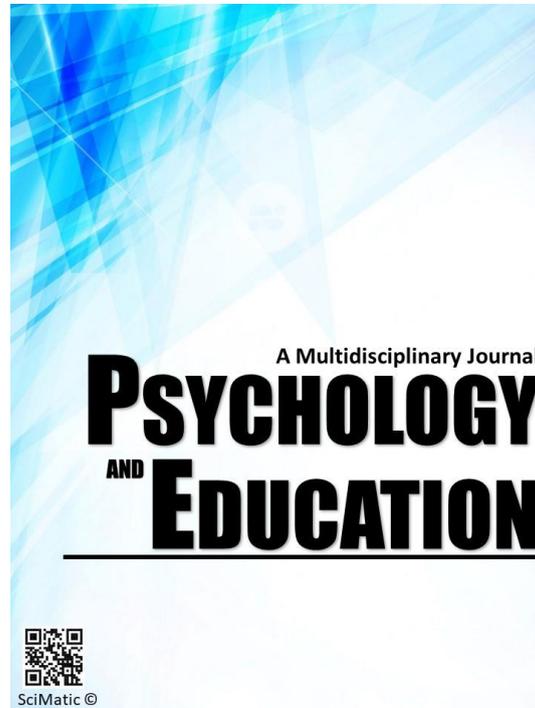


EXTENT OF EFFECTIVENESS OF ONLINE MODE OF LEARNING OF SELECTED PSYCHOLOGY STUDENTS OF ST. DOMINIC COLLEGE OF ASIA



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2022

Volume: 5

Issue: 1

Pages: 245-251

Document ID: 2022PEMJ313

DOI: 10.5281/zenodo.7242612

Manuscript Submitted: 2022-10-15

Manuscript Accepted: 2022-10-23



Extent of Effectiveness of Online Mode of Learning of Selected Psychology Students of St. Dominic College of Asia

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Abstract

This study aimed to assess the extent of effectiveness of the online mode of learning for selected Psychology students. Factors being assessed by the study are Teaching Delivery, Online Interaction, Virtual Presentation, Online Assessment, and Course Compliance. A total of 88 selected Psychology students participated as respondents in the study wherein they were profiled according to sex (male; female) and year level (first year, second year, third year, and fourth year). Results showed that across demographic profiles and factors being measured, respondents agreed that the online mode of delivery is effective. Respondents identified that the online mode of learning has some advantages, such as self-paced learning, self-directed learning, and time management. However, they have also identified some disadvantages such as environmental distractions, internet connectivity issues, and high anxiety and stress.

Keywords: *online assessment, online mode of learning, teaching delivery, online interaction, course compliance, virtual presentation*

Introduction

Even before the COVID-19 pandemic, technology in the field of education has already expanded quickly. With this, eLearning is one of the alternatives to traditional learning, and it makes education more flexible as students can learn whenever and wherever they want. This internet-learning changes the interaction between teachers and students. According to Intel World Ahead Program studies (2009), student motivation, engagement, and attendance are all important components of learning and can be improved using eLearning.

The US state of Maine (2009) stated that over 42,000 middle school students and 500 instructors are reached by eLearning environments at school. More than 80% of teachers questioned claimed that pupils were more invested in their education, learned more, and did better work. The rise of this online mode of delivery has helped to motivate students to take responsibility for their knowledge growth because there are no time or location constraints, and education has become more flexible. As a result, internet learning makes learning more convenient.

The researchers chose this study because it is very timely given the current situation though the online mode of learning is very challenging, especially during this time of the pandemic, as some students and teachers have no internet access or no access to the technology became the gap in learning. However, they're still looking for the means or ways to continue

their education. Moreover, the researcher wanted to add present studies on the extent of effectiveness of the online mode of learning. Moreover, the following are the research questions of the study:

1. What is the demographic profile of respondents when they are grouped according to:
 - 1.1 Sex
 - 1.2. Year Level
2. What is the perceived level of effectiveness of the online mode of learning in terms of factors per demographic profile:
 - 2.1 Teaching Delivery
 - 2.2 Online Interaction
 - 2.3 Virtual Presentation
 - 2.4 Online Assessment
 - 2.5 Course Compliance
3. Is there a significant difference in the perceived level of effectiveness per sub-factor of online mode of delivery when data will be grouped according to demographic profile?
- 4: What are the advantages of the online mode of learning as identified by respondents?
- 5: What are the disadvantages of the online mode of learning as identified by respondents?

