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Research Article

Beyond the Camera: A Case Study on Students Doing Online Class and Tasks at Home

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ABSTRACT

Typical learning usually happens inside the classroom setting and having face-to-face interactions with their teachers. However, when the pandemic starts to spread, the Department of Education (DepEd) announces that education will continue through online learning. In this time of dilemma, some people are not competent enough to achieve homework and chores simultaneously. Their time management and dividing the time into a particular task is already time-consuming. This study intended to determine how senior high school students in Tondo High School handle their school tasks while in their home and also to diagnose the student's ability to utilize and manage their time, discover their methods and strategies to deal with their different responsibilities, and spot what are the effects of this set-up to the students amidst the pandemic. The researchers gathered the results by conducting an online survey in a well-mannered way through Google Forms. The students involved in the study have voluntary participation. The participants described and their experiences in the new learning system and explained their difficulties and struggles in managing their school works and obligations at home. They also included the strategies they acquired to cope up with their situation. The results of the conducted study justified that many students are having a hard time dealing with the new learning system. Such poor implementation of the learning system also exhibits poor learning effectiveness to students. Handling the new learning system and managing the responsibilities and time for school affect family engagement and the personal health of the students.

Keywords: *Education, Online Learning/Classes, Pandemic, Responsibilities, Time Management*

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Introduction

Education is a way of learning different things through courses with the help of teachers and instructors. The person who takes education as their way of learning is called a student. Students study various things in school, such as grammar, mathematical problems, literature, scientific concepts, etcetera. These things can be applied through real-life situations and dealing with several conflicts. Teachers nurture and enhance their students' skills and knowledge through some activities and tasks. However, some teachers assign numerous and heavy tasks that a student may not handle. Students can be overwhelmed by the pile of work and lose time managing family responsibilities.

Students have two roles in their lives. They are both learners and children who switch between schools and houses. These children have to fulfill their duties in their home as well as help the family with housework. In addition, time plays an important role and is an essential factor in building a happy, healthy family. Solid relationships and positive rapport need meaningful time to create memorable moments and keep a family bonding together. These children must manage their time well to fulfill their family responsibilities. At the same time, they would complete their academic tasks to pass the semester.

Typical learning usually happens inside the classroom setting, with students having face-to-face interactions with their teachers. However, when the pandemic starts to spread, the Department of Education (DepEd) announces that education will continue through online learning. Online-based learning is described as learning that uses the Internet as an instructional delivery tool to carry out various learning activities. It can take the form of purely online learning, in which the curriculum and learning are implemented online without a face-to-face meeting between the instructor and the students.

In this time of dilemma, some people are not competent enough to achieve homework and chores simultaneously. Managing their own time and dividing it into particular tasks is already time-consuming. According to an article from flandersfamily.info, Teaching children

to undertake fundamental home tasks does not hinder from their education. Doing housework builds their confidence, promotes a strong work ethic, and equips them to tackle even greater responsibilities in the future, which is accurate. These chores can help your child boost confidence and be responsible for certain things in life that they might encounter in the future.

The unprecedented emergence of the COVID-19 pandemic has caused the Department of Education to shift from traditional face-to-face learning to the new normal. Modular distance learning is what our students are presently experiencing. To fully understand the experiences of students in modular distance learning. Also in the research, it was found that a lot of students experienced increased anxiety and depression. Distance learning is hard, and it will be more difficult when household chores come along. It can really cause a lot of pressure and stress in a child or even for college students. This study intended to determine how senior high school students in Tondo High School handle their school tasks while in their home and also to diagnose the student's ability to utilize and manage their time, discover their methods and strategies to deal with their different responsibilities, and spot what are the effects of this set-up to the students amidst the pandemic.

The researchers would like to answer the following questions regarding the topic that is about to be investigated: (1) How do these different tasks and obligations affect the lives of the students? ;(2) What are the experiences of the students in doing online classes and tasks at home? ;(3) What are some pointers that can be provided to help students in terms of taking care of academic tasks and obligations at home?

Methods

Research Design

This research plays a crucial role in the lives of the students. It requires a deeper understanding of experiences, phenomena, and context. According to Cleland (2017), qualitative research allows the researcher to explore questions about human experience that seem hard to ascertain. The researcher chose case studies

as the type of study to be conducted. The main goal of the researcher is to gain concrete, contextual, and in-depth knowledge about a specific real-world subject. It allows you to explore the key characteristics, meanings, and implications of the case.

