
MSU-Main Selected Civic Welfare Training Service Students' Challenges in Online Distance Learning and their Academic Performance

Marecon C. Viray, Brian Ven C. Bag-ao Mary Jean V. Consistente & Elmer Barredo

Mindanao State University-Marawi City, **Philippines**

DOI - <http://doi.org/10.37502/IJSMR.2023.6103>

Abstract

The main point of this study is to know their academic performance of the Civic Welfare Training Service Students in the online distance learning. It partially sought to answer the following question; What is the demographic profile of the respondents?; What are the challenges of Online Distance learning among MSU-Main CWTS-students in terms of learning modality, financial circumstances, internet connection; What is the academic performance or Cumulative Grade Point Average (CGPA) of the students?; and Is there any relationship between the challenges of the student in Online Distance Learning and academic performance?

Based on the data that was gathered, it was found that there was a significant relationship between the challenges encountered in the online distance learning and respondents' academic performance. The way you cope with the new delivery of instructions of the new normal is a sign of progress in academic performance. Thus, there is really a tremendous effect on academic performance if the learners already aware of the learning modality they have, but your academic performance only depends on the learner's ability to perform based on the criteria set by the teacher.

Furthermore, challenges in online distance learning affects the academic performance of the student, while academic performance can't affect the online distance learning, thus it is very important to know the modality, learning styles of the learners in the online distance learning to get a high academic performance.

1. Introduction

Background of the Study

The ongoing mode of learning modality of Mindanao State University-Main Campus, Marawi City is online distance learning. Two years since the start of the pandemic, the campus adapted these changes to cater the needs of the learners and to continue the learning in times of pandemic.

In this study, this was revolved around on the challenges faced by the selected Civic Welfare Training Service (CWTS) - students of Mindanao State University-Main Campus, Marawi City enrolled last second semester-Academic Year. 2021-2022, and their academic performance. This challenge includes the internet connection, in terms of the learning modality, financial

problems and how they cope up in the new set-up or to the new mode of delivery of instruction and how this affects their academic performance.

The COVID-19 pandemic causes a massive change in our lives. It transformed every country in the world specifically here in the Philippines into something we have never imagined. It has changed even the type of teaching-learning process of our learners both public and private institutions. Because of this, many public and private institutions face and encounter new challenges. In the Philippine setting, it has indeed changed the axis of normalcy in teaching and learning.

Learning always happens when the learners are highly motivated by their teachers, their environment, their peers, and their family (Jaramillo, 2002). Additionally, this is indeed a responsibility of the educator and to the people within the community of the student to provide a holistic support so that learners can perform his/her study better even in the new normal. Regarding this study, this simply mean that educators must also include motivational activities in the learner's module to keep their interest in answering it at home. Hence, if learning materials in online learning are crafted with creativity, then the learners will find enthusiastic views while answering it.

In the study of Felix (2001), he suggested that students who study in online learning environments voluntarily benefit from these environments more than the others. However, under the current conditions, students have no choice but to receive distance education compulsorily, which makes it important to take the opinions of students about their distance education learning environments. The Commission on Higher Education (CHED) took on and carried out the adaptable model of mixed learning regardless of numerous resistances considering the gamble to open classes because of the Covid-19 infection.

In the study of Murgatroid (2020), he found out that recognized difficulties with online learning are availability, reasonableness, adaptability, learning instructional method, deep-rooted learning, and instructive arrangement was found.

On the other hand, academic performance can be measured depending on what your performance during the quiz, oral recitation, and periodical exams. This is the outcome of education- the extent which a student, teacher or institution has achieved their educational goals. In this study, this refers to the level of academic performance of the respondent for the 2nd semester- A.Y. 2021-2022.

Distance education is a planned educational system requiring various written, audio, or audiovisual materials, tools, communication technologies and methods (İşman, 2011) and it can be accessed by internet or web-based technologies. Designers of distance education learning environments should consider the constantly changing needs of students regarding these tools, technologies, and methods (Cronje, 2016). Thus, selecting appropriate way to transfer course contents to students by taking the interactions between students and instructors must be given importance.

Finally, in this study the researcher aimed to examine the challenges encountered by the CWTS students of MSU-Main Campus in Online distance learning. Thus, it is believed that this study

shall serve as a ground in enhancing the implementation of this modality to the campus and provide quality education amidst this pandemic and to cope with those challenges encounter.

