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THE DETERMINANTS OF ONLINE LEARNING MODALITY ON STUDENTS ACADEMIC INVOLVEMENT

(A Student Collaborative Research)

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Abstract

The determinants of online learning modality on students' academic involvement such as synchronous, asynchronous, and blended approach satisfies the learners considering that the learning design is new and they feel the leverage of time since they are not necessarily required to report to classes however, teachers are worried and believe that students are in the dilemma that they might not be able to achieve the intended learning enrichment, to uplift learners and preparing them to become ready for what lies ahead. As the learning approach is acceptable globally and as we immerse in the new paradigm, trying to be competitive in many ways, this mode of learning creates dissatisfaction among others due to shortcomings brought about by connectivity. They have the agony of meeting deadlines and had this experience since the learning model was launched. As the pandemic slowly weakens its spread, the Commission of Higher Education (CHED), and the Department of Education (DepEd) allows some institution to apply the blended learning model to those who can meet the requirements governing the protocols imposed by the inter-agency task force for the management of emerging infectious disease (IATF). As being observe nowadays allowing the blended activity, learners are more productive and participative this indicates that their understanding and comprehension are fueled with excitement since they are out and cordoned to express their physical exhibit of knowledge. With this, it is suggested that to give life to learning, the institution should adopt this learning vehicle since it was found out that learners are becoming more alive and learning retention increases and able them to explore more to their advantage. This approach is somewhat a modification of the previous two models and it was found during the study that among them, the blended approach seems student-friendly however, since the pandemic still waiving in the environment, implementation of the said learning mechanism should abide the health and security mandate and adheres to the protocols imposed.

Keywords: *The determinants of online learning modality on students' academic involvement*

Introduction

As the global educational arena faces the challenge of the pandemic test, the academic landscape is prompted to create a paradigm to safeguard the learning interest of the majority. The agency-led concerning education stratified and initiate a move to fill in the gap between the mode of delivering satisfactory instructions that reciprocate its equivalency requirements. The global pandemic has no definite time frame for its end, a sustainable learning mechanism is needed of the same magnitude as the traditional face-to-face. From this tremendous test of time, education with no choice adopt and implement online learning. The rapid expansion of the use of online education at all levels instead of the old tradition has been documented by the National Center for Education Statistics (NCES), purposely to ascertain the effectiveness of its outcome. The new learning pedagogy comes not as easy as it requires an understanding of its gravity coupled with the assessment of the effect. This task seems difficult not only for the learners but also to the facilitators since this endeavor embraces different levels of adjustments

starting from its idea generation, mode of delivery, the degree of acceptance of the receiving end (the students), the connectivity constraints, and other end-to-end concerns appearing in the middle of the academic discharge.

Adherence to the new environment of this learning infrastructure is viewed as an intervention facility to address or even eradicate the shortage of different levels of challenges amidst the pandemic time where the institutional organization cannot just overemphasize since the effect whether favorable or otherwise create a semblance that defines themselves. It is the ultimate goal for every educational institution to make things happen as part and parcel of their organization's existence creed. Its' been a couple of years now since the educational mandate imposed this unwavering, tasking, and challenging endeavor faced by all that are involved in the heights of an academic discharge, an assessment of its effectiveness is viewed necessarily as it contributes to the welfare of all the academic beneficiaries. More so that education nowadays seems competing in terms of performance. The underlying reason for all these untoward events brings forth the interest of assessing how far the academic stance is driving every learner towards its destiny where education is a foundation of gateway towards achieving the pedestal of change. Generally, the interest of this study is born on the aspect of knowing the effectiveness of determinants of online learning modalities on students' academic involvement. The elements cited in this research trust are in the three areas; the synchronous, asynchronous, and the blended.

Method

A quali/quanti method was used in this study and randomly selected 170 respondents that comprise the students in the third-year level of Bachelor of Science in Business Administration. Since the time that this study was conducted, government restrictions are still in effect and the Inter-Agency Task Force (IATF) enforced policy, the mode of data gathering is a combination of limited face to face and utilizes a platform as a mechanism that supplements the efforts of the data gathering. The target respondents were given an equal opportunity to answer the same questionnaire where responses are recorded for further analytical review. Those respondents not available during the conduct of this study were interviewed using the social media platforms like calls by setting an appointment. Google meets, and even Skype whenever is convenient to respondents. Information gathered was carefully tallied and tabulated to ensure its veracity, credibility, and validity. The respondent's observation covering twelve (12) months from August 2020 to 2021 was used to benchmark some competent initiatives in sustaining its operation. Reinforced data from other sources like the Department of Education (DepEd) and the Commission on Higher Education (CHED) were used as supplementary sources of information making the study more meaningful. Some important information drawn from selective face-to-face interviews following the mandated safety protocol from the Inter-Agency Task Force (IATF) is carefully observed. Thus their executive reports received descriptively were triangulated to the ethnographic notes of the field researchers on the period specified. Since the study deals with the effect of customer loyalty on organizational performance in the case of the Katipunan Bank, the element of "truth" in the qualitative data, exchange of ideas, and other methods of generating prepondering shreds of evidence were carefully recorded.

