THE DISTANCE LEARNING EXPERIENCES OF BALIUAG UNIVERSITY INTERMEDIATE ELEMENTARY STUDENTS

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Abstract

The study aimed to identify the online learning experiences of intermediate elementary students in Baliuag University during the school year 2020-2021. Purposive sampling was applied in selecting the ten intermediate students comprise of three students from fourth and fifth grades, and four students from sixth grade. Using a phenomenological design, an online survey using Google Forms was used in gathering the data and was analyzed thematically. Five major themes were identified: 1) difficulties in distance learning; 2) affective aspect; 3) classroom management; 4) preferred way in distance learning; 5) collaboration and communication. Based on the findings of the study, different recommendations were offered to further improve the learning experiences of intermediate elementary students.

Keywords: Distance Learning, Online Learning Experiences, Intermediate Elementary Student

Introduction

The implications and impacts of the battle against COVID-19's threats were felt throughout different sectors (Tria, 2020). The educational sector is one of the most affected. President Rodrigo Duterte has directed the Department of Education (DepEd) to postpone, if not cancel, face-to-face instruction until the vaccine is available to the general public (Malaya, 2020). Furthermore, according to President Duterte, resuming face-to-face lessons will be disastrous unless the COVID-19 vaccine is discovered (Reuters, 2020).

"The president cares about our students. He told us to find other ways (to teach) besides students going back to school," Briones said in an online media briefing (Reuters, 2020, p.6).

In line with this, DepEd made sure that education will still take place amidst the pandemic through the utilization of the distance learning approach which initiated modern technology for alternative delivery modalities of learning (Malaya, 2020). DepEd introduced the term distance learning as "where learning takes place between the teacher and the learner who are geographically remote from each other during instruction". The approaches have three types of delivery modalities, depending on the student's accessible materials, namely: Online Distance Learning (ODL), Modular Distance Learning (MDL) and TV/Radio-Based Instruction.

In response to the challenges brought about by the COVID-19 global pandemic, Baliuag University implemented a cloud-based and technology-enabled model of delivering instruction called ULAP or the University Learning Alternative Platform. ULAP is a form of instructional delivery that allows students to continue learning even when schools are closed.

Campus Cloud, a new and evolving platform that houses the lessons and other activities of the pupils through various software tools, is used by ULAP from kindergarten to grade ten. Teachers' delivery of instruction in all the subjects are in accordance with DepEd's Most Essential Learning Competencies (MELC)-the primary reference that includes learning delivery approaches that are suited to the learners during the pandemic.

The study's main goal is to look at online distance learning, which uses both synchronous and asynchronous technologies. Synchronous is the type of learning environment that is live, real-time, and scheduled and deals with collaboration through the web with the participant and an instructor at the same time, while asynchronous learning

is self-directed and non-formal learning and not bound by time or place (Shahabadi & Uplane, 2015). Furthermore, the research study draws out the perspectives of intermediate elementary students on distance learning education.

Review of Related Literature

Distance learning is an educational method in which teachers and students are physically separated (Isman et al., 2004). It is taught using synthesized technologies such as correspondence, audio, video, technology, and the internet. The lesson of the study is carried outside the normal face-to-face system. Interaction of teachers and students who are geographically remote from each other receive limited instruction (Magsambol, 2020).

There are two types of content delivery methods in an online classroom: synchronous and asynchronous learning (Shahabadi & Uplane, 2015). The learning experiences in synchronous style of learning are live and in real-time. Three key factors influenced the development of synchronous learning: the classroom, the media, and the meeting. Synchronous sessions utilize different platforms; these are videoconferencing, live streaming lectures, and chatting (Ancheta & Ancheta, 2020). Google tools also provide different ways such as Google classroom, Google meet, Zoom, MS Teams, and further platforms available.

A variety of terms have been used to characterize asynchronous online learning (Shahabadi & Uplane, 2015). One of the most popular definitions based on its elements, describing it as an interactive learning community that is not limited by time, space, or classroom constraints. Students can learn at their own pace and this kind of instruction, common-ly known as independent learning (Ancheta & Ancheta, 2020). Online video lectures, collaborative activities, and online discussions are present (Lim, 2016).