Statement of the Problem

This study investigates the challenges that the student faced in Online Distance Learning and their academic performance. The researcher will investigate and help to give answers to the following research questions:

1. What is the demographic profile of the respondents?
 - a. Gender
 - b. Year level
 - c. College
2. What are the challenges of Online Distance learning among MSU-Main CWTS-students?
 - Learning Modality
 - Financial circumstances
 - Internet Connection
3. What is the academic performance or Cumulative Grade Point Average (CGPA) of the students?
4. Is there any relationship between the challenges of the student in Online Distance Learning and academic performance?

Conceptual Framework

Figure 1 shows the analytical framework of the study. It shows that the learning modality and the Academic Performance if the key to know the challenges of the online distance learning that can possibly affect the performance of the students.

Conceptual Model

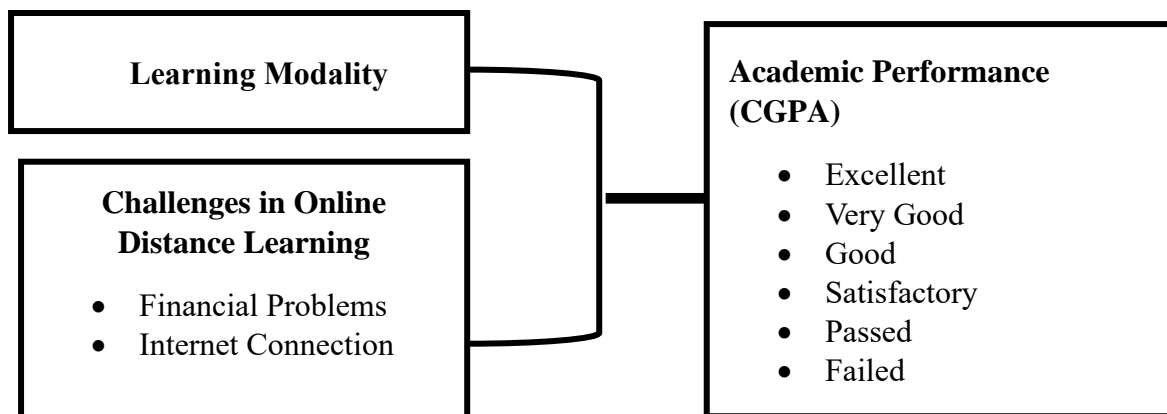


Figure 1: Schematic Diagram of the Conceptual Framework of the Study

Scope and Limitations

The study revolves around on the challenges of MSU-CWTS selected students in the Online Distance Learning mode of delivery. The researcher would like to investigate the students' challenges, asking if they're in favor to the learning modality, financial circumstances, learners coping mechanism. To add, it is also to determine the effects of Online Distance learning approach to the academic performance of the student.

The study will be conducted by giving our dear respondents the checklist that has been modified by the researcher from the study of Aksan, J (2021) and let them answer each question via Google Form. Throughout the study, link was posted in the Google Classroom.

The respondents are limited to currently enrolled CWTS students of MSU-Main Campus, Marawi City. The personal information will be collected such as their age, gender, and year level. On the other hand, this will be conducted in the 2nd semester, A.Y. 2021-2022.

2. Research Methodology

This includes the research design, locale of the study, respondents, data gathering procedure, data gathering methods, and statistical tool to be used.

Research Design

This study employed a descriptive-correlational research design. By using qualitative research methodology, researchers aimed to collect richer information and get a more detailed picture of issues, cases, or events (Arora, S. 2009). It is in the interest of the researcher to explore the why and how of the situation, not only what, where, and when.

The quantitative research design attempts to collect quantifiable data from the population sample for statistical analysis such as the respondent's demographic profile. The descriptive-quantitative research design was then utilized in the study to collect relevant information about the MSU-CWTS respondents challenges encountered in online distance learning

The important variables were seen in this study. The first set of variables was the demographic profiles of the respondent in terms of age, gender, and year level. Secondly, another set of variables explored was the challenges encountered by the CWTS students of MSU-Main Campus in terms of currently staying in online learning, the dominant online lecture employed by the teacher in-charge of the subject, and learners' source of internet. Lastly, the level of academic performance of the respondents in terms of recent CGPA was also collected.

Locale of the Study

This study will be conducted at Mindanao State University-Main Campus, Marawi City, Lanao del Sur. It is an academic institution located at the Islamic City of Marawi, Lanao del Sur. It is known for its famous tagline as the "Melting Pot of the South" because of the diversity of different ethnic groups found inside the campus.

