Factors Affecting the Learning Outcomes of College Students during Online Class

Aljumar Abdulla Sajirun*, Child Panes Falcasantos, Dianne Sael Abrasaldo, Ian Carl Faustino Rebollos, Juliemae Ufana Villahermosa, Jefferson Bondiogan, Queennie Rubi Acosta, Juspher Gamorez Handang

College of Teacher Education, Western Mindanao State University, Zamboanga City, Philippines

*Corresponding email: aljumarsajirun317@gmail.com

Abstract: Factors Affecting the Learning Outcomes of College Students during Online Class.
Objective: The purpose of this study was to determine the factors affecting the achievement of learning outcomes of college students during online class and to know how they cope with the shift to online class to achieve learning outcomes. **Methods:** The study employed qualitative method that focused in the identifying and analyzing what all the respondents' experiences do have common factors in the context of the phenomenon. With this, the data was gathered through an interview of five (5) 3rd year and 4th year students of Western Mindanao State University who were taking Bachelor of Elementary Education and enrolled in online classes during the academic year 2021-2022. **Findings**: The study found out several factors experienced by the students that affected their learning outcomes during online class which can be summarized as internet connectivity, physiological factors, non-academic influences, technological satisfaction and learning environmental. **Conclusion:** Based on the result, it clearly shows that online learning has significant issues that need further investigations. It can be assumed that the sudden shift of classes to an online mode of learning is less effective than the face-to-face set-up.

Keywords: learning outcomes, online class, college students.

Abstrak: Faktor-Faktor yang Mempengaruhi Hasil Belajar Mahasiswa Selama Kelas Online.
Tujuan: Tujuan dari penelitian ini adalah untuk mengetahui faktor-faktor yang mempengaruhi pencapaian hasil belajar mahasiswa pada saat kelas online dan untuk mengetahui bagaimana mereka menghadapi peralihan ke kelas online untuk mencapai hasil belajar. Metode: Penelitian ini menggunakan metode kualitatif yang berfokus pada mengidentifikasi dan menganalisis apakah semua pengalaman responden memiliki faktor-faktor yang sama dalam konteks fenomena tersebut. Dengan demikian, data dikumpulkan melalui wawancara terhadap lima (5) mahasiswa tahun ke-3 dan ke-4 Universitas Negeri Mindanao Barat yang sedang menempuh pendidikan Sarjana Pendidikan Dasar dan mengikuti kelas online selama tahun ajaran 2021-2022. Temuan: Studi ini menemukan beberapa faktor yang dialami oleh siswa yang mempengaruhi hasil belajar mereka selama kelas online yang dapat diringkas sebagai konektivitas internet, faktor fisiologis, pengaruh non-akademik, kepuasan teknologi dan lingkungan belajar. Kesimpulan: Berdasarkan hasil tersebut, jelas menunjukkan bahwa pembelajaran online memiliki masalah signifikan yang memerlukan penyelidikan lebih lanjut. Dapat diasumsikan bahwa peralihan kelas secara tiba-tiba ke mode pembelajaran online kurang efektif dibandingkan dengan pengaturan tatap muka.

Kata kunci: hasil belajar, pembelajaran online, mahasiswa.

■ INTRODUCTION

Online learning is education delivered via the Internet. Within the context of the COVID-19 pandemic, online learning has assumed the role of emergency distant instruction. Consequently, the resettlement to a new learning environment has raised a number of significant problems about legislation, pedagogy, logistics, socioeconomic factors, technology, and psychological issues. (Donitsa-Schmidt & Ramot, 2020).

In the Philippines, online learning has been adapted as the new mode of education throughout the county as the pandemic averted the face-to-face class. The virus, that initially appeared in December 2019, quickly spread to become an epidemic, forcing school closures and, eventually, transfer to open and distance learning by academic institutions at all levels in the new normal education (Rotas E.E & Cahapay M.B 2020) As directed by the Department of Education, distance learning has become the norm for schools and colleges. Students receive instruction via online seminars or self-paced study modules that they pick up at designated drop-off locations. Those without access to electronics or a stable internet connection have favored the modules. (Nikkeiasia 2021). Some learners easily adjusted to the new learning environment, while others considered the situation seems to have become increasingly dependent on whether one has a stable Internet connection. In the study of Handang (2022), It is evident in higher education, students are ready in online learning despite the fact that Philippines is a developing country.

This research paves the way for the attainment of the learning outcomes especially for the students. It is relatively relevant and important for the agents of education to ensure that the students are positively accumulating and realizing the set learning outcomes for their future. learning outcomes According to Mahajan & Signh (2017), Learning outcomes function similarly to a navigation tool, of something like a GPS. After the GPS gadget receives the route, it directs the driver during the route and ensures that the vehicle arrives at the specified location without risk of getting lost. Even if the driver takes a detour, the GPS will direct him and assist him in rejoining the road that goes to the planned location. Likewise, learning outcomes serve as guiding aids that direct students toward the intended objectives of the program. Additionally, they demonstrate and assist teachers in determining the path to be taken and inform students of what they will be able to accomplish at the conclusion of the course. Additionally, they assist faculty and learners in determining the path to take.

The study signifies the importance of the student development despite of the challenges they are encountering. And also, the relevance of identifying the factors that negatively affects the learnings of the students in an online class setup and the coping strategies they could possibly do to help them with the attainment of the positive learning outcomes. Not every student has the capability to identify and cope with every challenge there is in a day-to-day situation that demands focus and undisturbed learning environment. This research would become a window to every student to see and reach for their desire of knowledge and development.