Since synchronous distance education allows all enrolled students and the instructor to be online at the same time, it is less versatile than asynchronous distance education (Keles & Ozel, 2016). Students may communicate with the material and teacher, whenever it is convenient for them with asynchronous guidance. This mode is especially beneficial for students who are struggling to attend specific time schedules (Ancheta & Ancheta, 2020). It also facilitates peer communication through the use of groups and allows students to collaborate on projects and review them together. Finally, this helps many who do not have complete internet access.

Correspondence education was created to provide equal opportunity for students who were unable to receive a conventional education or who were underrepresented in traditional education (Saykılı, 2018). Correspondence courses were also implemented for students who cannot come to face to face classes due to physical disability, having full-time jobs, or for those who only needed an extra certification for promotion (Marlow, 1983). Finding a specific course offered on the campus at a specific time to meet their needs was also a reason for taking correspondence courses. Despite all these reasons, developing student's intellect and knowledge and offering quality education for students was the main goal of correspondence education (Kentnor, 2015).

Over the last 300 years, the progression and evolution of distance learning continue to grow along with the inventions of technology that made distance learning popular in different parts of the world (Cook & Sonnenberg, 2014). To date, distance learning is in the form of online education. According to Kentnor (2015), online education uses the Internet and computer as a form of distance education wherein 80% of the course contents are delivered online. Therefore, Academic leaders consider Distance Learning, as a growing force, with the increasing popularity of online learning among Generation Z and millenniums (Wotto, 2020).

Nonetheless, for many students, online learning is only a formality rather than a substantive substitute for conventional teaching, according to UNICEF's Milosievski et al. (2020). Teachers only share information with their students without ever teaching it to them. The principle of "find it out yourself" was often used in online research. Students were not acquiring important, long-lasting knowledge.

Furthermore, some students lack sufficient equipment to participate in online courses (Milosievski et al., 2020). They do not have access to mobile gadgets like laptops, tablets, or cameras. The number of these devices in households is often limited, which may be inconvenient for simultaneous online appointments, lectures, and meetings. Also, some instructors overlook the possibility that a student's access to the internet may be denied during online testing.

In addition, some students do not have someone to help them with their homework at home. In an interview of Magsambol (2020) with Jelyn Junio, who has two children enrolled this year, she is having a lot of difficulties because she is working. They still do not know how to guide their children. Distance learning is done through the internet, and their grandma is the only one taking care of them, and she doesn't know how to utilize the internet and social media.

Distance Learning Experiences

According to the UNESCO International Bureau of Education (2013), "learning experiences is a wide variety of experiences across different contexts and settings" (p. 36). Its purpose is to change the perception of the learner, manage their conceptual understanding, nourishment of knowledge, skills, and attitudes. Previous learning experiences influence the prediction of further learning that is why in an academic setting, learning experiences should be suitable to the student's needs, uses critical thinking, engaging, and substantial.

A study conducted by Blackmon and Major (2012) studied student experiences in online courses, mainly focused on balancing school and life, time management, personal responsibility, instructor accessibility, and connection with peers. Based on the study, some factors influence their experience in online learning that they can or cannot control. Students indicated that if the teacher is still available to establish a friendship and a community online, it would be easier.

Another research looked at students' perspectives and experiences. Students discovered positive and negative attributes of online learning (Skordis-Worrall et al., 2015). Some positive attributes are: (a) the convenience and flexibility of learning; (b) being able to choose the time, place, and pace of learning; and (c) the ability to choose the appropriate approaches for their needs. On the other hand, one negative attribute found was there was no sense of involvement and community that made them feel more isolated. The most critical challenge in online learning was the delayed feedback from teachers and other students.

Further study about the experiences of the use of technology from formal education to distance education, Yildiz and Selim (2015) revealed that all teachers used the same teaching materials in traditional and distance education. They also indicated the difficulty in using teaching materials and technology at the same time. Furthermore, the authors found that students required more time to prepare for their courses. They highlighted that the interaction between the teacher and the students and the hardship in teaching and learning using the internet is the main reason for this. Teachers struggled to use technology such as computers, microphones, and cameras while still discussing lessons with students. Technical difficulties and insufficient equipment are the main problems in distance education that can be easily solved in traditional education.

In a study about the experiences with a synchronous virtual classroom in distance education, the students explained that they had no problems in courses with short and frequent intervals and they liked that there is no need for them to travel and prevent waste of time when traveling (Koppelman & Vranken, 2008).

