "Agree". Further, there are 5 respondents who selected the scale of 2, which corresponds to the scale of "Disagree," while the remaining 2 respondents selected the scale of 1, which corresponds to the "Strongly disagree" scale. This implied that student respondents "Strongly Agree" that reference materials can be easily accessed. Also, this implied that the majority of the respondents perceived reference materials can be easily accessed, rated at 3.49, and further interpreted as "Strongly Agree". As a matter of agreement to the findings of this present study, it is also highly suggested that students should have to conduct their own research to find high quality reference materials that are easily accesible anytime.

TABLE 8

(n= 207)

Students' Perceptions about the Advantages of Online Learning Setup

Students' Perceptions about the Advantages of Online Learning Setup	Strongly Agree SA= 4	Agree A=3	Disagree D=2	Strongly Disagree SD=1	Weighted mean WM	Adjectival Interpretation AI
Online activities are good motivation for learning the course	69 x4	112 x3	24 x2	2 x1	3.19	Agree

Item number 8 assessed the students perceptions about Online activities that are good motivation for learning the course. Based on statistics, there are 207 respondents in this study, of which 69 selected the scale of 4, or "Strongly Agree" while 112 selected the scale of 3, which corresponds to the scale of "Agree". Further, there are 24 respondents who selected the scale of 2, which corresponds to the scale of "Disagree," while the remaining 2 respondents selected the scale of 1, which corresponds to the "Strongly disagree" scale. This implied that student respondents "Agree" that Online activities are good motivation for learning the course. Also, this implied that the majority of the respondents perceived that online activities are good motivation for learning the course, rated at 3.19, and further interpreted as "Agree". Some of the reasons why online learning is a good motivation for learning the course because it opens many avenues to explore different learning resources that can easily be explored by the students based on their unique needs in their respective courses.

TABLE 9

(n= 207)

Students' Perceptions about the Disdvantages of Online Learning Setup

Students' Perceptions about the Disadvantages of Online Learning Setup	Strongly Agree SA= 4	Agree A=3	Disagree D=2	Strongly Disagree SD=1	Weighted mean WM	Adjectival Interpretation AI
Online activities are time consuming.	26 x4	85 x3	85 x2	11 x1	2.60	Agree

Item number 9 assessed the students perceptions about the time-consuming disadvantage of online learning. Based on statistics, there are 207 respondents in this study, of which 26 selected the scale of 4, or "Strongly Agree" while 85 selected the scale of 3, which corresponds to the scale of "Agree". Further, there are 85 respondents who selected the scale of 2, which corresponds to the scale of "Disagree," while the remaining 11 respondents selected the scale of 1, which corresponds to the "Strongly disagree" scale. This implied that student respondents "Agree" that Online activities are time consuming. Also, this implied that the majority of the respondents perceived that online activities are time-consuming, rated at 2.60, and further interpreted as "Agree". In support to the findings of the study are some literature taken from Sellers (2021). One of the biggest issues that impacts online learners is poor time management, Lack of a schedule, too many distractions and multitasking can lead to poor time management. In addition, some of the disadvantages are Lack of face-to-face interaction, Difficulty staying motivated, Limited access to resources and support, Technical difficulties, and Isolation respectively.

Students' Perceptions about the Disadvantages of Online Learning Setup.

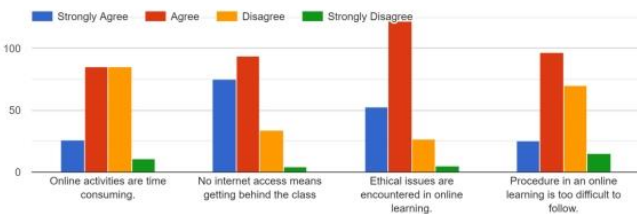


Figure 3 above presents the bar graph for the statistics of responses from the survey questionnaire for the Disadvantages of Online Learning Setup.