Online learning may have been a concrete solution to keep the education system in the country running. There are the drawbacks in this new mode of learning which has definitely provided a negative effect to both teachers and learners in many terms. Hence, based on the foregoing discussion, the researchers came up to this study to assess the factors affecting the academic performance of college students of Western Mindanao State University- College of Teacher Education in Zamboanga city that are taking online classes.

An online classroom as defined by Kruk (2019), is a setting developed using a learning

platform that enables students and teachers to interact synchronously or asynchronously (with instructors and students interacting intermittently with a time delay); teacher and students are typically disconnected geographically. Over 1.2 billion teenagers are out of school after COVID-19 resulted in university suspensions around the world. As a result, education has experienced substantial changes, the most notable of which is the advent of e-learning, or the online classroom, in which instruction is given remotely and via digital platforms. The ability of online education/classrooms to boost information retention and speed up the learning process has been established, suggesting that the changes caused by the coronavirus may be permanent. With this unexpected shift away from the classroom taking place in many parts of the globe, some are asking whether online learning acceptance will continue post-pandemic and how such a shift would impact global education institutions (Li & Lalani, 2020).

The performance or learning outcomes of students, which are simply statements that indicate what students will be able to do at the end of a course of study, are one of the difficulties created by the change to online mode of education. They are quantifiable and frequently measurable. While learning outcomes are typically mentioned in the context of program-wide evaluation, they can be useful in any class since they can focus emphasis on student learning (Indiana University Bloomington, n.d).

Also, the World Health Organization (2021) categorically stated that school closures during the covid-19 pandemic have a detrimental effect on child health, education, and development, as well as family income and the overall economy. As a result, the learning outcomes of students are impacted. Although it was "hard and challenging" according to Cruz (2021), there are difficulties with conceptualizing instructions given online, the additional major obstacle of learning to use gadgets and software, and dealing with the Philippines' notably poor telecommunications services. In another research, Friedman (2020) found that 77 percent of over 800 college students surveyed thought distance learning was worse or significantly worse than in-person classes. Technical difficulties, distractions and time management, staying motivated, and understanding course requirements are the most common challenges faced by undergraduate students taking online classes.

While it is not uncommon for students to have physical and mental health difficulties as a result of the shift from traditional to online education, according to an article published by Sunstar (2020). According to Magsambol (2020) in an article titled "*Distance Learning in the Philippines: A Year of Hits and Misses*", they discovered through an interview that the pandemic made it extremely difficult for struggling families to fulfill their children's financial needs for distance learning. Another issue, as Magsambol (2020) mentioned, is the student's mental health Online classes have an impact on the mental health of students, parents, and even teachers. It has the potential to exacerbate existing mental health issues in people who currently have them. It is more difficult for students to obtain new skills, and many report feeling physically weary despite the fact that they are only sitting in front of a computer. Considering this, there has been a decrease in interaction since the COVID outbreak, and students are feeling social isolation. Students face emotions of isolation, lack of motivation, and isolation as a result of the lack of social connection in online education. (Kentucky Counselling Center, 2021).

Statement of the Problem

This study determined the factors affecting the learning outcomes during online class of college students in College of Teacher Education. Specifically, this study sought to answer the following questions.

1. What are the factors affecting the learning outcomes of College of Teacher Education students?

2. How students cope with the sudden shift to online class to achieve learning outcomes?

■ **METHODS**

Theoretical Framework

Figure 1 presents the interlayering components of learning in the original model of COI, which includes the teacher presence, cognitive presence and community presence as the contributing factors of learning. This model is relevant to the current study because it suggests that social, teacher and cognitive presence can be contributing factors to the achievement of learning of the students in online and blended learning.
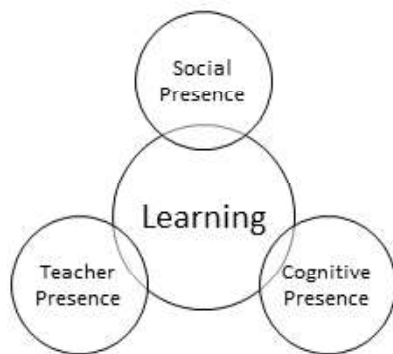

Figure 1. Community of inquiry (Garrison, Anderson, Garrison and Archer, 2000)

Research Design

This study employed the qualitative-phenomenological research design to examine the factors affecting college students' learning outcomes in online class. In qualitative research the researchers collect data through actual observations, questionnaires, interviews, focus groups, participant observation, field recordings, documents, and artifacts. Qualitative research, according to Creswell (1994), is "…an inquiry technique for understanding a social or human problem focused on constructing a complex, holistic picture using words, reflecting comprehensive viewpoints of informants, and undertaken in a natural context.".

According to Creswell (1998), Analysis of phenomenological data entails reduction techniques, evaluation of particular statements and themes, and a search for all viable interpretations. Thematic analysis has been also implemented as a common practice employed in qualitative research studies. In this case, data obtained with common meanings was grouped into themes. Based on the unique responses and perspectives of the respondents, the topics were thoroughly analyzed and reviewed.