Berg (2020) stated that the majority of students' experiences with online distance learning were positive and that these experiences and interactions during the course were extremely beneficial. The interaction among classmates, teachers, and the content helps in providing a pedagogical foundation that makes teaching and learning effectively. It was also emphasized the importance of planning and designing online courses by the university and providing necessary support and training for its students.

Mittelmeier et al. (2019) discovered that their students' academic, social, and emotional changes in distance learning were affected by the negative and positive interactions they had during their first period of study at the university. This means that the student's ways in a face-to-face class are the same as what they do in an online class. Students, on the other hand, have their own transition experiences, which varied depending on coping strategies, study skills, and level of resilience.

Theoretical Framework

Connectivism as described by George Siemens and Stephen Downes (Duke et al., 2013), serves as the theoretical foundation of this study. Connectivism described as the interaction between students and: (a) other people, (b) groups with the same interests, and (c) the internet. This study aims to identify students' learning experiences during distance learning in the context of the theory.

Connections in connectivism are flexible and adaptive; they have different scopes and sizes (Berg, 2020).

As a result, new pedagogies from the lecturer type of class into an independent student will increasingly develop. In building connections, various interactions are needed, which will unfold and result in different levels of learning.

Furthermore, learning expands in connectivism when learners are part of a learning group with a common goal: to learn (Goldie, 2016). Participation occurs with the interaction and connection between learners and other members, who are more knowledgeable than others. Learners may use digital tools such as blogs, wikis, and social media platforms to build and construct information.

Similar to the study, the interaction between students, a learning community, and the internet are present in distance learning. Interaction between students occurs in synchronous and asynchronous session through Zoom, Google Meet, Microsoft Teams, and other video conferencing software; Interaction with the learning community takes place in canvas, campus cloud, google classrooms, and other learning management systems; and the use of the internet as supplementary material in the learning process.
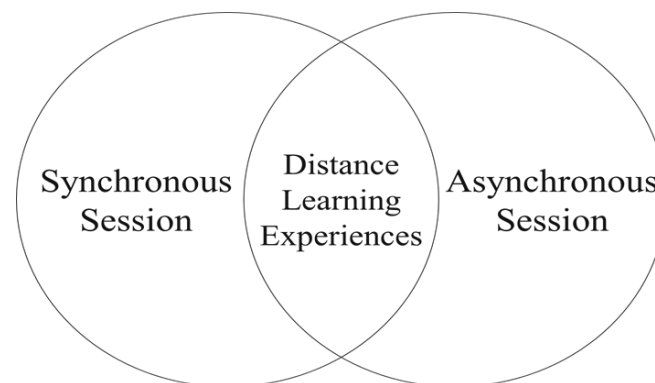
Conceptual Framework

Figure 1. Paradigm of the Study

Figure 1 shows the paradigm of the study. The figure focuses on the distance learning particularly in synchronous session, asynchronous session and the similarity of both in relation to the experiences, problems, views and insights of students. This study will identify the distance learning experiences of Baliuag University Intermediate Elementary Students in School Year 2020-2021.

Statement of the Problem

The study identified the distance learning experiences of Baliuag University Intermediate Elementary Students during the School Year 2020-2021.

Specifically, this research sought answers to the following questions:

1. How may the students describe their experiences in distance learning in terms of:
     a. synchronous sessions; and
     b. asynchronous sessions?

2. What are the problems encountered by the students during their distance learning classes in terms of:
     a. synchronous sessions; and
     b. asynchronous sessions?

3. What are the students' views and insights about distance learning?

Method

The phenomenological qualitative study design was utilized in the study to determine the perceptions of students in distance learning. Purposive sampling was used to select the participants of the study. The target participants were Grades 4, 5, and 6 who are enrolled in Baliuag University Basic Education Department during the School Year 2020-2021.

To collect data, the researchers devised survey protocols and open-ended questions. The survey was done online using Google Forms to ensure the safety and well-being of the students due to the threat of COVID-19. A survey link was given to the student's adviser to distribute to their chosen participants.

Responses were collected, registered and encoded using computer software. Thematic research analysis was used to examine students' perspectives, challenges, and ideas regarding distance learning.