Respondents of the Study

This study seeks to investigate the challenges encountered of our respondents in Online distance learning. In this study, three hundred twenty (319) CWTS students are our respondents. They are currently enrolled this 2nd semester, A.Y. 2021-2022. They are selected randomly, and the questionnaire was sent via Google Form.

Research Instrument

The research instrument to be use in this study will be a modified questionnaire from the study of Aksan, J (2021). The questionnaire is having three significant parts. The first part focused on the demographic profile of the respondents relevant to the age, gender, and year level. The second part is the level of academic performance of the respondent, and lastly the challenges that they have encountered on the use Modular approach.

The choices of the respondents are pattern from the “5-Point Likert Scale Method” as Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly Agree (5).

Research Ethics

This research was conducted with utmost confidentiality from the respondents. First, the researcher ask permission to the teacher in charge of CWTS class, if the teacher will approve, follow up google form links will be followed. The researcher made sure that the personal information or identifiable data should not be disclosed without participants’ consent. Permission from the respondents is secured, and formal letter will be attached to.

Data Collection Procedure

The first step is to coordinate with the other teacher in charge of CWTS class of MSU-Main Campus, Marawi City. The questionnaire will be distributed to the respondents after submitting a letter request to the professor/ instructors in-charged.

3. Presentation, Analysis, and Data Interpretation

This chapter shows the presentation, analysis and data interpretation of data gathered by the researcher to answer the problems investigated the following demographic profile of the respondents in terms of gender, year level and college; Challenges of online distance learning; the academic performance of the students by identifying their cumulative grade point average; and lastly the relationship between the challenges of the students on online distance learning.

Demographic Profile of Respondents

The data below shows the demographic profile of the respondents. A total of 319 responses were collected through Google Form. Of the 319 surveyed participants, majority of the respondents (86.20%) are coming from the first-year level of tertiary education, and majority also are Female.

Additionally, mostly of the respondents are coming from the “Home of Champions”, College of Business Administration and Accountancy (CBAA), followed by the College of Engineering (COE). Data also shows that there were no participants in the study coming from the College of Sports, Physical Education and Recreation (CSPEAR).

Table 1. Frequency Count and Percentage Distribution of the Respondents

According to Gender

Gender	Frequency	Percentage
Male	83	26.02
Female	236	73.98
TOTAL	319	100%

Table 1 shows the frequency count and percentage distribution of the respondents according to their gender. Given the data, 236 or 73.98% of the respondents were female while the male is 83 or 26.02%. It indicates that majority of the respondents were female.

Table 2. Frequency Count and Percentage Distribution of the Respondents

According to Year Level

Year Level	Frequency	Percentage
Year Level I	275	86.21
Year Level II	31	9.72
Year Level III	9	2.82
Year Level IV	4	1.25
TOTAL	319	100%

The table 2 shows that the year level one is the highest number of the respondents is the year level on with the respondents of 275 with the percentage of 86.21% followed by the year level 2 with the respondents of 31 equivalent of 9.72%, next is the year level 3 with the respondents of 9 with the percentage of 2.82% and lastly, is year level 4 with the score of 4 equivalent of 1.25%.

Table 3. Frequency Count and Percentage Distribution of the Respondents

According to College

College	Frequency	Percentage
College of Agriculture	23	7.21
College of Business Administration and Accountancy	65	20.38
College of Education	50	15.67
College of Engineering	45	14.11
College Fisheries and Aquatic Resources	2	0.63
College of Forestry and Environmental Studies	19	5.96
College of Health Sciences	30	9.40
College of Hotel and Restaurant Management	2	0.62

College of Information and Computing Sciences	7	2.19
College of Natural Sciences and Mathematics	9	2.82
College of Public Affairs	36	11.29
College of Social Sciences and Humanities	23	7.21
King Faisal Center for Islamic, Arabic and Asian Studies	8	2.51
TOTAL	319	100%

This table showed the numbers of the respondents from the different colleges, the highest number of the respondents is from the College of Business Administration and Accountancy with the total respondents of number of 65 equivalent of 20.38%, followed by the College of Education with the total respondents of 50 equivalent percent of 15.67%, College of Public Affairs 36 with 11.29%, College of Health Sciences with 30 respondents equivalent of 9.40%, College of Social Sciences and Humanities and College of Agriculture with the respondents of 23 equivalent of 7.21%, College of Forestry and Environmental Studies with the respondents of 19 equivalent of 5.96, followed by the College of Natural Sciences and Mathematics with the respondents of 9 equivalent of 2.82%, King Faisal Center for Islamic Arabic and Asian Studies with the respondents of 8 equivalent of 2.51, College of Information and Computing Sciences with the respondents of 7 equivalent of 2.19% and lastly, the College of Hotel and Restaurant Management with the total respondents of 2 equivalent of 0.62%.

