

Assessment of the preparedness and acceptability for distance learning: A guide for an efficient distance learning

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Assessment of the preparedness and acceptability for distance learning: A guide for an efficient distance learning

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ABSTRACT

A shift in the mode of learning has shifted from face-to-face to online and modular learning, wherein the former has been utilized more. The fundamental goal of the research is to explore the experiences of students along with their recommendations to further improve the delivery of physical education online class using what gadget is the best and much more efficient base on their experienced. This study assessed the preparedness and acceptability of University of Makati (UMak) students with a bachelor's degrees in physical wellness on distance learning. The study employed the quantitative method of research wherein the researcher used related research questions. The data were through the questionnaires. It served as a survey tool to draw facts about the preparedness and acceptability of University of Makati students with a bachelor's degrees in physical wellness on distance learning. The respondents of the study bachelor's degree in physical wellness students at the University of Makati. The researchers use the student's evaluation as an instrument to complement the research questions in assessing the competency of gadgets used. Based on the results of the study, majority of the respondents are prepared for any distance learning, however, the reliability of the gadget and availability of connectivity at home are issues that need solution. Majority of the students with a percentage rating ranging from 88% to 95% accept the possibility of having distance learning as the method to be used by UMak-CHK department on the 2nd semester of 2021-2022. The result of the assessment of the readiness and competency of faculty in the delivery of distance learning will be used as a tool in the implementation of courses of action in preparation for the coming semester of AY 2021-2022.

Keywords: Assessment; preparedness; acceptability; distance learning; physical education

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INTRODUCTION

Several studies have assessed online versus in-person learning at the school level in recent years (Brockman et al., 2020; Felson & Adamczyk, 2021; Vaillancourt et al., 2022). A key concern during this literature is that students typically self-select into online or in-person programs or courses, confounding estimates of student outcomes. That is, differences within the characteristics of scholars themselves may drive differences within the outcome measures we observe that are unrelated to the mode of instruction (Arias et al., 2018). Additionally, the content, instructor, assignments, and other course features might differ across online and in-person modes also, which makes apples-to-apples comparisons difficult (Spencer & Temple, 2021).

The most compelling studies of online education draw on a random assignment design (i.e., randomized control trial or RCT) to isolate the causal effect of online versus in-person learning (So et al., 2021). Several pathbreaking studies were ready to estimate

causal impacts of performance on final exams or course grades in recent years (Clark et al., 2021). Virtually all those studies found that online instruction resulted in lower student performance relative to in-person instruction; although in one case, students with hybrid instruction performed similarly to their in-person peers. Negative effects of online course-taking were particularly pronounced for males and less-academically prepared students.

The educational institution all over the world are in full constant effort to take the necessary adjustments during this pandemic affecting the students and faculty. Government schools were directed to a limited physical work reporting by faculty and employees and encouraging work from scheme (Elfirdoussi et al., 2020). University of Makati, a locally funded university, with the highly supportive mayor of the local government of Makati City are moving towards creating means to shift from the traditional conduct of classes to the distance learning method. It will be difficult but the assistance and cooperation of other sectors to realize the main objective of not disrupting the delivery of quality education to students will make the move possible and doable (OECD, 2020).

The assessment of the preparedness and acceptability of student to flexible blended or distance learning is very important (Reyes et al., 2021), it is one of the methods recommended by Commission on Higher Education given the situation that COVID-19 threat will continue to soar. The courses of action to be taken by University of Makati (UMak) need a considerable number of thoughts and wisdom because the future of the estimated twelve thousand (12,000) students will be at stake. The educational institution all over the world are in full constant effort to take the necessary adjustments during this pandemic affecting the students and faculty (Iglesias-Pradas et al., 2021). In the Philippines, The Commission on Higher Education (CHED) through its advisories directed all State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs) to move the start of classes in August for the first semester of FY 2020-2021 and exercise discretion in the use of blended and flexible methods of delivering quality education (CHED, 2020). This announcement is no longer new to some of the school, colleges, and universities and as we are commencing the classes from the University of Makati for the first semester every August.

The Civil Service Commission (CSC) released the Resolution No. 2000540 (Revised Interim Guidelines for Alternative Work Arrangements and Support Mechanisms for Workers in the Government During the Period of State of National Emergency Due to COVID-19 Pandemic) on May 7, 2020 which directed government offices to adopt a work from home (WFH) arrangement or man the office by skeletal force for agencies in areas placed under General Community Quarantine (GCQ) or where public transportation is limited and physical or social distancing in the workplace is required (CSC, 2020). The said resolution places the government schools in a limited physical work reporting by faculty and employees and encouraging work from scheme. In the IATF directives, the statement that no person below 21 years of age may go out of their houses for any purposes leaving the educational institution to formulate policies and implement the same in preparation for the coming semester. If the COVID curve will not flatten and continue to rise, the scenario of community quarantine will be prolonged affecting millions of students in relation to attendance to classes (Han et al., 2020).