Results and Discussion

Table 1
Profile of the Respondents

Respondents	Age	Sex	Grade Level
R1	11	F	6
R2	12	F	6
R3	10	F	5
R4	10	F	5
R5	10	F	5
R6	11	F	6
R7	11	F	6
R8	9	F	4
R9	9	F	4
R10	9	M	4

R1= Respondent 1

Table 2
Themes in Students' Experiences in Distance Learning

Major Themes	Description
1. Difficulties in Distance Learning	The challenges and problems that were experienced by the students in learning remotely.
2. Affective Aspect	The feelings and emotions expressed by the students in studying distance learning.
3. Classroom Management	The process of how teachers disciplined the students online.
4. Preferred Way in Distance Learning	The students chosen way on how to learn in a distance learning environment.
5. Collaboration and Communication	The way on how students collaborate and communicate with their teachers and classmates in distance learning.

Theme 1: Difficulties in Distance Learning

This theme emphasizes the challenges and problems that students experienced during distance learning. Students found two problems during synchronous and asynchronous sessions, which serves as the sub-theme for this theme – Technical Problems and Environmental Factor. These are inevitable situations that students faced.

Sub-theme 1: Technical Problems

Poor internet connection is the main problem of students when it comes to technical problems in regards to synchronous sessions. When the students were asked to describe their experiences during live online meetings with their classmates and teachers, most of them complained about their internet connection.

"It's okay but sometimes the connection is slow" (G5).

"Sometimes I experience bad internet connections that's why I can't focus on my teachers discussion..." (G5).

"It's fine. I struggle entering class sometimes, since our internet connection is slow" (G6).

"Attending online class is fun, although my internet connection is slow" (G6).

"During online meetings there are times that the connection is lagging and sometimes it is hard to enter the class" (G4).

Additionally, the students also emphasized poor internet connection when talked about the most common problem they faced while having live online meetings.

"The most common problem is that sometimes the internet connection is slow" (G6).

"I usually have bad internet connection so that's why sometimes I can't properly listen to my teacher" (G5).

"My internet connection is quite slow, nalalate ako because of that" (G6).

"I usually don't have that many problems but sometimes when I'm answering my homework or activity on my computer, it takes too long when loading" (G5).

"Sometimes I can't view the activity and the ULAP has a problem" (G4).

The transition toward technology-delivered teaching has had a significant effect on the modern learning environment (Sitzmann et al., 2010). While technical advancements addressed many of the early problems with distance education, as organizations embrace new distribution media and technology-delivered teaching moved out of the classroom, new technological issues have emerged.

Despite the many advantages of online classes, many studies have indicated that technological difficulties, which inevitably occur during online classes, may hinder the learning process.

According to the findings of Swan (2017), despite students' recognition of the advantages of using technology to support their learning, a problem arises because of the software's technological limitations, especially in terms of functionality. This can also be a source of frustration for students and facilitators/staff, as shown by student feedback and experience from various online classes over many years, as it could make easy tasks like watching a video increasingly complicated.

Technical difficulties, in particular, also increase trainee dissatisfaction and lower satisfaction with the instructional experience (Sitzmann et al., 2010). This may explain why online learning has a higher attrition rate than conventional classroom learning. Furthermore, trainees with poor pre-training motivation were more likely to drop out due to technical difficulties.

Furthermore, the findings of Dridi et al. (2020) stated that internet connectivity problems produced delayed communication among students and teachers. This means that students get their teacher's feedback late, which makes it difficult for them to get clarification on activities, assignments, and other matters due to a lack of communication and guidance that will, later on, affect their confidence.

Sub-theme 2: Environmental Factor

Another difficulty in distance learning is environmental factors, specifically noise distraction. Distraction is bothersome in distance learning. When attending synchronous classes and completing offline assignments and tasks, students often complained about the noise. They stated that these loud noises caused a distraction.

"I often get distracted because of the noise from outside but it's fine" (G6).

"I often get distracted by our dog's barks" (G6).

"Sometimes I get distracted by loud noises outside" (G6).

"The noises in our house" (G5).

"Yes I sometimes get distracted because there are many too loud sounds like the motorcycles and the barking of my neighbor's dog" (G5).

Speech is the most common source of disruption for students, and at one venue, walking sound is a significant source of disruption (Braat-Eggen, 2017). Students are most distracted by noise when conducting individual complex cognitive tasks such as preparing for an exam, reading, and writing.

The findings of this study showed that the environmental conditions to which university students were exposed at home during the COVID-19 pandemic will influence their academic performance (Realyvasquez, 2020).