Findings and Discussions

The determinants of online learning modality on students' academic involvement consider the 1) Asynchronous, 2) Synchronous, and 3, Blended Learning is among the necessary elements that need to be strengthened as it is believed that having all these factors contribute to achieving goals for academic institutions and thus, the findings below are:

On Asynchronous Learning

Is a learning mode classified as having an instruction and learning that do not occur in the same place and time? This type of learning vehicle was created to supplement the necessary educational need aimed at providing the relevant information. The department of Education (DepEd) linked different media outlets on a specified airing time for learners to hear some audio classes and facilitated a concrete discussion with the participation of the learners having an interaction with their facilitators and heard over a radio broadcast. Most of these are applied commonly in different forms such as digital, pre-recorded video lessons, or any game-based learning task and make interactions as if they did it in real-time. This form of the instructional platform is somewhat in an expanded way as it compasses a wide variety of interactions and includes but is not limited to an email exchange, text, calls, and other means. This requires a good management system whose practices bear the organized instructional materials and correspondence readily available to face the possible adherence to different learning variations.

As the condition of learning went through the process and despite the experienced difficulties facilitators continue their quest to deliver the online learning. Educational video conferences, interactive webinars, and chat-based online class discussions are used to meet the desired demand of learners. Asynchronous learning is typically applied played between teachers and learners as peer-to-peer learning interactions that are happening in different vicinity or time as agreed upon or set schedule ahead.

Figure 1. Shows the model of the asynchronous learning platform.
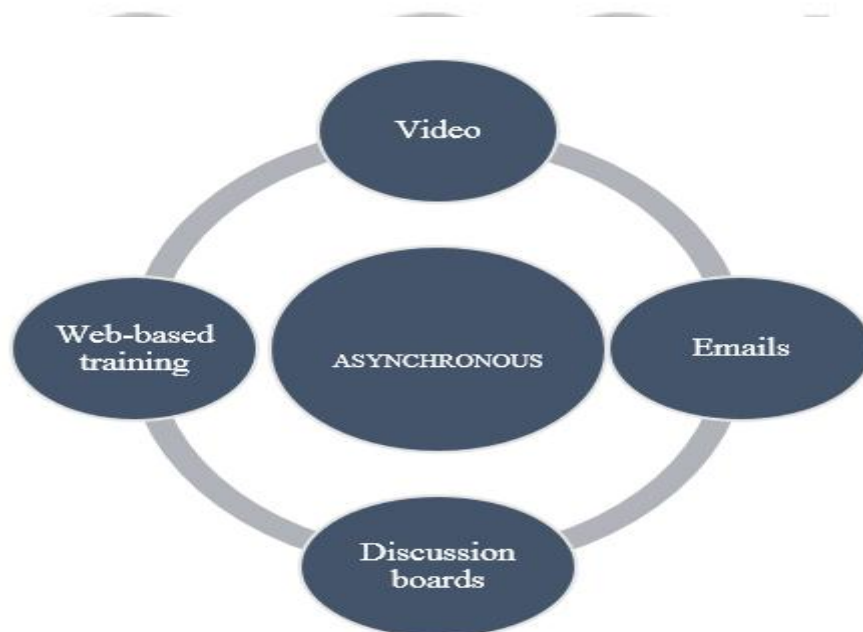
In asynchronous learning, prepares the courseware materials before the class takes place. The learners are free to decide which courseware they wanted to take first. In the present trend, the asynchronous learning modality is frequently used where all the applications shown in the diagram are used in an alternate form. The video presentation, the use of emails, discussion board, and web-based training is evident. However, this model was enjoyed by the learners but the bottom line is knowing its efficacy in terms of its learning equivalent can match the old traditional way. This learning approach was already used and implemented in countries whose connectivity is beyond question but those who don't have the so-called connectivity speed might find this learning mode the other way.