Table 4. Frequency Count, Percentage Distribution of the Respondents According to the Challenges of the Online Distance Learning

Challenges of the Online Distance Learning	Frequency	Percentage
Learning Modality	31	9.72
Financial Circumstances	103	32.29
Internet Connection	185	57.99
TOTAL	319	100%

The results of the Challenges of the Online Distance Learning among the selected CWTS students of the different colleges. The highest number is the internet connection with the total answered is 185 equivalents of 57.99%, followed by financial circumstances with the score of 103 equivalent of 32.29 and lastly is the learning modality with the score of 31 equivalent of 9.72%.

The data were collected to determine whether what learning modality has been used during CWTS class of Mindanao State University- Main Campus. The data shows that Online Synchronous (Video Conference) is the most dominant which garners 43.6%, while Video Recording has 6.5% is the least dominant. From the data that was gathered, researcher believe these modalities are present meaning teachers also employed these to determine whether what

is the effective tool among the choices that can help improve the delivery instructions in times of pandemic.

Summary of Raw Data Gathered from the Respondents.

In this portion, summary of the responses was shown. In the question “I struggled in answering my modules assessment since there are terms that I can’t understand”, it shows that Neutral and Agree got the highest number of responses, 40% and 33% respectively. Thus, students really have a challenge in answering assessment activities in online learning for the reason that they are new to this set-up and on the process of adjusting this modality. In the study of Jaramillo (2002), he believes that learning always happens when the learners are highly motivated by their teachers, their environment, their peers, and their family.

The data also revealed that respondents struggled in answering their module since its needs a teacher to discuss. Results in question number 2 shows that 38% of respondent Agree that they struggled in answering, while Neutral got a 35% of responses.

Table 5. Frequency Count and Percentage Distribution of the Respondents According to Cumulative Grade Point Average

Cumulative General Point Average (CGPA)	Frequency	Percentage
1.00 - 1.25 (Excellent)	15	4.70
1.50 - 1.75 (Very Good)	176	55.17
2.00 - 2.25 (Good)	88	27.59
2.50 - 2.75 (Satisfactory)	33	10.35
3.0 (Passed)		
Below 3.0	7	2.19

These are the following results of the Cumulative Grade Point Average of the Respondents from the Mindanao State University-Marawi. The highest score answered by the respondents pertaining the Cumulative grade point average is 1.50-1.75 with the total of 176 equivalent to 55.17% half of the score of the total respondents. Second, 2.0-2.25 with the score of 88 equivalent score of 27.59%, followed by the 2.5-2.75 with the total score of 33 equivalent percentage of 10.35% and lastly, is 1.0-1.25 with the score of 15 equivalent of 4.70%

In determining the respondent’s level of academic performance, researcher was collecting their CGPA, and this will serve to measure their performance in online distance learning. As shown in data above, 35.5% of the population got a CGPA ranging 1.51-1.75, followed by 23.2% who got an 1.76-2.00 range of CGPA.

In addition, question number 12 reveals that when respondents were asked “In the online distance learning, my grades are excellent or good compared to face-face-face”, Neutral garners 53%, followed by 20% of the population who answered Agree. This simply means that students really struggle in coping in the new normal, and this causes a drastic effect to their academic performance. All these data shows that learning in the new normal set-up or online left no choice to student but to receive distance education compulsorily.

