



# PERCEIVED IMPACT OF ONLINE CLASSES ON THE ACADEMIC PERFORMANCE OF SOPHOMORE STUDENTS IN A PRIVATE INSTITUTIONS

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## ABSTRACT

**Background** The COVID-19 pandemic ushers in a “new” normal, in which digitization implements different ways of working and learning. The aim of the study was to assess the perceived impact of online classes on sophomore nursing students of Santiago City.

**Method:** In this descriptive cross-sectional study, 118 sophomore nursing students ( $n=118$ ) were recruited. An online survey questionnaire was the main tool to collect data. Descriptive statistics were employed for data analysis.

**Result:** The majority of respondents were female (79.66%), and perceived skills and competencies of instructors during online class, weighted in different areas such as instructional skills ( $M=3.48$ ,  $SD=1.15$ ), instructional resources ( $M=3.45$ ,  $SD=1.15$ ), approaches/techniques ( $M=3.38$ ,  $SD=1.18$ ) and evaluation techniques ( $M=3.37$ ,  $SD=1.14$ ) which interpreted as satisfactory respectively in all areas. Lastly, the perception of the respondents on the effects of online classes shows a strong agreement on the belief that face-to-face learning is more effective than online learning.

**Conclusion:** Nowadays, the new normal continues to shape the world. With its use, few students find their lives easier, more convenient, and more comfortable. But most students face a dilemma in utilizing new normal technology in making school requirements which did not help them to be productive.

**KEYWORDS:** *Online Class, Academic Performance*

## 1. INTRODUCTION

The COVID-19 pandemic ushers in a “new” normal, in which digitization implements different ways of working and learning. It forces education further into technologizing, a development already well underway, fueled by commercialism and the reigning market ideology notes that “many institutions had plans to make greater use of technology in teaching, but the outbreak of Covid-19 has meant that changes intended to occur over months or years had to be implemented. [1]

The objective of education is to mold a person to be perfect. Education provides the pathway to reach their destiny. Education helps in inculcating social responsibilities as well. The main core of education is to learn.

Online learning also allows physically challenged students with more freedom to participate in learning in the virtual environment, requiring limited movement [2]. The best practices for online homeschooling are yet to be explored [3].

The process of acquiring knowledge or skills through study, experience, practice, or being taught is called learning. Any freak accident that happens in the world will always leave an impact on education. That is why, the epidemic of COVID 19 has its footpaths on education. The outbreak of this dangerous virus across the globe has obliged the educational institutions to shut down to control the spread of this virus. The situation happening made the teaching experts and professionals think of ways and other alternative methods how to deliver their teachings during this lockdown. And thus, it paves the way toward web-based learning or e-learning, or online learning. In today's scenario learning has stepped into a world of digital and technology world. In which teachers and students are virtually connected with each other even they are a far. E-learning is quite simple to understand and implement. The use of a desktop, laptop, or smartphone and the internet forms a major component of this learning methodology. E-learning provides rapid growth and proved to be the best in all sectors, especially in education



during this pandemic [4]. This phenomenon is a part of the new assessment practices such as using previous grades from mock exams, applying observational assessments of teachers, and considering prior grade expectations [5]. Complicating this picture even is the fact that, not every student can provide and adapt to the rapid advances of technology in today's digital age [6]. Giving emphasis to emerging countries like the Philippines in which education is plagued by problems even before the pandemic comes. As the higher education institution reopened a few months ago, one of the encounters that students have to cope with is the structural requirements for the implementation

of remote instruction which includes the assessment component. Plenty of students must cope with such challenges in terms of internet connectivity, electricity access, and learning resources such as using gadgets. As a result, it is a need to employ various strategies and measures to cope with the situation fraught with such obstacles [7]. There is an interruption of education during the COVID-19 pandemic not only in certain areas but globally. This multi-country study suggestively reported reflections, lessons learned, and ideas on how to navigate education in this time of uncertainty. With the goal in mind to assist authorities to come up with improved responses to education, this study endeavors to provide a piece of evidence in the context of a developing country as regards the problems experienced by Filipino university students. If this review will be addressed, lessons can be drawn and may finally open windows for relevant actions. Thus, this study aimed to describe the difficulties in remote learning of university students in the Philippines in the wake of the COVID-19 crisis [8]. Hence, the study aimed to assess the perceived impact of online classes on the academic performance of sophomore nursing students of private institutions of Santiago City.