A study conducted using the research instruments where questions are laid down found that the respondents under the asynchronous learning agree with the result of the survey of the students. Their responses seem favorable to the following questions as they are willing to actively communicate with classmates and instructors electronically, motivated by the materials send through the internet as part of their activity, they find it almost the same when it comes to having a class at home using the social media platform, easy and comfortable holding classes online. They also agree that online assignments are just too confusing and instructors expect everybody to know everything without teaching it. They appreciate having a once-a-week class meeting since from the student's point of view, they have enough time to do things outside the school requirements. The findings as revealed by the students seem unclear whether or not the asynchronous learning helps them in the quest in achieving academic goals. As the type of learning continues, students' performance is observed to have a downtrend, especially their ratings for it is believed that they are not that active and attentive in grasping ideas resulting in to decline in learning retention. Teachers on the other hand although the asynchronous learning gives them the leverage of time since the physical requirements of getting into the school on time are not that close in terms of monitoring, believe that learners are in the dilemma and prejudice them to achieve the intended learning enrichment to uplift the learners and preparing them to become ready for what lies ahead for them. Given the foregoing manifestation from the learners and teachers, that the asynchronous learning methodology is designed to meet the needs of the learners during the pandemic time, suggest that this approach should be reviewed so that the institution can reinforce some pedagogical and tactical means of improving the current system.

Table 1. Shows the responses on their perception of the online learning modality in terms of asynchronous

|	Indicators	M	Interpretation	SD
1	*Being willing to actively communicate with the classmates and instructors electronically.*	*2.86*	*Agree*	*0.74*
2	*Motivated by the material in an Internet activity outside of class.*	*2.89*	*Agree*	*0.66*
3	*Learning is the same in class and at home on the Internet.*	*2.87*	*Agree*	*0.73*
4	*It's easy to procrastinate with online classes.*	*2.78*	*Agree*	*0.70*
5	*The online assignment is just too confusing and instructors expect everybody to know everything without teaching it.*	*2.77*	*Agree*	*0.70*
6	*Appreciate once a week of class meetings to interact with the professor.*	*2.74*	*Agree*	*0.79*
7	*Frequently interact with the instructor in this course.*	*2.76*	*Agree*	*0.73*
8	*Preferring to work at my own pace to have better time management.*	*2.78*	*Agree*	*0.75*
9	*Not actively engaged in the activities required in the course.*	*2.70*	*Agree*	*0.71*
10	*Preferred if the instructor leaves an activity or assignment to everybody without attending an online class.*	*2.81*	*Agree*	*0.75*
General Average		*2.80*	*Agree*	*0.73*

On Synchronous Learning

The teaching field is a constant evolution, at this present time, the use of technology cannot be denied that it boosted the development. It is described as a form of education, instruction, and the learning platform that its occurrence can be at the same time but not in the same place. The learning delivery

comes through the use of various forms such as televisual, digital and online, however, it is not in person. This method is not new to the learning environment since this was used from the time during the widespread pandemic. It was just enforced the moment crisis appear and the imposition of different health control security was imposed by the government specifically the inter-agency task force of emerging infectious disease (IATF), the overall leadership team in the enforcement. The old name for this learning model is called distance education or distance learning is practiced by some known universities worldwide. The Commission on Higher Education (CHED) viewed it as effectively as De Vera was initially quoted that the flexible learning system will stay even after the pandemic. Clamour of stakeholders (Parents and Students) has the same predicaments including educators and expressed difficulties going through this learning methodologies. There are confusing elements of understanding between the learner and the parents on flexible and synchronous learning however, the general principle is a mix and match the available options depending on the situation of students, teachers, and connectivity, health situation on the ground. This learning approach was done because the situation differs and no one-fits-all policy this time. Different forms of learning will augment the needed exigency however, the results and the desired outcome to be achieved remains to be evaluated in terms of its effectiveness. The government implemented learning vehicle has one thing in common which is to provide and supplement the "gap" in the educational mainstream paving the way for the educational needs and not to short-change the thirsty knowledge-based human being and become a victim of this unwanted circumstance.

The arousal interest of the researcher in this study comes timely as it has been a while since learning traditionally was suddenly out of the picture and the learners find themselves disenfranchised from the real deal in education mandate. The synchronous learning pedagogy is drawn as it is real instruction on a live discharge and interaction is deemed actual but in a distant manner. Synchronous learning comes in different aspects as explained in the figure below.