Respondents

The researchers utilized purposive sampling technique to select the college students of Western Mindanao State University as the respondents of the study, preferably the College of Teacher Education-BEED students who are enrolled during the second semester of academic year 2021-2022, and are taking online classes. The researchers came up with five (5) students from Western Mindanao State University, taking Bachelor of Elementary Education as respondents.

Research Locale

The study covered only the respondents from one undergraduate program of Western Mindanao State University, which is the Elementary Education Program. It aims to investigate the factors affecting the achievement of learning outcomes of college

students taking online classes during covid-19 pandemic. The study utilized the subjective perceptions and responses of college students who are taking online class during 2nd semester of academic year 2021-2022.

Sampling Procedure

Purposive sampling was used in this study. This sampling method was ideal for this study because it relies on the researchers' discretion and prior knowledge of the participants. This is a non-probability sampling technique where the researchers relied on their discretion to choose for the sample population. Hence, Purposive sampling is ideal for this study because the researchers selected participants or respondents to answer the research questions who they believe provide the best information

Research Instrument

The researchers utilized the one-on-one interview protocol as the research instrument of this study. A professor from Western Mindanao State University examined and validated the instrument thoroughly. The respondents volunteered to participate in the study. They were contacted personally by the researchers. Online technology tools such as Google Meet and Facebook Messenger were used to conduct the interview.

Data Gathering Procedure

The researchers conducted the study by commencing information to identify obstacles and variables which is also interrelated with the style of the questionnaire which is designed to have specific questions to identify the problems.

Structured type of interview questions had been employed in this study. To ensure the reliability and validity of the data, the interview questions were aligned with the research interview before the interview was conducted. In addition, throughout the interview, the researchers avoided any prejudice towards the responses of the respondents. At the end of the interview the audio-recorded and video-recorded interviews were held in utmost confidence and were not distributed with anyone not affiliated with the research.

The questionnaire is a qualitative form that answered by the College of Teacher Education students of Western Mindanao State University. It consists of two (2) main questions. The first main-question explored the lived experiences of students during online class and is followed by seven (7) sub-questions that discussed the participation, attendance and performance of the students while the second main-question looked into the situation of the students and had two (2) sub-questions that dealt with how students cope to the sudden shift of class to online learning.

After forming the designed questionnaire this was undergone in the process of modification after obtaining the comments and recommendations from the validators of the questionnaire. The invited validators are experts in the field of educational research and has published research articles in reputable journals. After rectifying, a letter for permission to conduct the study was written to the dean of the College of Teacher Education students. After the approval, the researchers seek permission from the respondents (BEED Students) before conducting the interview. With the approval of the participants, the researchers further discussed information about the study. During the interview the researchers provided two (2) main questions followed by ten (10) sub-questions to the participants in-order to gather information. After collecting the data, the researcher assessed the research outcome and formulated the conclusion and recommendations.

Data Analysis

The data analysis began after the researchers have gathered data from five responders. The sample size of the participants

was determined enough for the study's analysis, which was supported by the contention of Speziale and Carpenter (2002) that five to ten respondents are optimal if one wishes to obtain rich information about a given occurrence.

The researchers utilized the thematic analysis strategy. Thematic analysis is a research tool used to determine similarities of certain words and their meanings and group them into themes (Torres et al., 2020). The researchers transcribed the recordings of the respondent's responses, then organized, coded and broken down into categories. Finally, the data was categorized into themes or descriptions that facilitated the interrelationship, evaluated the language used and interpretation of the themes and descriptions.

The data analysis has been conducted precisely and in a consistent manner to ensure that the results are credible. The result has been also shared with the participants to clarify if the result is accurate to what they have shared, in this way, the correctness of the result of the analysis and findings can be thoroughly checked. This technique is called member checking which is an integral part of creating credibility and trustworthiness of the qualitative findings and results (Creswell & Miller, 2000).

Ethical Consideration

The researchers adhered to the basic ethical principles in research during the conduct of the study since human subjects are included as respondents. The researchers assured utmost confidentiality in handling all information of the subjects. No physical and/or psychological harm was inflicted to the respondents. The assumptions of keeping the identity and findings of the study under the condition of anonymity was properly observed. The researchers understand that the subjects have the right to make choices based on their values and beliefs; hence, full autonomy afforded to them.

Data collection Procedure

A qualitative study was utilized to determine the factors affecting the learning outcomes during online class of college of teacher education. The data was gathered from one-on-one interview to the five respondents and the researchers. During the interview the respondents are informed that the session will be recorded and transcribed thorough by the researchers after gathered information.

■ RESULTS AND DISCUSSION

Interview Analysis

The process of analyzing the data collected helped the researchers to analyze and interpret the given data. The process involved the emerging and breaking down of responses of the respondents and also the researchers' reflections in every question and sub-questions in the interview conducted and made an extra effort to achieve the aim and purpose of the research. During the coding, the data were examined to make some adjustments and the gathered information and the themes were analyzed carefully and thoroughly.

Interview Findings

The purpose of this study was to identify the different factors affecting the learning outcomes of college of teacher education students and know how they cope with the shift to online class to achieve learning outcomes. The shift of classes to online learning due to pandemic greatly effects on the students' academic performance. The benefits would be helpful as its purpose to identify the different factors and learn how it affects the students, this aims to know the different coping mechanisms the students did to overcome them.

Interview Question 1. What can you say about your experience in taking online classes?