## 2. METHODOLOGY

**2.1 Research Design.** The study used a descriptive cross-sectional research design.

**2.2 Study Site and Participants.** The study has 118 Sophomore Nursing students studying in private institutions of Santiago City enrolled for the 1<sup>st</sup> Semester 2021-2022. In this study, total enumeration was been utilized.

**2.3 Research Technique.** The main tool for this study was a survey questionnaire that was been developed and initiated for a pilot test. The first part consists of item questions for demographic information. The second part is items answering the perceived skills and competencies of instructors during online classes, which were divided in different skills. For scoring 5-point Likert scale was utilized.

**2.4 Data Analysis.** The analysis of data used descriptive statistics such as weighted mean, percentage, frequency, and standard deviation.

## 3. RESULTS

**Table 1. Demographic profile of the study (N-118)**

Gender	f	%
Male	24	20.34
Female	94	79.66
Total	118	100.0

The above table shows majority respondents were females (f=94, p=79.66%). On the other hand, males were only 24 (20.34%).

**Table 2. Summary of perceived instructional skills and competencies using instructional skills during online class (N=118)**

Instructional Assessment	M	SD	VI
<b>A. On Instructional Skills</b>			
Instructors plan, and organize schedules are organized in online class.	3.28	1.19	Satisfactory
Instructors present the lesson online systematically and analytically.	3.45	1.11	Satisfactory
Instructors encourage the students to think and clarify lessons through effective questioning.	3.61	1.12	Very Satisfactory
Instructors motivate the students by asking questions effectively to develop critical thinking and creativity.	3.53	1.17	Very Satisfactory
Instructors relate to lesson to the existing conditions and real life situation.	3.47	1.18	Satisfactory
Instructors utilize, technologies effectively in achieving teaching objectives.	3.52	1.11	Very Satisfactory
<b>WEIGHTED MEAN</b>	<b>3.48</b>	<b>1.15</b>	<b>Satisfactory</b>



It shows in table 2, that respondents are satisfied ( $M=3.48$ ,  $SD=1.15$ ) with the competencies and skills in giving instruction provided by their professors. It shows above that during online classes, they provide organized schedules, and systematic and clarified presentations in their lesson. Also, teachings are effective since it relates to the current life situation and are able to utilize technologies which very timely.

**Table 3. Summary of perceived instructional skills and competencies using instructional resources during online class (N=118)**

Instructional Assessment	M	SD	VI
<b>B. On instructional Resources</b>			
Teachers make use of recent research findings in discussions.	3.30	1.14	Satisfactory
Teachers make use of materials technological and gadgets for learning.	3.68	1.15	Very Satisfactory
Teachers cater to both knowledge and skills and development through the use of valid materials.	3.44	1.15	Satisfactory
Teachers subscribe different reference materials.	3.38	1.18	Satisfactory
Teachers do not rely on books but on other avenues of learning experience etc.	3.38	1.14	Satisfactory
<b>WEIGHTED MEAN</b>	<b>3.45</b>	<b>1.15</b>	<b>Satisfactory</b>

It implies in the above table (table 3) the satisfaction of students with the instructional resources (technological gadgets) used during online class to fully utilized the learning process.

**Table 4. Summary of the perceived impact in an online class in terms of instructor's teaching approach/techniques (N=118)**

Instructional Assessment	M	SD	VI
<b>C. On approaches/techniques</b>			
Teachers provide evaluative activities appropriate to students' abilities, interest and needs.	3.30	1.23	Satisfactory
Teachers utilize instructional materials that sustain students attention in achieving teaching activities.	3.39	1.15	Satisfactory
Teachers use different teaching techniques, approaches and strategies to make the lesson interesting and meaningful.	3.31	1.20	Satisfactory
Teachers able to utilize activities that are hopeful for students to understand the lesson.	3.37	1.18	Satisfactory
Teachers use variety of activities (discussions, group work, lecture) during class time.	3.38	1.23	Satisfactory
<b>WEIGHTED MEAN</b>	<b>3.38</b>	<b>1.18</b>	<b>Satisfactory</b>

Table 4 shows the approach/technique used during online classes that has an impact on the academic performance of sophomore nursing students. A positive result shows above with verbal interpretation of "Satisfactory" ( $M=3.38$ ,  $SD= 1.18$ ). It only means that instructors are giving interesting, varied, and meaningful activities needed by the students to attain the objective of their lesson.