Population and Study Sample

For the particular purpose of the study, the researcher used senior high school students at Tondo High School to provide the best information that each of us needs to be enlightened. The researcher goal is to gather information from students who are experiencing heavy obligations they need to fulfill both as students and as members of a family. The researcher select participants according to the best topic during this pandemic. The study sample included 40 participants, divided into two grade levels. The participants' ages would range from 17 to 21 years old.

Data Collection Method

Tondo High School researcher scouted some potential respondents for the school survey ranging from 17-20 years old. The participants were given an overview of the study and told that participation was completely voluntary. It is entirely up to them whether or not they want to participate in the research. The researcher wished to be transparent. As a result, the participants were given a guideline to help them prepare for the survey. The researcher sent the participants a self-made survey in which they asked for their permission to record their responses. The participants were given enough time to answer open-ended questions on the survey paper, from which the study's data was extracted.

Data Analysis

To better understand the responses of the participants, the answers were converted into a transcript that organized the ideas that the participants were trying to convey. The researcher led the analysis by using a step-by-step guide to the data analysis process written by Hillier (2020). (1) Defining the question; (2) Collecting the data; (3) Cleaning the data; (4) Analyzing the data; (5) Sharing your results; (6) Embracing your failures; and (7) Summary.

Research Ethics

When conducting research, one of the things that was considered was ethics. It should be noted that ethical decision-making is a process rather than a specific correct answer. In this sense, unethical behavior is defined by a failure to engage in the process of ethical decision-making. It is always unacceptable to have made no reasonable attempt to determine a consistent and defensible basis for conduct (Plemmons, Devereaux, and Kalichman, 2007). People are typically the focus of social science. We must ensure that they do not suffer any harm during the research. In getting a person's intentional support, they should understand what they are identifying themselves as being necessary for your examination. This involves being open about yourself and your exploration theme to your forthcoming members. It is additionally great to call attention to what the study will expect them to do and what chances assume they may take as a component of the exploration. Generally, an assent structure is set up by the analyst, and members are approached to sign it. For overview research, this could be applied by utilizing no distinguishing data, for example, numbers in the review structures, and not expecting respondents to demonstrate their names. A few measures were attempted to implement this moral guideline. restricting access to the information is one. Eliminating sensitive data and other touchy data when preparing information is another. Numbers or codes can be doled out to people, and this data would be available to a couple and could be secured.

Results and Discussion

The researcher gathered the results by conducting an online survey. The survey has 13 questions that mainly talk about the topic discussed. Assumed a sample size of 40 students from the senior high school at Tondo High School and divided it into equal parts: 20 grade 11 students and another 20 grade 12 students. The researcher conducted the online survey in a well-mannered way through Google Forms. The students involved in the study have voluntarily participated. Here are the primary questions that guided this study and that the researcher seek to answer:

1. How do these different tasks and obligations affect the lives of the students?
2. What are the experiences of the students in doing online classes and tasks at home?
3. What are some pointers that can be provided to help students in terms of taking care of academic tasks and obligations at home?

Table 1. Analysis of Data

Theme 1: Students' Experiences	Problems in Online Classes	Poor Learning Effectiveness
		Environmental Problems
	Additional Issues	Due dates
		Teachers' lacking consideration
Familial Problems and Home Obligations	Adjustment with the system	
	Financial problems	
Theme 2: Suggested Pointers	Proper Time Management	Lack of Family Time
		Home Duties
		Physical and Psychological Effects
	Support from Self, Family, and Educators	Being Perceptive
		Removing negative traits and habits
		List to-do's and make schedule
		Immediate Action and Prioritization
	Understanding Family	
	Educator's Consideration	
	Self-assistance	

Examining the gathered data. Upon analyzing the responses, the researchers interpreted the gathered data into two distinct themes. The two themes included:

1. Students' experiences involve such problems and effects from doing online classes and tasks at home.
2. The students develop and suggest some pointers that can help manage their tasks and obligations.

Theme 1 answered the first and second research questions while Theme 2 answered the third question.