Literature Review

According to Somayeh (2006) eLearning method has more independence. It indicates that eLearning can be used in the educational system as a tactic to meet the rising demand for higher education. They also contend that education and distance learning are products of



technology teacher-student separation, which liberates students from scheduling rigidity and mobility restrictions. Online learning, in the discussion by Gautam (2020), allows teachers to instruct students more effectively. A paperless learning environment that is more cost-effective and ecologically friendly is created by having all course or study materials available online. The flexibility of taking classes anywhere you want is another advantage of online education. But for many students, one of the hardest parts of online learning is keeping their attention on the screen for an extended period of time.

The study of Mobo (2019) revealed that the majority of respondents believe that eLearning education is excellent for allowing students to be flexible. The Department of Education (DepEd) has put in place online and technologically supported remote learning methods. Most of the respondents think that eLearning education is very good in terms of giving the students time to be flexible.

According to Noesgaard and Orngreen (2015), through an integrative review, it was discovered that interactions between the artifact and the people who use it, support and resources, people's motivation and experience, and those factors all affect efficacy. Smith and Hardaker (2000) and Alexander (2001) explained that online learning might have the ability to lead to more in-depth conversations and enhance the standard of learning because it is anticipated that more self-directed learning will take place in these settings. The study of Luaran et al. (2014) concluded that students who were exposed to eLearning are a great deal as it provides greater flexibility for both the students and instructors.

In the study of Korlat et al. (2021), in comparison to masculine adolescents, female adolescents reported more teacher support for digital learning. Chua et al.'s (2020) results show that the responders' introduction of the online classroom as a quick response to the country's intensified quarantine situation went well. Even though all of the respondents' eLearning systems are free, there are still issues that students face, including a lack of resources, WiFi connectivity issues, and a lack of training for both students and instructors. Lorenzo (2016) stated that poor student and school performance is caused by the fact that the majority of public schools in the Philippines lack sufficient ICT facilities and that the majority of teachers lack adequate ICT skills.

Methodology

Participants

The research was conducted among selected psychology students of St. Dominic College of Asia located in Bacoor, Cavite. Respondents were 19 male psychology students and 69 female psychology students across all year levels. The primary reason why the researcher decided to conduct the research in the said locale is that it is convenient for the researcher. St. Dominic College of Asia is a significant area for the researcher other than the availability and fluent access to the resources.

Instruments of the Study

For this study, quantitative and qualitative method was used in gathering the data from the respondents. The tools were self-made research questionnaires that underwent content validation and reliability scoring with subject matter experts. The researcher computed the respondent's response to a 50-item 5-point Likert Scale in which each factor (Teaching Delivery, Online Interaction, Virtual Presentation, Online Assessment, and Course Compliance) has 10 items each.

Procedures

The researcher gathered information coming from journals, articles, news, theses, and other reliable internet resources to get the information needed for the research. For the data gathering from the respondents, the researcher asked permission from the Program Chair of the SDCA Psychology Department to distribute the questionnaire among the psychology students as respondents in the study. Respondents were then asked for their consent to participate in the study. After that, respondents were given questionnaires for them to answer. The researcher assured them that no harm would be inflicted upon them and that they could withdraw from the study anytime, should they wish to. The survey questionnaires were given to selected psychology students after they voluntarily gave consent to participate.

Ethical Considerations

The participation of respondents in this study is based on their willingness and time to participate. A consent letter was attached to the survey questionnaire so that they are informed about the nature and scope of the study. This study was approved as well before the Research Ethics Committee of St. Dominic College of



Asia.

Results

The following are the results of this study based on the research questions as stated above:

Table 1. *Frequency Distribution of Respondents*

Demographic Profile		Frequency	Percentage
Sex	Male	19	22
	Female	69	78
	Total	88	100
Year Level	First	21	24
	Second	27	31
	Third	21	24
	Fourth	19	22
Total		88	100

Table above shows that a total of 88 respondents participated in the study wherein there are more female and second year students who participated as respondents of this study.

Table 2. *Mean Score for Teaching Delivery in Online Mode of Learning*

Demographic Profile	Mean	SD	Verbal Description	Verbal Interpretation	
Sex	Male	3.83	0.65	Agree	Effective
	Female	3.71	0.45	Agree	Effective
	Average	3.74	0.50	Agree	Effective
	First	3.82	0.41	Agree	Effective
Year Level	Second	3.73	0.55	Agree	Effective
	Third	3.59	0.52	Agree	Effective
	Fourth	3.84	0.48	Agree	Effective
	Average	3.74	0.50	Agree	Effective

This table shows the mean score for teaching delivery. Across sex and year level, the mean score is within 3.40 to 4.19 with a verbal description of Agree and verbal interpretation of “Effective”. This would mean that online learning is effective in terms of teaching delivery.