Respondent's response: All interviewed students are facing challenges like in playing both roles of being a student and as a member of the family especially in doing household chores, part of the challenges also is to learn and master the platform in attending online class. The sudden shift of the classes gave them different adjustment in their time and adjustment due to their learning environment. Also, these set up affected their motivation such as finding it exhausting and downright unreasonable.

Researcher's reflection: the given statement above showed that the time of the students is being affected and are having a hard time adjusting with the sudden shift of mode of learning.

Sub-question A. Do you attend to your classes regularly?

Respondent's Response: Two of the respondents answered Yes, they attend their class regularly but there are some instances like brownouts, slow internet connection and other personal matter that they are experiencing to have a hard time attending. One of the respondents responded that she rarely attends her classes, and two of the respondents answered No, they didn't attend their classes regularly.

Researchers Response: The responses above showed that the students have different issues and problems that are facing in order to attend their classes. Some attend classes regularly and some of the respondents didn't not because they don't want to but because of the connectivity and some personal issues that can affect their attendance in classes. B. If no, what are your main reasons that you could not attend regularly? Respondents Response: The responses above showed that each students have their own main

reason that they can't attend their classes regularly. One of the respondents answered that she rarely attends her classes because she has a part time job to have some extra income since she's just at home and the two respondents responded that they didn't attend their classes regularly because of poor internet connection, they just attend the class depending on the signal, and also sometimes because of procrastination and laziness since they find it boring. Researchers Response: Online classes depends on the gadgets, signal and connectivity that's why when students experience the absence one of these three, it will affect their attendance and even the drive to attend their classes.

Students response: All the students interviewed who are 3rd and 4th year under BEED program answered the same about do they participate during online classes. They are willing to participate to the condition when the professor or facilitator ask them to participate during discussion. There also other reasons such as their learning styles. Some of them prefer listening to learn. There are also reason that they are anxious of committing mistake when asked and they are not confident about the idea they would share.

Researchers Reflection: The given statements/ answers above by the respondents showed that students have the will to participate yet not often because of many conditions such as when their name is called, their own learning styles and the lack of confidence within self that leads to anxiety.

Do you perform well in your quizzes or exams? If yes, how did you manage to do so?

Students' Responses: 3 out of 5 students answered yes, that they can do their best on quizzes or exams during online class. 1 student state that his performance is above satisfactory

but he didn't ace every exam or quiz. And the other student state that if she rates her performance, it would be 25% over 100%, for the reason she didn't study that much because she's busy with work.

Researcher's Reflection: Based on their answers, we can say that most of them are still performing well on quizzes and exams during online class. Most of them manage to perform well because they are reading and studying for the exam and quizzes. It only shows that even in online learning, studying before the exam can lead to positive results.

If no, what do you think are the hindrances that stops you from doing so?

Respondents' Response: One out of five respondents answered no, she didn't perform well in her quizzes or exams. She stated that the main reason of not performing well is not reviewing ahead of time or on her free time. Instead of doing it, she's just browsing or scrolling in social media.

Researcher's Response: Based on the above statement, some of the students didn't perform well in quizzes or even in exams because of social media. Online class can be destructive sometimes because the students often use gadgets that can affect their reviewing time or study habit.

Sub-question G. Do you submit your outputs/ requirements in time? If yes, how often? If no, why?

Students' responses: All of the students have the same answer when it comes to submitting their requirements on time. Sometimes they experience delays on passing their requirements because of the internet connection. Researchers' reflection: that due to the slow internet connection, requirements and class activities time

Interview Question 2: Have you adjusted to the current setup of classes due to Covid-19?

Student's responses: All of the students answered same about how well they are adjusted with the new online class setup. Researchers' reflection: The given statement above showed the different experienced on how well they are adjusted. Nevertheless, the online learning set up is a no longer concern for them because the transition switching from face-to-face to online class is completed quickly and smoothly.

Sub Question A. Are you satisfied with your academic performance during online class?

Students' responses: 3 of the respondents says that they are not satisfied, 1 is neutral while the other 1 is satisfied. Respondents who are unsatisfied state that they don't feel confident in the new learning set-up, they still find f2f more comfortable, the learning environment at home is not really ideal for learning for they are really prone to distractions. Respondent that is neutral states that he is aware of the difficulties but he can still manage his studies, he also states that he still finds f2f more satisfying. And the respondent who is satisfied states that she is satisfied for the reason that her grades didn't change during online and f2f class.

Researchers Reflection: The given statement above showed that students have different reaction on their academic performance during online class. However, most students find it not satisfying for the reason that their present learning environment greatly affect their focus and attention on online class. The learning environment refers to the physical locations, contexts, and cultures in which students learn. Having a comfortable learning environment is vital for

learning, a comfortable learning environment results to more productive academic performance.

Sub Question 2. What did you do to cope with the shift of classes to online learning?

Student's response: 2 of the respondents says that in order to cope with the shift of classes adjusting and adapting is really important, 1 respondent says that his expertise in using technology tools specifically "editing" help him on coping for this is often use on online class, another respondent says that accepting the reality and time management is her way of coping, and the other one says that he is still on the process of coping but he is confident that he will cope eventually, being constantly reminded of his goals is helpful for him to keep moving.

Researchers Reflection: The given statement above showed that students have different ways of coping to the shift of classes to online learning. Being flexible and adaptable is really an important trait for students experiencing the shift of classes. Being technologically-literate is an advantage and knowing how to manage your time is really helpful on this new school set-up. Coping or coping mechanisms is our way to keep moving despite the struggles we are facing, it is really hard to start a new school year with the new unfamiliar learning set-up. It likes that we start again from scratch adjusting and absorbing new information but through perseverance, adapting and adjusting we are able to keep moving.