Online Learning Modality

Table 6. Frequency Count and Percentage Distribution of the Respondents

According to Forms of Online Lectures

Forms of Online Lectures	Frequency	Percentage
Online Synchronous (Live): Video Conference	139	43.57
Video Recording	20	6.27
Online by sending presentation to students: notes, topics, exams	102	31.98
Written communication (Forums, Chats, Zoom, Messenger, Google	58	18.18

Table 7. Frequency Count, Percentage Distribution and Weighted Mean of the Respondents MSU-Main Selected Civic Welfare Training Service (CWTS) Students' Challenges in Online Distance Learning of their Experience and Problems Encountered

Statement Indicators	Strongly Agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly Disagree (1)		WM	VI
	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
1.I struggled in answering my modules assessment since there are terms that I can't understand	47	14.73	106	33.23	127	39.81	31	9.72	8	2.51	3.48	N
2. I find it hard to answer the assessment task in the module for it needs a teacher to discuss	53	16.61	128	40.13	107	33.54	28	8.78	3	0.94	3.64	N
3.I feel like I only submit my module just for compliance only	68	21.32	94	29.47	90	28.21	55	17.24	12	3.76	4.1	A
4.Sometimes I submitted	60	18.81	84	26.33	86	26.96	60	18.81	29	9.09	3.07	N

my modules late for I did not finish it on time because of the internet connection												
5. There are times that I was having an anxiety for not having money to buy load for the internet	128	40.13	111	34.80	51	15.99	23	7.21	6	1.88	4.04	A
6. I experience financial problem during most especially in monthly load/prepaid.	134	42.01	90	28.21	65	20.38	11	5.64	12	3.76	4.55	A
7. My parents always ask me if I have a money to buy load	46	14.42	77	24.14	114	35.74	50	15.67	31	10.03	3.17	N
8. My teacher replies immediately to my questions if I am having difficulty about the lessons	44	13.79	108	33.86	129	40.44	25	6.90	19	5.01	3.46	N
9. I search in the google the questions that I find	78	24.45	158	49.53	71	22.26	10	3.13	2	0.63	3.94	N

hard to understand.												
10. Learning Online or Distance Learning is okay compared to Face-to-face	9	2.82	31	9.72	113	35.42	80	32.60	22	19.44	2.16	D
11. I am hoping that face-to-face will be back and learning goes back to normal	161	50.47	91	28.53	56	17.56	7	2.19	4	1.25	4.24	N
12. In the modular learning, my grades are excellent or good compared to face-face.	12	3.76	63	19.75	171	53.61	52	16.30	21	6.58	2.99	D
13. I sometimes feel like I can't do my assignment because of its difficulty specially the internet connection	54	16.93	137	42.95	91	28.53	29	9.09	8	2.51	3.63	N
14. I've faced difficulty in focusing while answering my modules specially the internet	90	28.21	136	42.63	76	23.83	11	3.45	6	1.88	3.81	D

connections is not good.												
--------------------------	--	--	--	--	--	--	--	--	--	--	--	--

Legend: (SA) Strongly Agree (N) Neutral (SD) Strongly Disagree
 (A) Agree (DA) Disagree (VI) Verbal Interpretation

The table 7 shows the results of the 14 questions from the 319 respondents of the CWST students at the Mindanao State University. The question number one (1) results are neutral meaning that the students is not struggling upon answering the of their modules.

It is important to note that respondents are having anxiety in online distance learning based on the results of question number 5. Data shows Strongly Agree got the highest number of responses followed by Agree, 41% and 35%, respectively.

The question number 7 “My parents always ask me if I’m okay “and question number 8, “My teacher replies immediately to my questions if I am having difficulty about the lessons” got the highest number of Neutral responses.

Moreover, another interesting point to note is the data shows in question number 9 “I search in the google the questions that I find hard to understand”, where majority of the respondents Agree to this statement. We couldn’t deny the fact that one of the last resorts of the learners in the online distance learning is look for alternative online using Google as platform so that they can understand the concept and lessons very well.

Relationship between demographic profile and the challenges encountered by the students

The gathered data shows that there was a relationship between the profile of the respondents and the challenges encountered. Majority of the respondents are coming from first-year level of higher education, meaning that they are on the process of adjusting college life, but the struggles of online learning came in and this creates a major impact as to how they are going to deal with its challenges.

Relationship between the challenges of the student in Online Distance Learning and academic performance

Based on the data that was gathered, it was found that there was a significant difference between the challenges encountered in the online distance learning and respondents’ academic performance. The way you cope with the new delivery of instructions of the new normal is a sign of progress in academic performance. Thus, there is really a tremendous effect on academic performance if the learners already aware of the learning modality they have, but your academic performance only depends on the learner’s ability to perform based on the criteria set by the teacher.

Furthermore, challenges in online distance learning affects the academic performance of the student, while academic performance can’t affect the online distance learning, thus it is very important to know the modality, learning styles of the learners in the online distance learning to get a high academic performance.

