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Research Article

Lived Experiences of Senior High School Learners Under the Online Learning Mode at Goshen School of Technology and Humanities

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ABSTRACT

Covid-19 impacted all sectors of the country particularly the education sector. Schools have no choice but to shut their operations from brick and mortar to flexible learning mode. This study intends to determine the lived experiences, the issues they have encountered, the support needed, and the gaps and challenges they are facing. This study utilized interviews, observations and used Colaizzi's method in the data processing and analysis (cited in Sander, 2003, and Speziale & Carpenter, 2007). The themes that came out from the constructs of the interviewees were Learners under online learning mode encountered internet connectivity issues, inadequate learning tools for online, psychological issues, and physical health issues. The output of this paper is the proposed model for learners under online the learning.

Keywords: Lived experiences, SHS learners, Learning tools, Internet connectivity, Study Area or Space for the online class, Personal motivation, Parent's support, Family support, Goshen School of Technology and Humanities, Boracay Island

Introduction

Online learning is a form of learning mode that is done through the use of the internet, learning tools, and synchronous or asynchronous partly or wholly. This learning modality is flexible and beyond the confines of space and time, (Liang & Zhang, 2017). Online education is shifting the way it approaches learning. Schools in order to stay afloat adapt to these changes and resorted to the online learning approach.

The current pandemic changed the entire education landscape at all levels from brick and

mortar to flexible learning modalities (Ruth, 2020). The recent study of Callo and Yazon revealed that ninety percent (90%) of the students from the Ateneo de Manila University rated the online learning mode above average, (Callo and Yazon, 2020). Furthermore, they observe that ninety percent (90%) of the students were satisfied with their internet connectivity.

However, twelve percent (12%) of the learners experienced difficulty with internet access and access to computing resources. Many factors can affect the students under the

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virtual learning mode. These can be the internet connection that can affect the learning acquisition of learners under this modality.

Senior High School learners were confronted by several barriers as they try to cope with the challenges of the online learning modalities amidst the pandemic. In their study, Baticulon, Alberto, Baron, Mabulay, et al. (2020), opined that among 3,670 medical students, 3,421 or ninety-three percent (93%) owned a smartphone while 3,043 or eighty-three percent (83%) had the learning tools such as desktop computer and laptop. Furthermore, in relation to online researches, 2,916 or ninety-three percent (93%) owned a postpaid internet connection while 696 or nineteen percent (19%) used prepaid mobile data. Under prevailing conditions, only 1,505 students or forty-one percent (41%) considered themselves physically and mentally capable of engaging in online learning. Fabito, Trillanes, Sarmiento (2020), revealed the dominating issues and challenges by students. First, the complexity of lessons during the class discussions, space for learning at home, intermittent or loss of wifi connections during the online classes.

This study explored the lived experiences of the Senior High School learners at Goshen School of Technology and Humanities learners under Virtual Class, the issues encountered, support needed, the gaps and challenges at Goshen School of Technologies and Humanities (GSTH).

The researchers are graduating student of the Senior High School Program under Online Learning Mode, and faculties of Goshen School of Technology and Humanities Inc. and Malay College directly experienced the Covid-19 pandemic conducted this study to explore the lived experiences of the learners and recommend a Model on the Online Learning Mode During the Covid-19 Pandemic.

Objectives:

1. To explore the lived experiences of the Senior High School Learners at Goshen School of Technology and Humanities under Online Learning Mode.
2. To describe the different issues encountered by Senior High School Learners under virtual learning mode.

3. To determine various supports needed by the Senior High School Learners in coping with their studies during the time of disruptions.

Literature Review

According to Hsieh and Cho (2011), Online learning and tools have profoundly transformed the brick and mortar pedagogical approaches. Shetty, Shilpa, Day, and Kavya (2020) opined that learners preferred online classes due to access and participation, time and space convenience, and cost-saving. However, Students felt that the physical and outdoor activities, collaborative activities, and communication skills development are best face to face environment. In engaging with online learning mode, students experienced intermittent or loss of wifi connections, somehow isolated physical, and eyestrain for prolonged virtual classes.