Table 3. *Mean Score for Online Interaction in Online Mode of Learning*

Demographic Profile	Mean	SD	Verbal Description	Verbal Interpretation	
Sex	Male	3.78	0.67	Agree	Effective
	Female	3.55	0.54	Agree	Effective
	Average	3.60	0.57	Agree	Effective
	First	3.62	0.57	Agree	Effective
Year Level	Second	3.64	0.61	Agree	Effective
	Third	3.52	0.48	Agree	Effective
	Fourth	3.63	0.65	Agree	Effective
	Average	3.60	0.57	Agree	Effective

Based on the above table, the mean score for teaching delivery across sex and year level is within 3.40 to

4.19 with a verbal description of Agree and verbal interpretation of “Effective”. This would mean that online learning is effective in terms of class interaction.

Table 4. *Mean Score for Virtual Presentation in Online Mode of Learning*

Demographic Profile	Mean	SD	Verbal Description	Verbal Interpretation	
Sex	Male	3.82	0.66	Agree	Effective
	Female	3.60	0.53	Agree	Effective
	Average	3.65	0.57	Agree	Effective
Year Level	First	3.61	0.54	Agree	Effective
	Second	3.65	0.63	Agree	Effective
	Third	3.53	0.53	Agree	Effective
	Fourth	3.81	0.55	Agree	Effective
Average		3.65	0.57	Agree	Effective

Respondents perceived that virtual presentation in online mode of learning is effective since the mean score is within 3.40 to 4.19 with a verbal description of Agree.

Table 5. *Mean Score for Online Assessment in Online Mode of Learning*

Demographic Profile	Mean	SD	Verbal Description	Verbal Interpretation	
Sex	Male	4.04	0.62	Agree	Effective
	Female	3.83	0.59	Agree	Effective
	Average	3.88	0.60	Agree	Effective
	First	3.89	0.52	Agree	Effective
Year Level	Second	3.96	0.65	Agree	Effective
	Third	3.72	0.54	Agree	Effective
	Fourth	3.94	0.69	Agree	Effective
	Average	3.88	0.60	Agree	Effective

Table above shows the Mean Score for Online Assessment in Online Mode of Learning. Respondents perceived that online mode of learning is effective in terms of online assessment based on the mean score results of respondents across demographic profiles.

Table 6. *Mean Score for Course Compliance in Online Mode of Learning*

Demographic Profile	Mean	SD	Verbal Description	Verbal Interpretation	
Sex	Male	3.99	0.65	Agree	Effective
	Female	3.93	0.54	Agree	Effective
	Average	3.94	0.56	Agree	Effective
	First	3.96	0.42	Agree	Effective
Year Level	Second	4.02	0.64	Agree	Effective
	Third	3.80	0.58	Agree	Effective
	Fourth	3.98	0.58	Agree	Effective
	Average	3.94	0.56	Agree	Effective

In terms of course compliance, respondents perceived it as effective in online learning since the mean score across demographic profiles is within 3.40 to 4.19 with a verbal description of “Agree”.



Insufficient Learning Device, and Teaching Inefficiency.

Table 7. Test for Significant Difference

Demographic Profile	Factor	p-value	Significance	Ho Decision
Sex	Teaching Delivery	0.466	Not Significant	Accept
	Online Interaction	0.178	Not Significant	Accept
	Virtual Presentation	0.207	Not Significant	Accept
	Online Assessment	0.206	Not Significant	Accept
	Course Compliance	0.697	Not Significant	Accept
	Teaching Delivery	0.359	Not Significant	Accept
Year Level	Online Interaction	0.899	Not Significant	Accept
	Virtual Presentation	0.483	Not Significant	Accept
	Online Assessment	0.554	Not Significant	Accept
	Course Compliance	0.563	Not Significant	Accept
	Teaching Delivery	0.359	Not Significant	Accept
	Online Interaction	0.899	Not Significant	Accept

Results shows that there is no significant difference in the effectiveness of teaching delivery, online interaction, virtual presentation, online assessment and course compliance in both sex and year level demographic profiles.

Table 8. Advantages of Online Mode of Learning as Identified by Respondents

Reasons	Frequency
Self-Paced Learning	13
Self-Directed Learning	9
Time Management	8
Accessibility	7
Convenience	2
Effective Teaching Delivery	2
Learning New Things	2
Balance with priorities	1

In this table, it shows the list of advantages of online mode of learning. Top 3 advantages of online learning are self-paced learning, self-directed learning and time management.