Presentation of the Data

Theme 1: Students' Experiences

All of the participants in the online survey are currently taking online classes. The researcher let the participants discuss in the survey questionnaires about their life as a student and as a family member. Some of them faced some problems in taking care of their academic tasks and obligations at home that also affected

their lives. This theme is divided into three sub-categories:

1. Problems in Online Classes
2. Familial Problems and Home Obligations
3. Physical and Psychological effects

Problems in Online Classes

The majority of the participants choose face-to-face as a better learning system than taking online classes. Few of them said it depends on either the teacher or the situation. Participant 1 said that "Depends on the teacher, in some cases no. Otherwise, it's enjoyable if the teacher really intends to teach." Participant 8 also added that it depends because in online classes, there is no hassle and the students are just staying at home. Whereas in face-face classes, it is enjoyable because the student would not feel stressed alone and they will see their classmates exhausted too.

Those who disagreed with the claim of taking online classes being better than face-to-face learning justified that they faced some heavy

challenges while doing online classes that became a hindrance to their learning.

Poor Learning Effectiveness. Many of the participants said that it is harder to learn in online classes. Here are sample quotations from the responses:

- *“There are lessons or topics which are unclear students need to independently learn the topic which is very difficult”*
- *“I feel like I've only learned a portion of a study then move on quickly about it because we need to catch up on other topics...”*
- *“There are lessons, such as hands-on and experiments, that are difficult to be taught through an online class.”*

Environmental Problems. Some participants suggested that it is harder to learn with the condition of their environment. Indicated below are the sample quotations:

- *“Online classes are an extra challenge for both students and teachers stable connections are necessary to grasp the lesson...”*
- *“Mas mahirap ang online class dahil kailangan ng maayos na internet connection at ng tahimik na lugar.”*
- *“Mas nakakapagfocus ako sa tinuturo ng mga guro hindi kagaya dito sa bahay na maraming distractions.”*

Additional Issues. Based on the responses in survey question #3, online classes and doing assignments **consumes more time** from the majority of the respondents. Additionally, there are other responses stated by the participants:

- **Due dates:** *“The pressure of due dates would make you pass your assignments without learning it at all.”*
- **Teachers' lacking consideration:** *“Andaming pinapagawa tapos yung ibang teacher walang consideration.”*
- **Adjustment with the system:** *“The adjustment period has been really challenging...”*
- **Financial problems:** *“Financial capability has also been a struggle.”*

Familial Problems and Home Obligations

12 out of 18 participants said that they spend their time with their family frequently. Although that is the case, it seems that some relationships with family are partially affected

due to the implementation of COVID-19 protocols and some said it was affected due to their academic tasks. Their tasks at home appear to be affected by and affecting the students in their online classes.

Those participants who can manage and say nothing affects their family relationships and obligations at home. Indicated below are some responses:

- *“They don't affect each other very much... most of the tasks I do in the home are mostly minor.”*
- *“It was not heavily affected since they understand my situation. But for my part, I could often feel bad for not helping in the chores.”*
- *“I managed to do school works and household chores simultaneously no problem.”*

Lack of Family Time. Some respondents stated they are lacking time for family since the pandemic started.

- *“Since there are protocols implemented because of the COVID-19 pandemic, family gatherings, outings, and reunions cannot be done. It has been a long time before I spend quality time with them”*
- *“Since the pandemic is still around, spending time with my family has been challenging.”*

Some also stated that the time for family was affected due to online classes.

- *“It affects my relationship with my family like they always saying that I don't have for them to bonding.”*
- *“My busy schedule from my online education is hindering me from doing so... I cannot spend time with my family as I used to.”*
- *“Less time both for myself and family but able to repay it once I'm done with everything.”*
- *“Sometimes, I get into little arguments by explaining what I was doing is urgent.”*

Home Duties. Some respondents conveyed that their duties at home and academic tasks are affecting each other.