Emergent Themes and Codes

The interviews were written and coded manually. The emerging themes from the analyze interview transcripts are;
1. Technological Readiness.
2. Non-academic influences.
3. Environmental Factors.
4. Physiological Factors.
5. Adaptation to Online Class.

Table 1. Shows the presentation of the category in its first cycle and second cycle.

Coding	
First cycle Emergent themes	**Second cycle Codes**
1. Technological Readiness.	
	1.1 Background knowledge on Technology. 1.2 Technological skills.
2. Non-academic influences.	
	2.1 Internet Connectivity 2.2 Roles 2.2.1 Work 2.2.2 Household chores
3. Environmental Factors.	
	3.1 Distraction 3.1.1 Physical noise. 3.1.2 Other online activities.
4. Physiological Factors.	
	4.1 Mood.
5. Adaptation to Online Class.	
	5.1 Time spent in Online classes. 5.2 Experience gained.

Relationship of Interview Question 1.
What are the factors affecting the achievement of learning outcomes of college of teacher education students?

There were various questions employed during the in-depth interview to aid the research question. Four (4) out of Five (5) themes emerged out from the students' responses to research question 1 (See figure 2).
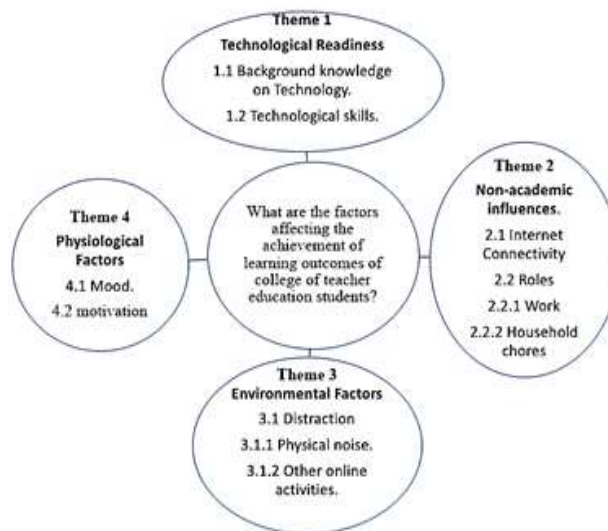
Figure 2. Factors affecting students' achievement of learning outcomes

Relationship of Theme 1: Technological Readiness.

Upon reading the statements of the respondents, they addressed that the sudden shift of face-to-face classes to online learning brought them into surprise on using technological tools.

Summary theme 1:

Some Students admitted that they are not very much into technology. As respondent no. 4 stated *"...mahirap siya kasi kailangan pa pag aralan yung mga bagay na ginagamit sa online class"* This clearly shows his/her insufficiency in the required technological competence before the beginning of the online class. In that matter, this caused difficulties in immediate adjustment for online class. Furthermore, Students felt challenged with some of the activities that requires them to utilize online tools for the online classes. In exemption, a respondent said that he has already the technological competence required to adjust with the Online learning setup *"...I am well verse to this I used it for many peer teachings."*

This implies that the students with higher level of knowledge and skills in the aspect of technology are more susceptible to adapt the new learning set-up. For they are least likely to get confused on the technological world introduced in online learning. While students with low and fair level of technological skills and knowledge seems to be baffled and lost at start resulting to a longer time for adapting and adjusting to this new online learning.

Carsten et.al. 2021, found out that *"...more training for teachers and students are necessary to better implement technology in the classroom."* Thus, the technological readiness in an online class is a factor that affects the achievement of learning outcomes.

Relationship of Theme 2: Non-academic influences

In viewing the students' responses, they outspokenly address that there are some not academically related factors affecting their total performance in online classes.

Summary of theme 2:

Pandemic made students explore new things such as having part time job since it has not only affected education but also our livelihood that impacted the financial stability. In that manner, students had to play multiple role while studying. Too many roles give students insufficient time to finish school related tasks as one of the respondents revealed *"...there are things that*

are keeping me from submitting on time would be household chores as being the eldest, I should assume the responsibility of being a parent since I am the eldest." Having too many roles means too many measures and this can lead into heavy consequences that can impact in our performance, as it was mentioned by the respondent *"...I can say nasa 25% kase di kase ako nagsstudy tlga kasi busy sa work kaya ga-based ako sa stock knowledge and comprehension"*

On the other hand, internet stability also contributed a sluggish movement that affect the students' participation *"minsan di ako nagpaparticipate dahil sa connection"* the problem in internet connectivity is put students in great disadvantage in learning. There was instance that students had to relocate to different place just to acquire better internet connection. One of the respondent mentioned *"...The signal is bad. I have to choose whether to go here in Zamboanga or stay in Basilan. Apparently the signal in Basilan is bad that's why I choose to go here in Zamboanga and live in an orphanage"*.

Hence, household chores, slow internet connectivity and work related tasks can be identified as factors that affect the students' achievement of learning during online class.

Relationship of theme 3: Environmental factors

Upon processing the respondents' responses, they said that they were influenced by the activities happening in their surroundings.

Summary of the theme 3:

The sudden shift of the mode of learning affected students' performance and motivation toward the learning process, a lot of factors were found out in some related study and environmental factor is one of them.