On May 25, 2020, the President of the Philippines declared that no classes in all levels shall be conducted without vaccinating the students. This prompted the officials of the academic institutions to act on the matter considering that a vaccine before use will still have to undergo clinical trials for several months and the fact that no vaccine yet is

available from any laboratory (WHO, 2022). Since this is a major issue, the preparation in case of non-availability of this vaccine by August 2020 must be done. The assessment of the preparedness and acceptability of student to flexible blended or distance learning is very important it is one of the methods recommended by Commission on Higher Education given the situation that COVID-19 threat will continue to soar. The courses of action to be taken by UMaK need a considerable number of thoughts and wisdom because the future of the estimated twelve thousand (12,000) students will be at stake. The fundamental goal of the research is to explore the experiences of students along with their recommendations to further improve the delivery of physical education online class using what gadget is the best and much more efficient base on their experienced. This study assessed the preparedness and acceptability of University of Makati students with a bachelor's degrees in physical wellness on distance learning.

METHOD

Quantitative approach is used in assessing the preparedness and acceptability of UMaK-CHK BPW students on distance learning. Descriptive research design also utilized in preparing the questions and finding out the problem with main concentration of describing, explaining, and validating findings. The descriptive research design aimed to establish the relationship between independent variables and a dependent variables or outcome variable (Fraenkel et al., 2012).

The researchers prepared self-made survey questionnaire which the indicators were derived from related studies and literature. Survey questionnaires were distributed to one hundred sixty-seven (167) students via online using Google form due to the current situation of the country. Respondents are chosen randomly from different sections and year level from College of Human Kinetics, Bachelor in Physical Wellness major in Sports Management and Bachelor in Physical Wellness major in Education. The result of the study will be used on the implementation of necessary adjustments and preparations in the conduct of distance learning. Frequency and percentage were used on the interpretation of the demographic profile of the respondents; and weighted mean was used to scrutinize the interpretation of the assessment on the preparedness and acceptability on the distance learning.

RESULTS AND DISCUSSION

Considering the educational challenges everyone is facing during this COVID crisis, the preparedness and acceptability of CHK-BPW students was timely assessed. The result of the assessment of the readiness and competency of faculty in the delivery of distance learning will be used as a tool in the implementation of courses of action in preparation for the coming semester 5th AY 2021-2022.

Based from the result of the study, in terms of demographic profile, the majority of the respondents are from the age 19-21 years old; female and from first year level. In terms of the preparedness, majority of the respondents are using smart/mobile phone; moreover, most of them have a good internet connectivity though they are only using cellular/mobile data. Challenges were also included such as learning condition at home that shows majority of the respondents have learning area at home although they emphasize that it is not conducive learning area due to distraction and noise problems. However, despite of the said challenge, most of the students preferred to their studies via distance learning apply the combination of the synchronous and asynchronous.

To assess the acceptability, in include variables such as knowledge of the topic, teaching management, learning motivation, commitment, and skill competency. In

knowledge of the topic, the finding shows in distance learning where the variable of establish learning objectives on distance learning that are integrated into practical situations with the help of a professor. The result also reveals that on the learning management of the students where they want for a healthy and lively classroom environment topped the list of learning motivations from the professor. In assessing the teaching motivation of faculty that majority of the respondents are needed to be motivated to effectively achieve their learning objectives on distance learning.

In learning motivation, the result showed that majority of the respondents are mature enough to think independently and be accountable for their acts and opinions during distance learning classes and are willing to practice and perform tasks on distance learning. Furthermore, in commitment on the distance learning, majority of the respondents agree to commit themselves with distance learning classes and available in an online method. Lastly, the skill competency is divided in to several sub-variables like Knowledge of the basic operation of a computer, knowledge on basic computer software and computer literacy. Majority of the respondents have knowledge in basic operation of computer and in the basic computer software like MS Words, Excel and Power point because most of them are computer literate.

In the further discussion of the results in assessing the attitudes of the students on the knowledge of topic showed that majority of the respondents believe that they can establish learning objectives on distance learning by the help of faculty. The educators of the major or minor subjects they teach, need an extensive variety of diverse skills and approaches in helping students to attain their goals in life. The knowledge of the topic includes the subject matter familiarity and the considerate reception of educational developments as paired with the students' acceptance. If the teacher has no knowledge of the topic, the learning objectives will not be successful (Englund et al., 2017).