- *“Passing my requirements and assignment in the time simply means ignoring some of my obligations at home”*
- *“I need to sacrifice doing chores for me to finish and pass my activities.”*
- *“After attending classes I need to spend lots of time doing my homework making my household chores filed up.”*

- *"I cannot keep up anymore because of my heavy workloads... It caused me to have less time for many things and more time for tasks."*

Physical and Psychological Effects

Most of the respondents stated that they are affected psychologically and physically by taking care of their responsibilities. Here are some sample quotations:

- *"I tend to be stressed easily if there is lots of homework."*
- *"I complain and get cranky very often."*
- *"I feel like I'm always irritated and anxious."*
- *"Mas nabababad ako sa gadgets na nagiging sanhi ng panlalabo ng aking mga mata, at pananakit ng ulo... Nagiging emotional ako... Ugali ko ding saktan ang sarili ko... minsan ay nagkukulong ako sa cr at doon umiiyak."*
- *"I observed that I frequently get mentally exhausted because of the many assignments given to us."*

Theme 2: Suggested Pointers

The researcher also asked the participants in the survey about the things or strategies they do to manage their tasks and obligations. Many of the respondents shared the tips that helped them and some respondents suggested some words that will help them in terms of managing their academic tasks and responsibilities at home. This theme is divided into two subcategories:

1. Proper Time Management
2. Support from Self, Family, and Educators

Proper Time Management

Being Perceptive. Participant 14 shared that perceptiveness and being aware of himself makes him manage his time well, *"I'm a really perceptive and perceivable person which makes me see or understand things way before it happens."*

Removing negative traits and habits. Participant 8 stated that removing laziness and avoiding procrastination will help him in doing his tasks, *"Tanggalin na katamaran sa katawan at tigilan ang procrastination."*

List to-do's and make a schedule. Many participants said listing the things they have to

do to plan and schedule their tasks to help them balance their time.

- *"Doing all the chores in morning and afternoon and simply focusing on studies during the night..."*
- *"Making schedules to make a balance of time."*
- *"Make a list of things to do."*

Immediate Action and Prioritization.

Few of the participants mentioned that doing their tasks immediately and prioritizing them can help them to avoid worrying about their time.

- *"Doing assignments as soon as classes are done, then moving on to menial house tasks..."*
- *"I could improve it if I could finish the tasks immediately."*
- *"I don't let any works can't be done"*

Support from Self, Family, and Educators

Understanding Family. Few of the participants stated that an understanding family can help them not being much pressured by their tasks.

- *"Relying on your siblings and other family members when you have too many things to handle all at once."*
- *"My older sisters understand that I need to focus on my studies so they just let me do my own thing and fewer jobs at home."*

Educator's Consideration. Some participants need their educators to consider their situation.

- *"I also hope teachers reduce the number of tasks a little bit because it would help me in balancing the school tasks and house chores."*
- *"Lessening the workload and improving the class schedule will go a long way to help us students balance our life. Also, teachers can improve their way of teaching so that the students get motivated or be interested in learning."*

Self-assistance. Some participants in the survey stated some helpful tips they do to take care of their selves and not feel too much stress and pressure.

- *"I do meditations and I often read comics which makes me feel at ease. Doing your hobbies or developing new hobbies helps."*

- *“Once in a while, I need to take a break because I might break down again because of academics.”*
- *“This is the first time that I really am mentally exhausted in my studies. I just take a break until I feel recharged.”*

The researcher discussed the study's findings and interpretations of the data collected. They went over the results to come up with a final summary. The findings of this investigation were compared to those of other scholarly articles in order to identify similarities and/or differences in the information. Data from students' experiences were compared to articles from other sources. However, there was no related study to compare with the data for student-suggested pointers.

Many respondents believed that face-to-face learning is superior to online learning. Few of them stated that it is dependent on the teacher or the situation. Because of the system, they had a poor academic year with low learning effectiveness and learned fewer topics. They also had some environmental issues, such as technological issues and distractions from their surroundings. They also have other issues, such as how their online classes and assignments consume their time. Some of them also struggled during their transition to the new learning system. Some of them struggle with excessive workloads assigned by inconsiderate teachers. Few of them are concerned with meeting deadlines and managing their time.

Similarly, Loeb (2020) claims that in an online environment, students may face more distractions as well as less oversight, which can reduce their motivation. In a study conducted by the University of Chicago Consortium on School Research, students who failed second-semester Algebra I were randomly assigned to either face-to-face or online credit recovery classes over the summer. Students' credit-recovery success rates and algebra exam scores were lower in the online context. Students assigned to the online option rated their course as more difficult than their face-to-face counterparts.