Based on the respondents answer, they highlighted Environmental factors as a major reason that have influenced their achievement of academic learning. Environmental factors include the learning environment, distractions, physical noise and other online activities that disrupt their learning. One respondent even state that "taking the online class is hard,its like attending to the class at the same time doing the household chore, and the noise that coming from the background distracts us In online class." his claims was supported by other respondents, for they gave similar response like as mentioned by another respondent "The signal and the environment, since I live in an orphanage as a volunteer I have to deal with the noises made by the children." Another respondent also states that *"...Dahil sa distractions sa bahay kaya 'di ka nakakagawa ng requirements, 'di nakakapass on time. I think yung academic performance ko low talaga."* these only shows how a type of learning environment contributes to students learning, noise in the background in their current learning environment is really inevitable it becomes an extra burden for the students, for it greatly affects their focus on online learning. As it is inevitable they are left with no other option but to bear with it. Aside from physical noises the respondents also shares their difficulties with the online tools needed for this kind of learning set-up, connecting to the internet is the only way to access online learning but it is also the way to access different social media applications and entertainment sites that always pulls students focus away from learning, one respondent even states *that "Ang hindrance for me for not performing well sa quizzes kase di maka-study, kapag may free time di ginagamit nagsscroll lang sa social media."* this was revealed by one of the respondent during the interview, one respondent even state that the learning environment in face-to-face class is far more ideal than of online class *"Iba kasi talaga yung f2f sa online class. Kasi in f2f*

nandyan talaga yung learning environment, teacher and student interactions, In online class kasi nasa comfort zone tayo sa bahay nandyan talaga yung distractions."

In study of Chere and Kirkham (2021), it was revealed that higher in-home noise levels lead to higher rates of annoyance and may be hindering home-learning, with both younger and older adolescents being impacted. Hence, the learning environment, distractions, physical noise and other online activities can be categorized as affecting factors that hinders students' achievement of learning outcomes.

Relationship of theme 4: Physiological factors

Proceeding from the students' responses, they openly stated that they were dissatisfied with the online class set-up.

Summary of the theme 4:

Students felt exhausted and unmotivated during their classes. A respondent stated that "*…kasi minsan dahil sa distraction sa bahay kaya 'di ka nakakaconcentrate, di ka nakagagawa ng requirements, di ka nakakapass on time*" the same student also mentioned about being anxious "*...once in a blue moon lang ako magparticipate kasi minsan ga-anxious din ako baka mali sagot ko*" while another respondent also mentioned *"for me*

masasabi ko mismo sa sarili ko, di talaga ako participative in online class. One of the reasons is yung confidence ko di talaga good enough para magbigay ng opinion sa class" and lastly, *"I do not participate due to anxiousness that I might relay the wrong concepts and answers that I think I might be out of the context"* The mentioned psychological facts clearly proves that the sudden shift of class affected the students' mood.

Beharu (2018) found out in "*Psychological Factors Affecting Students' Academic Performance Among Freshman Psychology Students in Dire Dawa University*" that there was significant relationship between psychological factors and students' academic performance. This suggest that psychological factors such as; motivation, mood, anxiousness, concentration and confidence in online class affect the achievement of learning outcomes.

Relationship of Interview Question 2:
2. Have you adjusted to the current setup of classes due to Covid-19?

There were various questions employed during the in-depth interview to aid the research question. Four (4) out of Five (5) themes emerged out from the students' responses to research question 1. (See figure 3)
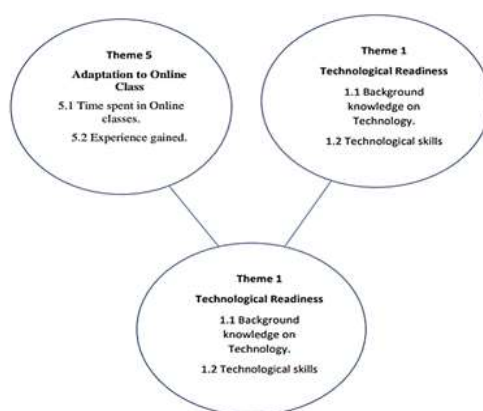

Figure 3. The current setup of classes due to Covid-19

Relationship of the theme 5: Adaptation to Online Class

In accordance to students' responses, they somehow managed to adjust with the sudden shift of classes to online learning.

Summary of the theme 5:

Students spent enough time to adjust their selves to the new set-up. This was anchored to the statement that a respondent had release *"...Yes, I have adjusted after all we're doing it for about 2 years."* Students had their way in adjusting to the new classroom set up because of the experiences they gained in the span of 2 school-years of having a virtual interaction. This implies that students had experience a natural adjustment due to the amount of time they spent attending online classes and it provided them the experiences they have need to take up to be able to blend in and work their way in the online class set up.

Relationship of the theme 1: Technological readiness:

Conforming to the students' responses, they pointed out that their background knowledge in using technology helped them to adapt with the online class.

Summary of the theme 1:

Students possessed the necessary knowledge to support them. Being part of an online class requires the students to have at least the basic knowledge in manipulating the virtual environment. A respondent said *"...adjust with the new platform and learn the application used by asking to the classmates, at first sobrang hirap siya di ko tlga ala,m gamitin ang google meet but through asking my classmates so yun natutunan ko siya..."* It tells that once the students obtained the necessary knowledge and basic skills required in an online class, it can help them adjust to sudden shift of classes to online learning.