Also, majority of the respondents responded positively on the motivation by a professor conducting classes as facilitator, coaches and resource persons. To support the result, according to Klimovienė et al. (2016), the student gains experience through active communication and cooperation and develops, thus, his/her personal style of experience accumulation. Despite considering such approach globally, its successful implementation is not published yet although the effectiveness was already proven. In the same way, only few students successfully adapt to this kind of learning method maybe because the approach is not fully implemented to give students the freedom to perform on outcome-based learning styles. The effects of the variations on performances of students that examines the shift of traditional lecture-based learning method to a student-centered/field-based way. Also, the result showed that respondents are mature enough to think independently and be accountable for their acts and opinions during distance learning classes.

In addition, the motivation on the conduct of research to students is a good example of obtaining positive results from the conduct of classes by distance learning in preparation for the research subjects such as thesis, business plan, feasibility study, development and experimental studies and the like. According to Wilson (2018) students must learn how to best construct their independent learning schedule. Students must be encouraged to become self-disciplined learners. The responsibility of a teacher is to support them in making a pledge to themselves in organizing themselves and achieving goals (Zee & Koomen, 2016).

For the last variable, the skill competency which divided in to sub-variables, the result showed the respondents have knowledge of the basic operation of a computer. Knowledge on the basic computer is known as computer literacy and considered a very

vital proficiency to have (Wilson et al., 2015). Employers require employees to have basic computer skills for a more efficient work performance at the workplace (Peng, 2017). If computer literacy is very important in other workplaces, the more it significant in the academic institutions that employ technology in the delivery of instruction. The study also revealed that majority of the respondents have knowledge on Microsoft office (word, excel, PowerPoint). The knowledge on the basic software is very important as it will be used in the preparation of the instructional materials for the daily conduct of classes (Montrieux et al., 2015).

CONCLUSION

The assessment on the preparedness and acceptability of CHK BPW students on distance learning was conducted in expectation for the new developments and trends in the University of Makati particular this coming semester of AY2020-2021 considering the rising rate of COVID threats. Based on the results of the study, majority of the respondents are prepared for any distance learning, however, the reliability of the gadget and availability of connectivity at home are issues that need solution. Majority of the students with a percentage rating ranging from 88% to 95% accept the possibility of having distance learning as the method to be used by UMak-CHK department on the 2nd semester of 2021-2022. The students, in addition accept the reality of the possible employment of any distance learning method. Considering the educational challenges everyone is facing during this COVID crisis, the preparedness and acceptability of CHK-BPW students was timely assessed. The result of the assessment of the readiness and competency of faculty in the delivery of distance learning will be used as a tool in the implementation of courses of action in preparation for the coming semester of AY 2021-2022.

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Knowledge of the basic operation of a computer, knowledge on basic computer software and computer literacy. Majority of the respondents have knowledge in basic operation of computer and in the basic computer software like MS Words, Excel and Power point because most of them are computer literate. After assessing the preparedness and acceptability of CHK BPW students on distance learning, the following recommendations are presented:

1. The lifting the community quarantine measure in Metro Manila is still uncertain due to the increase in the number of infected with COVID virus everyday as tabulated on the data of the IATF. As a result, the shift from traditional conduct of classes to distance learning through the employment of online and offline classes is recommended. This is so to ensure the safety of the students, faculty and employees considering the COVID situation in Metro Manila and Makati City in particular. This is also in consideration for the continued use of UMak building 1 as one of the COVID health facilities for frontliners working at Hospital ng Makati.
2. The delivery of quality education will still be realized as evidenced by the results on the measure of preparedness and acceptability on distance learning of students. For offline, lessons, quizzes, assignments, and major examinations. Questions and inquiries will be accommodated via mobile phone thru text messaging or telephone call, emails, Facebook, Moodle/TBL hub.
3. As the results of the study revealed that the students are prepared mentally and emotionally for online and offline distance learning methods, several measures are to be considered before such action will be implemented such as provision of connectivity allowances and usable and reliable gadgets (tablets) for every student. The results generated were the issues on connectivity and gadget availability which when resolved will promote effective learning environment for the students.
4. In the conduct of distance learning faculty are advised to exercise compassion and discretionary and excellent discernment in assessing the performances of the students considering the current situations as this shift is very sudden and students need to adjust more than the faculty.
5. The students in general have disclosed on their responses that their preparedness will depend on the gadget. The commitment to learn either by blended or distance learning was expressed by majority of the students and the request for the necessary and appropriate assistance is based on the CHK faculty.
6. To deliver instruction online or offline, the students prefer to have copies of all the learning materials which they will need as references for their studies

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