**Table 5. Summary of the perceived impact in an online class in terms of instructor's evaluative techniques. (N=118)**

Instructional Assessment	M	SD	VI
<b>D. On Evaluative Techniques</b>			
Teachers use different evaluate tools to gauge program of instructions such as: Test (written/oral).	3.54	1.06	Very Satisfactory
Demonstration	3.29	1.18	Satisfactory
Research	3.29	1.18	Satisfactory
<b>WEIGHTED MEAN</b>	<b>3.37</b>	<b>1.14</b>	<b>Satisfactory</b>

The above table implies the evaluation techniques perceived by the respondents. In terms of written or oral tests, the respondents are very satisfied in gauging their understanding of instruction while demonstration and the initiation of research imply satisfaction. Overall, this area of instructional assessment weighted satisfactory (M=3.37, SD=1.14).

**Table 6. Descriptive Summary on the general perception of the respondents on the effect of online classes (N=118)**

Instructional Assessment	M	SD	VI
I believe face to face learning is more effective than online learning	4.64	.70	Strongly agree
I like online learning as it provides richer instructional content	3.41	1.07	Agree
I would like lecture time in the classroom to be reduced	3.55	.94	Agree
I would like to have my classes online rather than in the classroom	2.69	1.11	Neutral
I get bored, tired and sleepy when studying online	3.73	.96	Agree
I find it very difficult to study online	4.03	.79	Agree
I am more likely to miss assignment due to dates/deadline in an online environment	3.37	1.10	Agree
Online learning	3.16	1.02	Agree

motivates me to prepare well for my studies			
I am able to communicate effectively with my friends and teachers using online technologies (e.g. email, chat, discussion board)	3.35	1.04	Agree
Lack of gadget affects my academic performance in online learning	4.21	.81	Agree
Addiction to online networks is a problematic issue that affects my academic life	3.92	.91	Agree
The time schedule in online is followed	3.09	1.07	Agree
Parents' involvement in the education of their children is a good prediction of better academic performance of students	3.66	1.00	Agree
I am not totally convinced that will get the same value of education from an online course	4.52	.86	Strongly agree
I am not able to access reliable internet	4.67	.61	Strongly agree

The table above reveals the general perception of the respondents on the effects of online Classes. It shows a strong agreement on the belief that face-to-face learning is more effective than online learning but still both of them have their own importance based on the current situation (COVID-19 pandemic).

On the other hand, respondents agree on the lack of gadgets affects academic performance during online learning, they find it difficult to study online and get bored, tired, and sleepy when studying online.

Also, parents' involvement in the education of their children is a good prediction of the better academic performance of students.

Another aspect that helps, is able to access reliable internet, able to communicate effectively with their friends and teachers using online technologies (e.g. email, chat, discussion board) (M=3.35, SD=1.04).

Online learning motivates them to prepare well for their studies but addiction to online networks is a problematic issue that affects their academic life, they are not more likely to miss



assignment due to dates/deadline in an online environment, Also, would like lecture time in the classroom to be reduced, like online learning as it provides richer instructional content, time schedule in online are well shown by the respondents in the said table above.

### 3. DISCUSSION

Nowadays, the new normal continues to shape the globe. with its use, few students find their lives easier, more convenient, and more comfortable. But most students face a dilemma in utilizing new normal technology in making school requirements which did not help them to be productive.

The perception of the respondents on the effects of online classes shows a strong agreement on the idea that face to face learning is more effective than online learning and not totally convinced that they will get same value of education from an online course. Although, they're still agreeing on the positive effect of online class in their academic performance despite of the absence of face to face classes.

As a outcome, students are lack of determination and willingness to study. In online classes, students are simply unmotivated. They usually get easy and save time, but student learning outcomes are usually poor. Instead of actually interacting with their lessons, they are just doing their obtain topics credit for a satisfactory mark. Therefore, holding online classes does not guarantee the same level of education as face-to-face classes.

#### 3.1 Recommendations

Teachers especially the older ones are suggested to undergo ICT training for improved teaching skills and competencies to cope up with the new trends on the use of technology in the distance teaching – learning process.

It may also be supportive to relate online teaching process with the learner performance in the different subject areas. It is also encouraged that profiles other than those used in this study like socio-economic and demographic locations of the respondents may be used related to distance learning.

Lastly, in order to improve this study, it is advisable for future researchers to broaden and expound on the topic.

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