When students interact with teachers and other students in person, they experience social pressures and rewards that can encourage

them to participate, as mentioned in Loeb's overall statement. Some students perform just as well in online classes as they do in in-person classes, if not better, but on average, students perform poorly in online courses, particularly those with lower academic backgrounds.

Friedman (2020), a New York-based freelance reporter covering online higher education, wrote an article about this study. Students in online classes face challenges such as distractions, technical issues, and a lack of in-person interaction, according to Friedman's findings.

Friedman (2020) also mentioned in his article that as a result of the coronavirus outbreak, students across the country are being urged to adapt to virtual classes. At home, several of them are having a lot of problems. One of the more common problems is time management. According to Smith (2019), while studying from home or wherever students are, there may be more distractions than usual, especially if family and possibly younger siblings are present. Time management becomes increasingly difficult as a result of these distractions - and possibly having additional responsibilities.

Respondents in this study shared their struggles as students, such as poor learning effectiveness, difficulty completing their heavy workloads, technological issues, and some teachers who are unconcerned about the situation. They struggled with their familial relationship as members of the family because they did not have enough time to spend. Some are also burdened by domestic responsibilities. Some of them had financial difficulties in their families, which hampered their learning.

Similarly, this finding yielded the same result in Morin's study (2014). She discovered reasons why students do not participate in distance learning that agreed with our findings. She demonstrated that students are not engaging because of various issues they are dealing with. The abrupt change in students' life circumstances is one of the factors. Many families are experiencing financial difficulties, illness, bereavement, homelessness, and/or food insecurity as a result of the pandemic. Students may no longer have access to the internet, a device to use, or a learning environment. Some students may be unable to attend meetings at

specific times. Others may be hiding or filtering out information from the rest of the class because they have a lot going on in the background.

Another factor to consider is the student's mental health; stress and trauma can have an impact on cognitive processing, executive functioning skills, and emotional control in students. All of this prevents genuine learning, thinking, and engagement. Because of the coronavirus outbreak and nationwide outrage over racial injustice, many students are experiencing extraordinary emotional difficulties. They may also be lacking in the necessary support structure or coping skills to deal with them.

The majority of the participants said that their lives as an individual are affected physically and psychologically due to their tasks and obligations. Many of them get stressed, mentally exhausted, frustrated that results in being irritated, agitated, confused, emotional. Some also said that their sleeping was affected. A few of them said that they also tend to harm their selves.

The study conducted by Wirth (2020), has some similarities with our findings. According to Wirth, students in online learning are experiencing difficulties due to the sudden change in their learning environment.

The increased screen time of online instruction and the lack of face-to-face interaction has had an impact on several students' mental and physical health. An increase in screen time has been linked to anxiety, depression, and difficulty focusing. Some students' social anxiety has increased as a result of taking classes online, partly due to the increased expectation to be acceptable. Although video conversations are a popular method of distance learning, they can be mentally taxing. Zoom fatigue has become a serious issue with back-to-back online classes. Students may find video chats exhausting because they are unable to understand non-verbal clues such as body language and tone of voice.

The researcher's findings in this study include a few coping strategies. The participants shared the strategies and pointers that they use and require in order to balance their academic responsibilities and family obligations at home. The majority of respondents mentioned proper

time management, which includes being perceptive, breaking bad habits, planning their tasks, taking immediate action, and prioritizing their obligations. Few respondents stated that they require understanding from their family, consideration of their situation from educators, and self-care.

Conclusion

The primary goal of this study was met. The goal is to determine the effects on Tondo High School students of handling their responsibilities and to discover the methods and strategies they use to deal with these tasks. The researcher's questions were also addressed using a qualitative approach and data from an online survey. The survey questionnaires are well-designed, encouraging respondents and researchers to describe and seek detailed information. The insights are based on the students' personal experiences with using their schoolwork and housework. The studies that are related to the following findings that are gathered and discussed in this study are also presented.

The study's findings revealed the students' difficulties in adjusting to the new learning system and managing their obligations. The results of the conducted study justify that many students are having a hard time dealing with the new learning system. Students' learning effectiveness suffers as a result of such poor implementation of the learning system. Handling the new learning system, as well as managing responsibilities and time for school, has an impact on family engagement. These also had an impact on the students' physical and psychological health.

Acknowledgment

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