Figure 2. Shows the model of the synchronous learning platform.
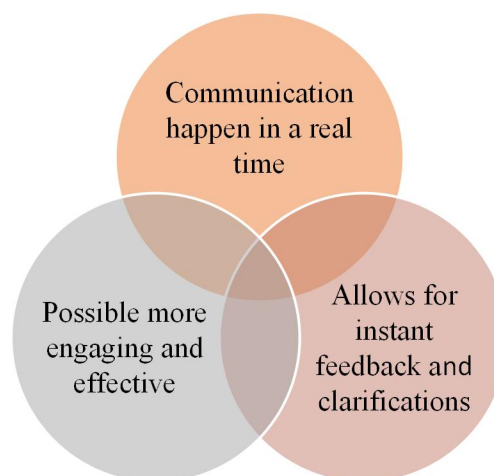
The synchronous model and learning approach show a strong link between learners and the teacher as it aims to deliver the learning and teaching methodology as real, live as it is, however, the certainty of the intended outcome is utmostly delivered. The grasping of knowledge and experiences shared may not come as motivational as it is considering the distance. The changing environment and time is the sole culprit why this is happening and as a result, cripples down gradually the interest of one's being and hence, the need to conduct a study occurs.

A study conducted to revalidate the claims of the stakeholders as to the effectiveness of these learning modalities comes in that based on the data presented the overall mean and revealed a verbally described as agreed by the respondents. This implies that both of them agree that in synchronous learning modality, they can easily access the internet as needed for their studies, are comfortable in communicating electronically, able to manage study time effectively and easily complete assignments on time, comfortable composing text on a computer in an online learning environment, can ask the teacher questions and receive a quick response during internet activities outside of class, can collaborate with other students during internet activities outside of class, can comprehend discussions given online, confident in answering online assessment and exams, have an interaction with other students as well as the teacher, and like to interact with other people in the class.

The findings highlight the importance of synchronous learning in which students can ask questions in real time. In this learning modality, students feel a greater sense of community and connection to their peers when they all learn together, and they become more engaged in their learning. As cited by the University of Colorado, synchronous learning provides immediate personal engagement between students and instructors, which may create greater feelings of community and lessen feelings of isolation, and also more responsive exchanges between students and instructors, which may prevent miscommunication or misunderstanding.

Table 2. Shows the responses on their perception of the online learning modality in terms of synchronous learning.

	Indicators	M	Interpretation	SD
1	Able to easily access the Internet as needed for my studies.	2.9	Agree	0.78
2	Comfortable in communicating electronically.	2.74	Agree	0.70
3	Able to manage study time effectively and easily complete assignments on time.	2.71	Agree	0.72
4	Comfortable composing text on a computer in an online learning environment.	2.76	Agree	0.84
5	Can ask the teacher questions and receive a quick response during Internet activities outside of class.	2.72	Agree	0.76
6	Can collaborate with other students during Internet activities outside of class.	2.70	Agree	0.74
7	Can comprehend discussions given online.	2.67	Agree	0.70
8	Confident in answering online assessments and exams.	2.67	Agree	0.77
9	Have interaction with other students as well as the teacher.	2.72	Agree	0.74
10	I like to interact with other people in the class.	2.71	Agree	0.73
	General Average	**2.72**	**Agree**	**0.75**

On Blended Learning

The trajectory and unforgettable events experienced by learners during the pandemic brought some nightmares to most of them regardless of their standing in society. Starting from the lock-downs that prohibit learners from even going outside, curfew hours, vaccination requirements, wearing face masks and washing of alcohol are among the many mandatory requirements imposed by the government to ensure the control of the virus spread. The education-led agencies spearheaded by the Commission on Higher Education (CHED), and The Department of Education (DepEd) enforces all academic institution to abide by the mandate. This is where the different academic platform was introduced purposely to find a solution to the unseen enemy, the virus. After all strict imposition that leads to different learning models comes now the blended one.

This mode is a combination of traditional face-to-face teaching backed by online instructions. It was no less than the Secretary of the Department of Education cleared that the country has been practicing distance learning for the past decades. Because of the difficulty of the learners especially in programs that delivery on theoretical means cannot suffice the overall requirements, a selective approach was granted only to those learning design that needs reinforcement of the so-called face-to-face. Programs that embrace technical demonstrations are allowed but in a limited capacity. The continuous downtrend of the reported cases caused by the virus seems to bring a shining image of hope that the traditional face-to-face may come and learners can do the academic exercises with no limit. Several colleges and universities of today's time have fully discharged the activities embodied in their curricula and include other non-academic extracurricular activities are now open however, the observance of the mandated health protocols is indeed a regulation that demands religious compliance.