Table 9. Disadvantages of Online Mode of Learning as Identified by Respondents

Reasons	Frequency
Environmental Distractions	6
Internet Connectivity Issues	4
High Anxiety and Stress	3
Insufficient Learning Device	3
Teaching Inefficiency	3
Adjustment Issues	2
Demotivation	2
Difficulty in Learning	1
Distance in Communication	1
Limitation to Learning Exposures	1
Out of Focus	1

In this table, it shows the list of disadvantages of online mode of learning. Top 3 disadvantages of online learning are Environmental Distractions, Internet Connectivity Issues, High Anxiety and Stress,

Discussion

The main purpose of this study was to determine the extent of effectiveness of the online mode of learning for selected psychology students of St. Dominic College of Asia. Earlier research suggests that eLearning as a form of education is excellent at allowing students flexibility in their schedules, and this platform's user-friendly website makes it simple to study and complete online tasks whenever and wherever they want (Mobo, 2019). On the other hand, according to Somayeh (2006), the eLearning approach is more autonomous. According to some experts, learner autonomy and self-determination are essential components of learning. Given the availability of the appropriate infrastructure and conditions, as well as the proper design of the educational system in virtual settings, it appears that the use of eLearning in the educational system can be employed as a method to address the rising demand for higher education.

The results revealed no significant difference in terms of the five factors being measured, such as the teaching delivery, online interaction, virtual presentation, online assessment, and course compliance among the respondent's demographic profiles, which are sex (male, female) and year level (first year, second year, third year, fourth year). These results clearly contradict some of the earlier research found to be the disadvantages of online learning as most teachers and students have no access to this new type of learning, resulting in students' poor school performances (Lorenzo, 2006).

Interestingly enough, the results show that in terms of the respondents' participation clustered in demographic profile, there are more female respondents, and they were second-year college respondents. This would mean that they perceived the same level of effectiveness across factors.

Although these findings may not be consistent with other previous studies, they do spark that the online mode of learning in today's situation is effective in continuing one's education. Future research will be able to clarify the effects of online learning on students' academic performance with better design and measurement methods.

Numerous research has demonstrated that online learning increases student engagement, enhances

discussion quality, and fosters online friendships. The discussion board could assist students and improve their learning by finding solutions to difficult challenges. It may be simpler to use an online learning platform and more effective to use mobile technology like apps and PCs. Teachers have been asked to develop online courses because more students are taking their classes online in order to improve learning and effective teaching (Yu, 2021).

According to Gautam (2020), Online learning allows teachers to more effectively teach their students. As part of their lesson planning, teachers can use a number of internet learning resources, including podcasts, PDFs, and videos. The flexibility of taking classes anywhere you want is another advantage of online education. Additionally, it enables institutions to expand their student base without being constrained by geographical boundaries. Additionally, online lectures can be filmed, saved, and distributed for later watching. Students can now access the course materials whenever it is convenient for them.

For many students, sustaining attention and focus on the computer is one of the most challenging components of online learning. When learning online, students are more prone to get distracted by social media or other websites. The absence of internet access is a significant problem with online education. Although the number of people using the internet has dramatically expanded recently, it is still difficult in smaller towns and cities to maintain a steady connection with sufficient speed (Gautam, 2020).

Conclusion

Respondents' perceived level of effectiveness in terms of the five factors such as the teaching delivery, online interaction, virtual presentation, online assessment, course compliance, and online mode of learning is effective. This means that the instructors/professors are effectively delivering their lessons or lecture to the students in online learning. This resulted in more engagement and interaction of the students with their peers and having more confidence in deliberating and doing their activities or tasks in a much more convenient time and place. And students have flexible time doing their activities, chores, or even work.

The respondent's demographic profile in terms of sex and year level across factors is statistically not significant, and the null hypothesis is accepted. This would mean that they perceived the same level of effectiveness across factors.

Respondents identified that the online mode of learning has some advantages, such as self-paced learning, self-directed learning, and time management. However, they have also identified some disadvantages such as environmental distractions, internet connectivity issues, and high anxiety and stress.

Acknowledgement

I would like to acknowledge my thesis adviser, panel members, family members and friends and my dear classmates for pushing my limits in making this piece of work possible. Finally, I would like to thank Yahsua Kristo for letting me get through all the difficulties. I have experienced your guidance day by day. You are the one who let me finish my degree. I will keep on trusting you for my future. ABA.

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