Discussion of Research Question 1

In the interview conducted, the five respondents have shared their experiences with the different factors that affected their achievement of learning outcomes. These respondents belong to those who have been affected by the shift from face-to-face to online classes due to the pandemic outbreak.

The first research question, mainly discusses the experiences and the performances of the students to the adapted online classes. Various points were discussed, such as how they have been doing while attending in the new setup, how often they were participating with the numerous activities they received, and how well they did overall perform. Most of the respondents mentioned the difficulty to focus during online class because of the inappropriate environment, the lack of skills in utilizing technological tools, the slow internet connection that caused students to be unproductive, the difficulty in harmonizing the school related works and household chores, and the psychological capacity of the students while dealing with the school works. In relation to this, students had no choice but to take online classes despite the fact this new set-up of education is undoubtedly and unduly challenging.

This suggests that, most of the respondents denounced the implementation of online class because of the students' unpreparedness to paradigm shift of education to online learning that had affected students' achievement of learning outcomes. Preparedness or readiness among students is necessary in completing the objectives in education. Najafi et.al (2017) in their study *"The Theory of Planned Behavior and Disaster Preparedness"* they found out that the more strongly a person can be made to feel that they have control over DPB (disaster

preparedness behaviors), the more likely they are to carry out their intentions. That is, heightened perceived control tends to strengthen people's motivation to do DPB. Therefore, the students in online class were having difficulties in the new set-up of learning because they do not have the control over these factors that affect their achievement of learning outcomes.

Discussion of Research Question 2

The second main question helped the researchers to reached to a clearer point on how the students manage to continue studying even with the new learning set-up, their satisfaction on their performance and their necessary adjustments to still pursue their studies.

The respondents at this stage share their experiences and sentiments toward their academic performance on the new learning set-up. Most of the respondent stated that they are not satisfied on their academic performance for different reasons like they do not feel comfortable on their current learning environments, they still prefer face-to-face classes, they are more prone to distractions, they are having hard time to focus and even difficulties on submitting their requirements on time. But when asked if they already adapted the new learning set-up, most of them answered "yes" stating that they managed to cope with the challenges by gradually learning the basics on how to use the necessary online tools and they have been doing this online learning set-up for almost 2 years. When asked how did they cope with the shift of classes, most of the respondent stated that it is hard at the beginning but as they proceed they are able to get used to it, students with enough experience using technologies have advantages in terms of adjusting. But nevertheless, their perseverance and willingness to learn is what brought them here.

Like one of the respondents said, online classes are here for almost 2 years already, even though it is saddening, students are forced to adapt this foreign set-up. Everything is difficult from the start but with sufficient time and experience we are able to find ways and made necessary adjustments to keep moving, but even with these years spend on online learning most of the students still feel uncomfortable and unsatisfied with their academic performance. Online learning is really ideal for the education sector to keep moving amidst this pandemic, but this sudden change in the field of education undoubtedly made students suffer. Most students are not familiar and not ready for this change but with the willingness to continue studying students were forced to take drastic measures to survive.

■ **CONCLUSIONS**

For the findings of this study, the following conclusions are drawn:

Based on the answer of the respondents, all of them faced difficulties and challenges on the sudden shift of Face-to-Face classes to online learning. The learning environment at their own respective home are not ideal for learning for they are having difficulties balancing their responsibilities in school and home. Even attending the class regularly seems to be a problem, most of the students can't attend the online class regularly for different reasons like power interruption and loss of internet connection.

Their responses also showed that the sudden shift to online classes took a great toll on the students, first, they have to adjust and adapt the new set-up, and for students that are used on the traditional way of learning, shifting to online is a bit challenging. Seeing and using the online tools for the first time is really strange and uncomfortable. Voluntary class participation seems also to reduce during online class for the respondent state that they will only participate if they needed or called to.

This study also showed that the confidence of the students to their studies is slowly decreasing, for most of them are not satisfied on their performance during online class. Face to face class seems to be more favorable based on their responses. Additionally, most of the students taking online class are vulnerable to different mental and physiological factors that hinders their learning such as Lacking of motivation, Procrastination, Laziness and fatigue. Another factor that unearthed from this are non-academic influences such as the slow internet connectivity, work and household activities that makes students unable to maximize their attention towards their academic endeavor.

Based on the students' responses, most of them have already cope to the new learning set-up. Adjusting, accepting the reality and adapting are some coping mechanisms they did to fit-in in the new learning set-up. Spending enough time and effort on learning the tools needed on this set-up becomes a relevant phase for every student, trusting the process and perseverance are great factors to keep them moving, as time goes by and as they get used to this set-up they continue developing coping strategies to counter the problems.

Base on the findings of the study, it clearly shows that online learning has significant issues that needs further investigations. It can be assumed that the sudden shift of classes to online mode of learning is less effective than the face-to-face set-up. Various issues were disclosed that include: technological readiness, non-academic influences, environmental factors and physiological factors. These factors can be subdued by adjusting oneself into this mode of education. Learning the relevant materials and tools, maintaining motivation towards learning, and developing strategies are some of effective ways in countering the factors that negatively affect learning outcomes during online class.

Further, the researchers would like to recommend the future researchers should do a more in-depth investigation into all aspects of the consequences of unpreparedness among students in online learning, according to the scholars who supported this work. It is also advised that anyone who will use this study as a reference read the results and discussion carefully so that they may have a better understanding of how and why research problems are done.