It can be observed at present that some academic institution is no longer implementing a one hundred percent compliance since it has been observed that the degree of danger is not that contagious. However, its effectiveness although this practice is not solely used during the seasons of a health crisis, should undergo an assessment to validate different levels of claims and clamors. A study conducted specifically on the determinants of online learning modality on students' academic involvement reveals the finding that all of them agree that the blended method of academic is effective. This implies that the respondents agree and that they are comfortable in blended learning modality, they are comfortable with written communication, have self-disciplined and find it easy to set aside reading and homework time, enjoy working with other students in groups, and have an excellent computer/mobile skills, feels that face-to-face contact with the instructor is necessary to effective learning, like the combination of attending class for instruction and assignment online is challenging, they participated actively in synchronous and/or asynchronous chat session during the course, prefers hybrid classes because of the ease of learning at own pace, prefer to have contact with the professor and other students, and can track the grades and see what assignments are coming but still can meet the teacher online for questions. The finding highlights the importance of blended learning allowing learners to maximize the use of their abilities and opportunity to advance their studies at the rate that works for them, blended learning enables fast learners to advance more quickly while struggling students can move at their own pace and get customized support where they're stuck. Because it combines the two advantages of instructional models, blended learning has a positive impact on the learning process. Some researchers stated that blended learning can enhance students' learning outcomes, improve students' motivation, and it is an effective way of achieving learning objectives (Ceylan and Kesici, 2017; Yapici and Akbayin, 2012). Blended learning also spends lower costs for training and it may enhance the

students' learning experience. On the other hand, the formula for organizing a well-blended learning course is not easy. The teachers encourage to re-think and redesign courses that afford students more, and it requires the teacher to practice how to teach by using blended learning in the classroom to get a good result (Jeffrey et al. 2014; Garrison et al. 2004). In short, applying blended learning as the instructional model will take the teachers' serious effort to get maximum benefit.

Table 2. Shows the responses on their perception of the online learning modality in terms of the blended learning approach

	Indicators	Mean	Interpretation	SD
1	Comfortable with written communication.	2.67	Agree	0.72
2	Have self-disciplined and find it easy to set aside reading and homework time.	2.67	Agree	0.74
3	Enjoy working with other students in groups.	2.66	Agree	0.75
4	Have excellent computer/mobile skills.	2.63	Agree	0.81
5	Have feel that face-to-face contact with the instructor is necessary to learn.	2.74	Agree	0.74
6	Like the combination of attending class for instruction and assignments online.	2.70	Agree	0.72
7	Participated in synchronous and/or asynchronous chat sessions during the course.	2.77	Agree	0.75
8	Prefer hybrid classes because of the ease of learning at my own pace.	2.71	Agree	0.72
9	Prefer to have contact with the professor and other students.	2.68	Agree	0.75
10	Can track the grades and see what assignments are coming but still can meet the teacher online for questions.	2.81	Agree	0.68
	General Average	**2.70**	**Agree**	**0.74**

Conclusion and Recommendation

The determinants of online learning modality on students' academic involvement such as synchronous, asynchronous, and blended approach satisfies the learners considering that the learning design is new and they feel the leverage of time since they are not necessarily required to report to classes however, teachers are worried and believe that students are in the dilemma that they might not be able to achieve the intended learning enrichment, to uplift learners and preparing them to become ready for what lies ahead. As the learning approach is acceptable globally and as we immerse in the new paradigm, trying to be competitive in many ways, this mode of learning creates dissatisfaction among others due to shortcomings brought about by connectivity. They have the agony of meeting deadlines and had this experience since the learning model was launched. As the pandemic slowly weakens its spread, the Commission of Higher Education (CHED), and the Department of Education (DepEd) allows some institution to apply the blended learning model to those who can meet the requirements governing the protocols imposed by the inter-agency task force for the management of emerging infectious disease (IATF). As being observe nowadays allowing the blended activity, learners are more productive and

participative this indicates that their understanding and comprehension are fueled with excitement since they are out and cordoned to express their physical exhibit of knowledge. With this, it is suggested that to give life to learning, the institution should adopt this learning vehicle since it was found out that learners are becoming more alive and learning retention increases and able them to explore more to their advantage. This approach is somewhat a modification of the previous two models and it was found during the study that among them, the blended approach seems student-friendly however, since the pandemic still waiving in the environment, implementation of the said learning mechanism should abide the health and security mandate and adheres to the protocols imposed.

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