Interestingly, Montemayor (2020) reported that there is an estimated 93 percent of public schools all over the Philippines have their learning gadgets that will be used in the online learning for the school year 2020-2021. Apparently, online learning is supported by web-based tools integrated to the learning system to support various learner's requirements through the internet. Virtual tools purposely supports the brick and mortar instructions to remote learning (Storey et al. 2002). Ancheta (2020) and Dridi & Radakrishnan (2020) both agreed that some learners may encounter internet connectivity issues, especially in private institutions.

In the Philippines, the basic education offered by private schools is not directly governed by the government instead they have their set-up of Board of Trustees operating under the guidelines and regulations set by the DepEd. These private institutions follow the minimum standard of curriculum prescribed by the DepEd. However, Jones (2019) opined that 45% of Filipino citizens or 46 million and 74% or 34,500 of public schools lack access to the wifi connections. On the part of the learners, this radical lifestyle and shift to education change can feed loneliness, anxiety, and even lead to depression Schroeder (2020). Learners who are not used to it are those learners who

are most affected (Roper, 2007).

Interestingly, Adelman and Taylor (2021), pointed out that education is the mission of schools, and school policymakers are quick to point this out when the school asked to do more. Brosche and Feavel (2011) pointed out that learners with limited skills on the computer will need or take time to learn and be computer literate as primal requirements in the online learning modality. Interestingly, Jung, Suzuki, et al, (2013) postulates that competent online learners first analyze rules, norms, and requirements stated in a particular online learning situation and develop individual and personal learning goals from these analyzes. To bridge the gap, Mario (2009) suggested that learners should raise awareness about the problem among health professionals, primary care practitioners, patients, and their families. Kaboodi and Ushioda (2020) stressed that motivation is important in the development and progress of second and foreign language learner in learning generally and especially in classroom language learning. Motivation fuels one to begin learning and later the driving force to sustain the lengthy and sometimes repetitive learning process. Along with this, Toimitus (2017) revealed that online learning generally requires more self-regulation, inherent motivation, and flexibility on the learner than conventional classroom schooling. They need to be motivated to become and stay inspired.

Parents played a pivotal role in their children during this pandemic and in their online learning journey. UNICEF (2021) suggested that the parents should have calm, proactive conversations with the kids and teens about the pandemic in order to minimize the impact of this pandemic among their kids. The National Association of School Psychologists and Roksa et al. (2021) both agreed that supports from family help learners cope with mental issues and facilitates better participation and collaboration during their online class. The OECD reported that, Financial support is not related to the outcomes examined in the sample as a whole (OECD, 2019). Furthermore, OECD (2020) stressed that education systems should aim to establish the partnership between schools, parents, and community by providing

information to parents and salient practices in rearing, caring, and prioritizing the needs of their children. Meanwhile, UNICEF (2020) suggested that encouraging colleges, whether accessible or assisting students through online learning, to offer comprehensive assistance to students would make a difference in pursuing their studies.

Methodology

This study used a qualitative approach to research through Colaizzi's method of data gathering procedures and analyses. This study was conducted at Goshen School of Technology and Humanities Inc. located at Bantud, Manocmanoc, Boracay Island, Malay, Aklan from February 2021 to April 2021. The researchers employ purposive sampling in identifying the participants of this research. There were eight (8) participants being interviewed in this research. The participants of this study were the grades eleven and twelve students under the online learning mode at Goshen School of Technology and Humanities Inc. The researchers used virtual interview via zoom in gathering the data. The gathered data were transcribed, coded, and analyzed after every interview. Purposely, to immerse the researchers and retain the fidelity of the researchers to the collected data. The ethical considerations and its embodiment were employed and observed in the entirety of the research engagements.

Results and Discussion

The data has been collected via zoom interview, recorded through an audio tape, transcribed, coded, and themed. The themes that come out from the constructs of the participants are:

THEME # 1: SENIOR HIGH SCHOOL LEARNERS EXPERIENCED ADAPTABILITY STRUGGLE, AND TECHNOSTRESS

Most of the online learners had difficulty using Modern Technology most of them are not aware of how to use it and the navigation of some applications. The study showed that learners under online learning mode at Goshen school of Technology and Humanities Inc. suffered from Adaptability Struggle and Technostress. The participants opined and keenly

experienced adaptability struggles such as adapting from bricks and mortar learning environment to a virtual classroom, digital literacy, and difficulty catching up on the lessons since it is once a week. Key informants revealed that under the virtual classroom modality, learners experienced technostress in the form of slow internet connectivity while having online class, technical issues when it comes to gadgets possession, and piled up learning task given by subject teachers. The learners under virtual learning classes had difficulty adapting to the new normal. For some learners, It made it difficult for them to adapt to the virtual classes particularly in the time of the pandemic.