Table 8. Spearman Rho Correlation between the Academic Performance and Financial Challenges in Online Distance Learning

Academic Performance	Challenges in Online Distance Learning		
	<i>R</i>	p-value	Remark
	-0.063	.264	Not significant

The table 8 presents the Spearman Rho (*R*) value to evaluate the relationship between the academic performance and the financial challenges in online distance learning experienced of the selected students at Mindanao State University-Main Campus. The result shows that there is a significant inverse linear relationship between academic performance and the financial challenges in online distance learning ($R=-.363$ and $p=0.024$) of the student. This implies that the academic performance of the selected students at Mindanao State University-Main Campus decreases as they experience and encounter financial challenges in their online distance learning.

Table 9. Spearman Rho Correlation between the Academic Performance and Internet Challenges in Online Distance Learning

Academic Performance	Challenges in Online Distance Learning		
	<i>R</i>	p-value	Remark
	-0.363	0.024	Significant

The table 9 presents the chi-square correlation, x^2 , to evaluate the relationship between the academic performance and the internet challenges experienced of the selected students at Mindanao State University-Main Campus in their online distance learning. The result shows that there is an inverse linear significant relationship between academic performance and the internet challenges in online distance learning ($R=-.363$ and $p=0.024$) of the student. This implies that the academic performance of the selected students at Mindanao State University-Main Campus have something to do with the internet challenges they have encountered and experienced in their online distance learning. The more the students struggle from their internet connect the lower the grade they attained during the semester.

Table 10. Chi-Square Correlation between the Academic Performance and Learning Modality of the Selected Students of MSU.

Academic Performance	Learning Modality	Remarks
x^2	p-value	
29.64	0.003	Significant

The table 10 presents the chi-square correlation, x^2 , to evaluate the relationship between the academic performance and the different learning modality of the selected students at Mindanao State University-Main Campus in their online distance learning. The result shows that there is a significant relationship between academic performance and the different learning modality ($x^2=29.64$ and $p=0.003$) of the students. This implies that the learning modality has something

to do with the academic performance of the selected students at Mindanao State University-Main Campus.

4. Summary of Findings, Conclusions, and Recommendations

This chapter presents the summary of findings, conclusion, and recommendations of the present study.

Summary of Findings

The main concern of this qualitative study was to determine the challenges encountered among CWTS students of MSU-Main Campus, Marawi City in the use of Online distance learning and their academic performance. Specifically, this study sought to answer the following questions: 1. What is the demographic profiles of the respondent? 2. What are the challenges encountered among MSU-Main CWTS students? 3. What is the academic performance of the respondent?

A total of 319 responses in the study were collected. The participants were then selected through simple random sampling. The data of the study were analyzed and interpreted using percentage and frequency distribution, weighted mean, and Pearson correlational.

Based on the data gathering, the following were the findings of the study:

Majority of the respondents and CWTS students are 1st-Year students and are female. The emerging learning modality used in CWTS class is Online Synchronous (Video Conference), while Video recording is the least dominant.

Students encountered challenges in the online distance learning because this modality has something new for them, and they are on the process of adjusting the new-normal.

Teachers' role in the distance learning is very important so that learning in the new normal will continue amidst the pandemic.

Learners in the new normal look for alternative online using Google as platform so that they can understand the abstract concepts of the subject and understand the lesson very well.

Internet connection has an adverse impact on students' academic performance in online learning. Thus, learners who are having financial problems to avail internet prepaid will have the possibilities that their academic performance will be affected.

The different learning modality has something to do with the academic performance of the selected students of MSU.

Conclusion

In this qualitative study, data from google form responses were used to derive the study's findings. The data analysis revealed four major themes which include the following: Students Perceived Online Distance Learning as a Challenge, Teacher's role is very important in online learning such as giving some time to respond students queries, Google is one of the go-to platform in online learning, Challenges in Internet connection has an adverse impact on students' academic performance in online learning. Thus, learners who are having financial

problems to avail internet prepaid will have the possibilities that their academic performance will be affected.

The study showed that online learning brought by the pandemic positioned the students in a challenging situation. While there is a significant importance for the students to continue the learning, health risks were their primary concern. Thus, they settled with online distance learning.