TABLE 10
(n= 207)

Students' Perceptions about the Disdvantages of Online Learning Setup

Students' Perceptions about the Disadvantages of Online Learning Setup	Strongly Agree SA= 4	Agree A=3	Disagree D=2	Strongly Disagree SD=1	Weighted mean WM	Adjectival Interpretation n AI
No internet access means getting behind the class	75 x4	94 x3	34 x2	4 x1	3.15	Agree

Item number 10 assessed the students perceptions about the disadvantage of no internet access. Based on statistics, there are 207 respondents in this study, of which 75 selected the scale of 4, or "Strongly Agree" while 94 selected the scale of 3, which corresponds to the scale of "Agree". Further, there are 34 respondents who selected the scale of 2, which corresponds to the scale of "Disagree," while the remaining 4 respondents selected the scale of 1, which corresponds to the "Strongly disagree" scale. This implied that student respondents "Agree" that no internet access means getting behind the class. Also, this implied that the majority of the respondents perceived that no internet access means getting behind the class, rated at 3.15, and further interpreted as "Agree". For some obvious reasons, no internet connectivity may lead to getting behind the class for majority of the students as the current education system is set to digital learning management system.

TABLE 11
(n= 207)

Students' Perceptions about the Disdvantages of Online Learning Setup

Students' Perceptions about the Disadvantages of Online Learning Setup	Strongly Agree SA= 4	Agree A=3	Disagree D=2	Strongly Disagree SD=1	Weighted mean WM	Adjectival Interpretation n AI
Ethical issues are encountered in online learning	53 x4	122 x3	27 x2	5 x1	3.07	Agree

Item number 11 assessed the students perceptions about the ethical issues encountered in online learning. Based on statistics, there are 207 respondents in this study, of which 53 selected the scale of 4, or "Strongly Agree" while 122 selected the scale of 3, which corresponds to the scale of "Agree". Further, there are 27 respondents who selected the scale of 2, which corresponds to the scale of "Disagree," while the remaining 5 respondents selected the scale of 1, which corresponds to the "Strongly disagree" scale. This implied that student respondents "Agree" that ethical issues are encountered in online learning. Also, this implied that the majority of the respondents perceived that ethical issues are encountered in online learning, rated at 3.07, and further interpreted as "Agree". In support to the findings of the study, some of the ethical issues that maybe encountered in online learning are mentioned by Johnson (2022) which are the integrity of Online Academic Assessment, Adoption of Wrong Narratives, Resource Limitations, Chances of Missed Deadlines, Proctored and UnProctored Exams, Digital Inequalities, and Conclusion respectively.

TABLE 12

(n= 207)

Students' Perceptions about the Disadvantages of Online Learning Setup

Students' Perceptions about the Disadvantages of Online Learning Setup	Strongly Agree SA= 4	Agree A=3	Disagree D=2	Strongly Disagree SD=1	Weighted mean WM	Adjectival Interpretation n AI
Procedure in an online learning is too difficult to follow	25 x4	97 x3	70 x2	15 x1	2.63	Agree

Item number 12 assessed the students perceptions about the disadvantage of the procedure in online learning which is difficult to follow. Based on statistics, there are 207 respondents in this study, of which 25 selected the scale of 4, or "Strongly Agree" while 97 selected the scale of 3, which corresponds to the scale of "Agree". Further, there are 70 respondents who selected the scale of 2, which corresponds to the scale of "Disagree," while the remaining 15 respondents selected the scale of 1, which corresponds to the "Strongly disagree" scale. This implied that student respondents "Agree" that Procedure in an online learning is too difficult to follow. Also, this implied that the majority of the

respondents perceived that procedure in an online learning is too difficult to follow, rated at 2.63, and further interpreted as "Agree". Some of the issues relating to the difficulty in online learning mentioned by Debatour (2020) in his article are Adaptation Difficulties, Wrong Expectations, Technical Issues, Poor Time Management, Problems With Motivation, Too Much Flexibility, Lack Of Human Contact, Too Bulky Chunks Of Information.

V. SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This study entitled Effectiveness of Online Learning as Perceived by Selected Students at Quezon City University - College of Education was conducted in the main campus of QCU located at 673, San Bartolome, Novaliches, Quezon City. The study involved 207 students from basic education department consisted of Social Sciences, Mathematics, and Sciences students respectively. The researchers used triangulation approach in gathering data of the research. A teacher-made survey questionnaire was used as the main research instrument of this study from which this questionnaire was focused on identifying three aspects of the research that focused on the students' perception on the effectiveness of online learning by identifying its advantages and disadvantages. Moreover, the researchers conducted interview to the participants to get their suggestions on how to improve the online learning in the future and researched relevant literature and studies that could support this study. There are four (4) related studies and literature which supported the findings of this study which are written by Barcelona et.al, (2020) Effectiveness of an Online Classroom for Flexible Learning. Published by International Journal of Academic Multidisciplinary Research (IJAMR), Article published and retrieved (July 11, 2023). Successful Strategies in Online Courses; <https://www.igi-global.com/dictionary/onlinelearningresources/21014#:~:text=A%20resource%20available%20on%20the,links%20to%20other%20Web%20sites>, Oost (2021) What is the difference between hybrid and blended learning?. Published by EIT Digital, Brussels Belgium, Emily Johnson (2022) Online Learning — Ethical

Issues. Published by Myownconference, Igor Debatour (2020) Why Students Fail to Study Online. Published by eLearning Industry.

Summary of Findings No. 1

TABLE 13

(n= 207)

Summary table of Students’ Perceptions about the Effectiveness of Online Learning.

Students’ Perceptions about the Effectiveness of Online Learning.	Strongly Agree SA= 4	Agree A=3	Disagree D=2	Strongly Disagree SD=1	Weighted mean WM	Adjectival Interpretation AI
Online classroom activities help me understand the course	61 x4	129 x3	16 x2	1 x1	3.20	Agree
Quality of output has improved because of the feedback from teachers and classmates	82 x4	106 x3	17 x2	2 x1	3.29	Agree
Reference Materials are helpful	116 x4	85 x3	5 x2	1 x1	3.52	Strongly Agree
Online platforms can supplement face-to-face learning	86 x4	100 x3	18 x2	3 x1	3.29	Agree
General Weighted Mean:					3.32	Agree

me understand the course, Quality of output has improved because of the feedback from teachers and classmates, Reference Materials are helpful, Online platforms can supplement face-to-face learning respectively. The weighted mean score for item 1 is 3.20, the weighted mean for item 2 is 3.29, the weighted mean for item 3 is 3.52, the weighted mean for item 4 is 3.29 respectively. The verbal interpretation for item 1 is Agree, for item 2 is Agree, for item 3 is Strongly Agree, and for item 4 is Agree respectively. The general weighted mean is 3.32 which implied further that majority of respondents assessment about Effectiveness of Online Learning is rated in the scale of Agree. The findings of the study was supported by Barcelona et.al, (2020), which suggested the use of online learning and other potential alternative learning tools that teachers may utilize depending on the needs of the learners since such platforms have their own special features; Still supporting this finding is the related study conducted by Barcelona et.al, (2020). Which suggested that in times of calamities, educators and other institutions may consider the utilization of Eliademy so as not to compromise classes and even in a regular routine. Doing this may promote schools’ learning management system (LMS) which is required by the different accrediting agencies (e.g. PAASCU, PACUCOA, ISO); Also supporting this finding is an article published by IGI Global (2023) that states that any resource available on the Internet in an online educational environment, might be documents such as course or chapter objectives, lecture notes, assignments, or answers to chapter questions; Obviously, online platform can support face to face learning in many ways to supplement the classroom activities by using online videos from Youtube Channel, Facebook, Messenger, and other online platforms.

Summary of Findings No. 2

TABLE 14

(n= 207)

Students’ Perceptions about the Advantages of Online Learning Setup

Table 13 above is the summary of responses of student respondents about the assessment on the Effectiveness of Online Learning. There are 207 respondents in this particular study who answered the questionnaire about the Area on the Effectiveness of Online Learning. Moreover, There are 4 items that were evaluated in this particular area which are: Online classroom activities help

Students' Perceptions about the Advantages of Online Learning Setup	Strongly Agree SA= 4	Agree A=3	Disagree D=2	Strongly Disagree SD=1	Weighted mean WM	Adjectival Interpretation AI
Online tools are used to easily interact with others	103 x4	95 x3	17 x2	2 x1	3.54	Strongly Agree
Online platform is convenient in doing and submitting some tasks.	119 x4	83 x3	3 x2	2 x1	3.54	Strongly agree
Reference materials can be easily accessed.	111 x4	89 x3	5 x2	2 x1	3.49	Strongly Agree
Online platforms can supplement face-to-face learning	69 x4	112 x3	24 x2	2 x1	3.19	Agree
General Weighted Mean:					3.44	Strongly Agree