THEME # 2: ACADEMIC PERFORMANCE IS AFFECTED BY, LEARNING TOOLS ISSUES, INTERNET CONNECTIVITY ISSUES, STUDY AREA, PHYSICAL CAPABILITY, AND MENTAL CAPABILITY

To stay afloat with the new normal, learners under online learning modalities must have their learning tools, materials, and equipment. The study showed that the learners had an outdated gadget on hand that affects their academic performance, slow internet connection, lacked cellular phone load, and malfunctioned apps affected their concentration while having an online class. However, the findings explained that the learners were provided with an area for online learning but sometimes got distracted because of the noisy environment. At this point, wherein everyone is greatly affected by this disruption and particularly those in the online learning modality. Some expressed issues like they were assailed physically and mentally. The switched of traditional classes to online platforms dramatically hit the learners to suffer from physical health issues. Learners experienced eye discomfort due to screen radiation because of too much exposure to gadgets, back pain, and headache. Moreover, learners are also experienced stress, anxiety related to family issues, pressure in school works, and coping mechanism towards online platforms.

THEME # 3: PERSONAL MOTIVATION, FAMILY SUPPORT, AND SCHOOL SUPPORT ARE ESSENTIAL FACTORS IN PURSUING THE ONLINE MODE OF LEARNING

Online learners needed support to cope in pursuing their online learning. Supports are essential for learners who are under online learning mode to become motivated. The findings explained that learners had their motivation anchored in achieving their goals. At this vantage, family is very needed in addressing pressing and various issues for them to be adaptable and stay afloat in every challenge of the pandemic. Understanding from subject teachers if they had hard times gave them hope to be enthusiastic during the intermittent, loss or slow internet connectivity and delayed submission of learning tasks. Conclusions Online Learning is a new modality that learners adapt to in this season of disruptions and uncertainty. The switching from the brick and mortar system to remote learning through an online platform brought a lot of positive and negative to the vantage of the learners. Adaptability struggle, technostress, outdated gadget possessions, and slow internet connectivity are the issues faced by the learners that affected their academic performance. Interestingly, supports from the family particularly of the parents vis-à-vis with their friends and teachers helped them overcome those issues and build their optimism and creativity in hurdling the situations, and therefore it serves as personal motivation to perform better in their academic pursuit.

Recommendations

It is strongly recommended that the curriculum under online learning be revisited and align with the needs of the learners. It would be helpful that subject instructions must be done twice a week instead of once for the learners to better cope with their lessons and could have better chances to ask their teachers. Learners under virtual learning mode must coordinate with their teachers if they struggle in their lessons, so teachers will be fully aware of their situations. During the pandemic, learners who engaged in flexible learning must cultivate a positive mindset by listening to good music, reading their Bibles, cultivate prayer, and quiet time. Proper scheduling of tasks in school and at home would also help them productive. Setting time rules would help them scrap those unnecessary activities and therefore, they could maximize their day-to-day activities at home and in