■ **REFERENCES**

Alalwan, N., Al-Rahmi, W., Alfarraj, O., Alzahrani, A., Yahaya, N., & Al-Rahmi, A. (2019). Integrated Three Theories to Develop a Model of Factors Affecting Students' Academic Performance in Higher Education. *IEEE Access*, *7*, 98725-98742. doi: 10.1109/access.2019.2928142

Apuke, O., & Iyendo, T. (2018). University students' usage of the internet resources for research and learning: forms of access and perceptions of utility. *Heliyon*, *4*(12), e01052. doi: 10.1016/j.heliyon.2018.e01052

Chere, B., & Kirkham, N. (2021). The Negative Impact of Noise on Adolescents' Executive Function: An Online Study in the Context of Home-Learning During a Pandemic. *Frontiers in Psychology, 12*. doi: 1 0 . 3 3 8 9 / fpsyg.2021.715301

Creswell, J. (1994). Research design: Qualitative & Quantitative Approach London: *Sage Publications.*

Creswell, J. (1998). Qualitative inquiry and research design: Choosing among five traditions. Thousand Oaks, CA: Sage.

Creswell, J. W., & Miller, D. L. (2000). Getting good qualitative data to improve educational practice, *Theory Into*

Practice, 39(3), 124-130.

Cruz, K. (2021). Distance learning struggle continues. *The Manila Times*. Retrieved November 6, 2021, https://www.manilatimes.net/2021/0 9 / 1 3 / news/national/distance/learning-struggle-continues/1814527

Demarest, A. (2021). What are Google forms? Everything you need to know about Google workspace's online form builder. *Business Insider*. https://www.businessinsider.com/what-is-google-forms

Donitsa-Schmidt, S., & Ramot, R. (2020). Opportunities and challenges: teacher education in Israel in the Covid-19 pandemic. *Journal of Education for Teaching, 46*(4),586-595. doi:10.1080/02607476.2020.1799708

Friedman, J. (2022). Tackle Challenges of Online Classes Due to COVID-19. Retrieved from https://www.usnews.-com/education/best-colleges/articles / h o w - t o - overcome-challenges-of-o n l i n e neclasses-due-to-coronavirus

Gopal, R., Singh, V., & Aggarwal, A. (2021). Impact of online classes on the satisfaction and performance of students during the pandemic period of COVID 19. *Education and Information Technologies, 26*(6), 6923-6947. doi: 10.1007/s10639-021-10523-1

Handang, J. (2022). Readiness for Online Learning among Social Studies Students During the Pandemic. *International Journal on Integrated Education*. doi:10.31149/ijie.v5i4.2920

Indiana University Bloomington. (2022). Developing Learning Outcomes. Retrieved 10 June 2022, from h t t p s : / / citl.indiana.edu/teaching- r e s o u r c e s / course-design/developing-learning- outcomes/index.html

Kentucky Counselling Center (2021). Mental health effects of online learning. Kentucky Counseling Center. R e t r i e v e d f r o m : h t t p s : / / k e n t u c k y c o u n selingcenter.com/mental- health-effects-of-online learning

Kruk, M. (2019). Assessing the effectiveness of virtual technologies in foreign and Second language instruction. *Advances in Linguistics and Communication Studies*. doi:10.4018/978-1-5225-7286-2

Li, C., & Lalani, F. (2020). The COVID-19 pandemic has changed education forever. This is how. Retrieved February 16, 2022, from https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/

Magsambol, B. (2021). Distance learning in the Philippines: A year of hits and misses. *Rappler*.

Picciano, A. (2017). Theories and frameworks for online education: Seeking an integrated model. *Online Learning, 21*(3). doi:10.24059/olj. v21i3.1225

Rotas, E., & Cahapay, M. (2020). Difficulties in Remote Learning: Voices of Philippine University Students in the Wake of COVID-19 Crisis. *Asian Journal of Distance Education, 15*(02), 2020

Serhan, D. (2020). Transitioning from face- t o face to remote learning: Students' attitudes and perceptions of using Z o o m during COVID-19 pandemic. *International Journal of Technology in Education and Science (IJTES), 4*(4), 335-342

Speziale, H., & Carpenter, D. (2007). Qualitative research in nursing: Advancing the humanistic imperative (4th ed.).

Philadelphia: Lippincott Williams & Wilkins.

Sunstar (2020). DOH warns of possible health problems from online classes. https:// www.sunstar.com.ph/article/1 869290/ Manila/Local-News/DOH- warns-of-possible-health-problems- from-online-classes

Tria, J. (2020). The COVID-19 pandemic through the lens of education in the Philippines: The new normal. *International Journal of Pedagogical Development and Lifelong Learning, 1*(1). doi:10.30935/ijpdll/8311

Torres, J., Collantes, L., Astrero, E., Millan, A., & Gabriel, C. (2020). Pandemic humor: Inventory of the humor scripts produced during the COVID-19 outbreak. *The Asian EFL Journal, 7*(3.1), 138-164.

WHO (n.d.). Coronavirus disease (COVID-19): Schools. WHO | World Health Organization.https://www.who.int/news-room/q-a-detail/coronavirusdisea secovid-19-schools

Yi, Y. & Linda F. (n.d.) Ensuring Quality in Online Education Instruction: What Instructor Should Know? *Mississippi State University.*