Table 14 above is the summary of responses of student respondents about the Advantages of Online Learning Setup. There are 207 respondents in this particular study who answered the questionnaire about the Area on the Advantages of Online Learning Setup. Moreover, There are 4 items that were evaluated in this particular area which are: Online tools are used to easily interact with others, Online platform is convenient in doing and submitting some tasks, Reference materials can be easily accessed, Online activities are good motivation for learning the course respectively. The weighted mean score for item 1 is 3.54, the weighted mean for item 2 is 3.54, the weighted mean for item 3 is 3.49, the weighted mean for item 4 is 3.19 respectively. The verbal interpretation for item 1 is Strongly Agree, for item 2 is Strongly Agree, for item 3 is Strongly Agree, and for item 4 is Agree respectively. The general weighted mean is 3.44 which implied further that majority of respondents assessment about Advantages of Online Learning Setup is rated Agree. The findings of the study was supported by Oost (2021). In the Online Learning model, the participants can choose to physically attend the classes partly or completely or follow them on screen from any location also partly or completely. Further, "The hybrid model can be used online or onsite which is a combination of face to face and online instruction, mixing traditional styles of teaching and learning with online teaching practices; Still supporting this study, findings from the study of Oost (2021) suggested to us online platform because a Digital Platform allows faster innovation, It invariably provides

a higher quality solution, You will benefit from increased reliability, Improved ways of working, Take advantage of the most advanced technology, Benefitting from reduced costs; As a matter of agreement to the findings of this present study, it is also highly suggested that students should have to conduct their own research to find high quality reference materials that are easily accessible anytime; Some of the reasons why online learning is a good motivation for learning the course because it opens many avenues to explore different learning resources that can easily be explored by the students based on their unique needs in their respective courses.

Summary of Findings No. 3

TABLE 15

(n= 207)

Students' Perceptions about the Disadvantages of Online Learning Setup.

Students' Perceptions about the Disadvantages of Online Learning Setup.	Strongly Agree SA= 4	Agree A=3	Disagree D=2	Strongly Disagree SD=1	Weighted mean WM	Adjectival Interpretation AI
Online activities are time consuming.	26 x4	85 x3	85 x2	11 x1	2.60	Disagree
No internet access means getting behind the class	75 x4	94 x3	34 x2	4 x1	3.15	Agree
Ethical issues are encountered in online learning	53 x4	122 x3	27 x2	5 x1	3.07	Agree
Procedure in an online learning is too difficult to follow	25 x4	97 x3	70 x2	15 x1	2.63	Agree
General Weighted Mean					2.86	Agree

Table 15 above is the summary of responses of student respondents about the Disadvantages of Online Learning Setup. There are 207 respondents in this particular study who answered the questionnaire about the Area on the Disadvantages of Online Learning Setup. Moreover, There are 4 items that were evaluated in this particular area which are: Online activities are time consuming, No internet access means getting behind the class, Ethical issues are encountered in online learning, Procedure in an

online learning is too difficult to follow respectively. The weighted mean score for item 1 is 2.60, the weighted mean for item 2 is 3.15, the weighted mean for item 3 is 3.07, the weighted mean for item 4 is 2.63 respectively. The verbal interpretation for item 1 is Agree, for item 2 is Agree, for item 3 is Agree, and for item 4 is Agree respectively. The general weighted mean is 2.86 which implied further that majority of respondents assessment about disadvantages of Online Learning Setup is rated in the scale of Agree. The findings of the study was supported by some literature taken from Sellers (2021). One of the biggest issues that impacts online learners is poor time management, Lack of a schedule, too many distractions and multitasking can lead to poor time management. In addition, some of the disadvantages are Lack of face-to-face interaction, Difficulty staying motivated, Limited access to resources and support, Technical difficulties, and Isolation respectively; For some obvious reasons, no internet connectivity may lead to getting behind the class for majority of the students as the current education system is set to digital learning management system; In support to the findings of the study, some of the ethical issues that maybe encountered in online learning are mentioned by Johnson (2022) which are the integrity of Online Academic Assessment, Adoption of Wrong Narratives, Resource Limitations, Chances of Missed Deadlines, Proctored and UnProctored Exams, Digital Inequalities, and Conclusion respectively; Some of the issues relating to the difficulty in online learning mentioned by Debatour (2020) in his article are Adaptation Difficulties, Wrong Expectations, Technical Issues, Poor Time Management, Problems With Motivation, Too Much Flexibility, Lack Of Human Contact, Too Bulky Chunks Of Information.