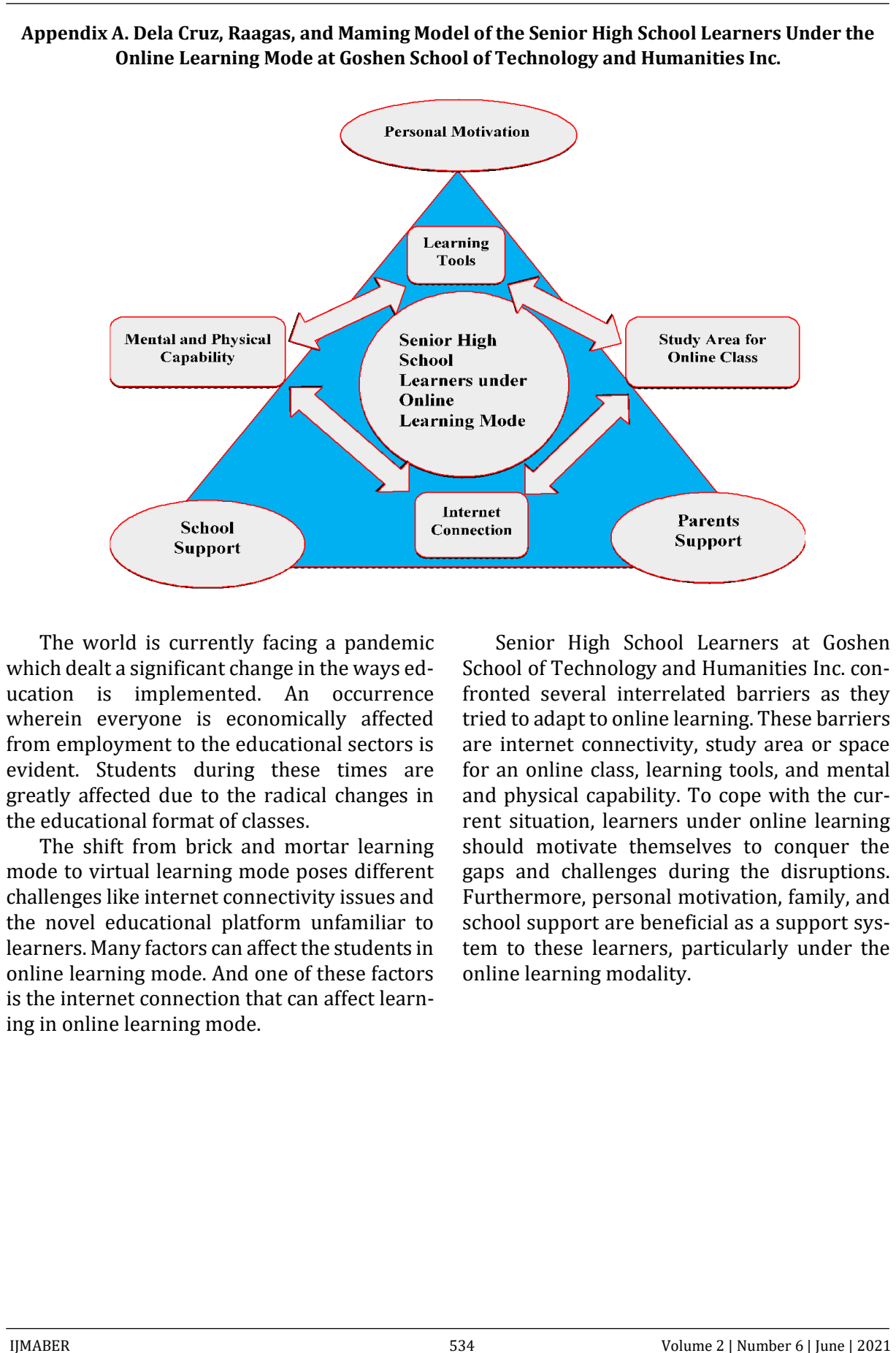
school. These include physical exercises, eating a balanced diet, and follow the regular regimens as scheduled.

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The diagram illustrates the factors influencing Senior High School Learners under Online Learning Mode. The central circle represents the learners. The blue triangle contains 'Learning Tools' at the top, and 'Internet Connection' and 'Parents Support' at the bottom. Outside the triangle, 'Personal Motivation' is at the top, 'School Support' is at the bottom left, and 'Study Area for Online Class' is at the bottom right. Arrows point from each of these six elements towards the central circle, indicating their influence on the learners.



Appendix A. Dela Cruz, Raagas, and Maming Mo

Online Learning Mode at Goshen Sch

The diagram illustrates the factors influencing senior school learners in an online learning mode. A central blue triangle represents the core concept, labeled "Senior School Learners" and "Online Learning". Three grey boxes with red borders point towards this central triangle, representing external factors: "Personal" (top), "Mental and Physical Capability" (left), and "School Support" (bottom). There are also partial boxes labeled "Le" and "C" on the right side of the triangle.

The world is currently facing a pandemic which dealt a significant change in the ways education is implemented. An occurrence wherein everyone is economically affected from employment to the educational sectors is evident. Students during these times are greatly affected due to the radical changes in the educational format of classes.

The shift from brick and mortar learning mode to virtual learning mode poses different challenges like internet connectivity issues and the novel educational platform unfamiliar to learners. Many factors can affect the students in online learning mode. And one of these factors is the internet connection that can affect learning in online learning mode.

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