Recommendations

Based on the findings of the study, the researchers would like to express their recommendations to the following group:

Students. The students should not rely on everything on the internet. In this new normal, it will be up to them to decide whether they want to study or not. They should be open-minded, seek out additional information, and be determined to learn despite the challenges. They should realize their responsibilities as a student and children of their parents.

Parents. This will be helpful for parents on how to handle their children in online learning during the pandemic. This will be helpful by providing them different perspective and experiences. The parents should realize the shift of responsibility from teachers to parents and that their support for their children is important in terms of academic excellence.

Teachers. The teacher should know the role they are playing. Online distance learning is a different set-up that will require them to connect and interact with learners for the students to academically perform well; thus, this will provide useful information for understanding and awareness of the factors that affects the students learning.

Future Researchers. Future researchers can use this paper for conducting and expanding follow-up studies on online learning from different participants to better understand distance learning thru the lens of different people.

References

- 1) Alghamdi, A., et.al., (2020), Online and face-to-face classroom multitasking and academic performance: Moderated mediation with self-efficacy for self-regulated learning and gender. *Computers in Human Behavior*. 102. 214-222, 2020
- 2) Alsubaie, M.A., (2016). Curriculum Development: Teacher Involvement in Curriculum Development. *Journal Education and Practice*. 7(9), 107-107. 2014.
- 3) Arık, S. (2021). Distance education learning environments during COVID-19 pandemic from student perspectives: A study in Turkish higher education. *Journal of Pedagogical Research*, 5(2), pp. 103-118. <https://doi.org/10.33902/JPR.2021269494>
- 4) Barrot, J.S., Llenares, I.I. & del Rosario, L.S. Students' online learning challenges during the pandemic and how they cope with them: The case of the Philippines. *Educ Inf Technol* 26, 7321–7338 (2021). Retrieved from <https://doi.org/10.1007/s10639-021-10589-x>
- 5) Çalikoğlu, B.S., (2019). Challenge-Oriented Behavior Types: A new Explanation. *International Electronic Journal of Elementary Education*. 12(2), 197-204, 2019.

- 6) Dejene, W., (2019). The Practice of Modularized Curriculum in Higher Education Institution: Active Learning and Continuous Assessment in focus. *Cogent Education* 6(1). 2019.
- 7) Demir, E. & Demir, C. (2021) Investigation of Parents' Opinions about Distance Education During the Covid-19 Pandemic. *Turkish Online Journal of Distance Education-TOJDE* April 2021 ISSN 1302-6488 Volume: 22 Number: 2 Article 3. Retrieved from: Demir & Gologlu-Demir.pdf
- 8) Diep, N. A., et.al., (2016). Predicting adult learners' online participation: Effects of altruism, performance expectancy, and social capital. *Computers & Education*, 101, 84-101. 2016.
- 9) Fidalgo, P., et al. (2020). Students' perceptions on distance education: A multinational study *International Journal of Educational Technology in Higher Education* 17:18 Published by Educational Technology Journal. 2020.
- 10) India Education. (2022). What is Online Education. Retrieved from <https://www.indiaeducation.net/online-education/articles/what-is-onlineeducation.html>
- 11) Lapada, A.R., et.al., (2021). Teachers Covid-19 Awareness, Distance Learning Education Experiences and Perceptions towards Institutional Readiness and Challenges. *International Journal of Learning, Teaching and Educational Research*. 19(6).127 144.2021.
- 12) Lase, D., Zaluchu, S. E., Daeli D. O., and Ndraha, A. (2020). Parents' Perceptions of Distance Learning during Covid-19 Pandemic in Rural Indonesia. ERIC. Retrieved from <https://edarxiv.org/hfza7/download/?format=pdf>
- 13) Rotas, E.E., et.al., (2020). Difficulties in Remote Learning: Voices of Philippine University Students in the Wake of COVID-19 Crisis. 15(2), 2020
- 14) Richardson, J. T., & Woodley, A. (2003). Another look at the role of age, gender, and subject as predictors of academic attainment in higher education. *Studies in Higher Education*. 28(4), 475-493. 2003.
- 15) Van Lange, P. A. M., et al. (2015). Interdependence theory. In M. Mikulincer, P. R Shaver, J. A. Simpson, & J. F. Dovidio (Eds.). *APA handbook of personality and social psychology*, Vol. 3. Interpersonal relations (pp. 65 92). American Psychological Association, 2015.
- 16) Zuga, K. (1999). From the Editor. *Journal of Industrial Teacher Education*, 36.2-4.