VI. CONCLUSIONS

Based on the findings above, the following conclusions are hereto posed.

Conclusion no. 1. There were 207 respondents in this particular study who answered the questionnaire about the Area on the Effectiveness of Online Learning. Moreover, There are 4 items that were evaluated in this particular area which are: Online classroom activities help me understand the course, Quality of output has

improved because of the feedback from teachers and classmates, Reference Materials are helpful, Online platforms can supplement face-to-face learning respectively. The weighted mean score for item 1 is 3.20, the weighted mean for item 2 is 3.29, the weighted mean for item 3 is 3.52, the weighted mean for item 4 is 3.29 respectively. The verbal interpretation for item 1 is Agree, for item 2 is Agree, for item 3 is Strongly Agree, and for item 4 is Agree respectively. The general weighted mean is 3.32 which implied further that majority of respondents assessment about Effectiveness of Online Learning is rated in the scale of agree.

Conclusion no. 2. There were 207 respondents in this particular study who answered the questionnaire about the Area on the Advantages of Online Learning Setup. Moreover, There are 4 items that were evaluated in this particular area which are: Online tools are used to easily interact with others, Online platform is convenient in doing and submitting some tasks, Reference materials can be easily accessed, Online activities are good motivation for learning the course respectively. The weighted mean score for item 1 is 3.54, the weighted mean for item 2 is 3.54, the weighted mean for item 3 is 3.49, the weighted mean for item 4 is 3.19 respectively. The verbal interpretation for item 1 is Strongly Agree, for item 2 is Strongly Agree, for item 3 is Strongly Agree, and for item 4 is Agree respectively. The general weighted mean is 3.44 which implied further that majority of respondents assessment about Advantages of Online Learning Setup is rated in the scale of agree.

Conclusion no. 3. There were 207 respondents in this particular study who answered the questionnaire about the Area on the Disadvantages of Online Learning Setup. Moreover, There are 4 items that were evaluated in this particular area which are: Online activities are time consuming, No internet access means getting behind the class, Ethical issues are encountered in online learning, Procedure in an online learning is too difficult to follow respectively. The weighted mean score for item 1 is 2.60, the weighted mean for item 2 is 3.15, the weighted mean for item 3 is 3.07, the weighted mean for item 4 is 2.63 respectively. The verbal interpretation for item 1 is Agree, for item 2 is Agree, for item 3 is Agree, and for item 4 is Agree respectively. The general weighted mean is 2.86 which implied further that majority of

respondents assessment about disadvantages of Online Learning Setup is rated in the scale of Agree.

VII. RECOMMENDATION

Based on the foregoing summary and conclusions of the study, the following recommendations are formulated as follows.

Recommendation no. 1 The teachers are suggested to utilize online platforms depending on the needs of the learners since such platforms have their own special features; In times of calamities, educators and other institutions may consider the utilization of E-learning so as not to compromise classes and even in a regular routine.

Recommendation no. 2. The hybrid model can be used online or onsite which is a combination of face to face and online instruction, mixing traditional styles of teaching and learning with online teaching practices; It is highly recommended that students and faculty should continue to use Digital Platform because it allows faster innovation, It invariably provides a higher quality solution, You will benefit from increased reliability.

Recommendation no. 3. the disadvantages of using online platform are the integrity of Online Academic Assessment, Adoption of Wrong Narratives, Resource Limitations, Chances of Missed Deadlines, Proctored and UnProctored Exams, and Digital Inequalities respectively. Thus, students are advised to study the disadvantages and to take their own initiatives how to overcome these issues and concerns.

The researchers claim no conflict of interest in the conduct of this study.

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