According to the findings of the study of Woolner and Hall (2010), a noisy environment causes direct and indirect negative effects on the learning of the students. Direct effects caused language and reading retrogression, while indirect problems result in distraction and annoyance to students.

Theme 2: Affective Aspect

Students reported different emotions they felt throughout online classes and while answering offline assignments and activities.

Sub-theme 1: Positive Aspect

When students asked how they felt about studying online and offline, only positive aspects were seen:

  (a) some of them answered that they enjoy distance learning;

"It's fine and fun" (G6).

"Our online classes are lively" (G5).

"Since I like studying alone, i enjoy answering/making my activities" (G6).

"I am happy because I still continue my studies despite of pandemic" (G4).

"It's fine and fun" (G6).

  (b) some students found distance learning as satisfactory; and

"It's okay, as long as I can learn new things and study new topics or lessons" (G6).

"It's okay, for me it's easy" (G5).

"It's ok for me there are not too much problems that is why I can participate and study properly" (G5).

  (c) others had mixed emotions in attending online classes

"It's fine, although I prefer studying face to face. My friends and I can't really hang out since it's online. What I like about online class is we only get to study for 5 hours and then rest and do activities for the rest of the day" (G6).

"For now I think it's fun but I still miss having face to face classes" (G6).

"I feel really nervous to answer and I feel happy when seeing my classmates and teachers" (G4).

"Mixed emotion because of the unstable net and somehow enjoyable in class" (G4).

Stephan et al. (2019) demonstrated that positive emotions can anticipate and influence innovative thought, thus encouraging academic excellence, whereas negative emotions were more correlated with lower performance levels. The perceived relevance of behavior and results correlated with four achievement dimensions is described: intrinsic value, the value of achievement, the value of utility, and cost.

Intrinsic value in student learning is a crucial factor to be considered (McCotter, 2008). They are more likely to participate in their studies and therefore to attain high expectations as students, they should be intrinsically encouraged. There are several elements of inherent motivation, which can be measured by finding experiences from pupils. Such factors are, in particular, interest/enjoyment, value/usefulness, perceived.

Involvement and enjoyment are more strongly associated with intrinsic desire, although children are more likely to continue to engage in things that they have done or are involved in (McCotter, 2008). Worth or utility is similar in that respondents are encouraged to perform in assignments that are expected to have value for their future.

Theme 3: Classroom Management

This theme refers to online etiquette in distance learning. It was posed that despite the unique nature of the online learning environment, many of the said features that are essential to the success of a traditional classroom management plan also apply in the online classroom.

Sub-theme 1: Rules and Regulations

When asked about the rules and regulations in their online classroom, most students answered about their microphones and cameras being turned on and off.

"We should turn on are camera and mute our microphone, wear white shirts if you don't have a uniform" (G6).

"I always be there on time and my camera is always open" (G6).

"I usually set my microphone on mute mode when I'm not talking to my teachers and I always open my camera but sometimes I have to off it because I will go to the bathroom" (G5).

"Turning off my microphone, turning on my camera, and turning on my mic when the teacher is calling me" (G5).

"Going to class on time, unmuting my mic every time my teacher asks me a question, and keeping my camera on all the time" (G6).

"I behave, I don't unmute my microphone, I open my camera when class is starting and I raise my hand if I want to answer the question" (G4).

"Be on time, don't turn off the camera and always mute the microphone" (G4).

"Turn off your microphone, don't change your name, always turn on your camera and respect your teachers and classmates" (G4).

Imposing rules and regulations to establish discipline among students are very important. The main goal of teachers is to provide a well-managed classroom wherein students' developments are seen.

This regulation would benefit both teachers and students, ensuring it much easier to manage an online learning course (Waterhouse & Rogers, 2004). Distance learning activities, which are usually technology-based and self-directed, often arise in a setting where students may have difficulties. This need is more important for online learning students than for traditional students.

The fundamental objective of online learning, according to Toprak et al. (2010), should be recognized as a moral good. He is correct in considering online learning to be an ethical task since it aims to provide educational opportunities to a group of people, many of whom are illiterate.

Theme 4: Preferred Way in Distance Learning

This theme focuses on the student's desired way on how to learn in distance learning – Synchronous or Asynchronous Sessions.

Sub-theme 1: Synchronous Session

When asked which they prefer: live classes in which you can meet your teachers in real-time or synchronous classes in which you can answer activities/assignments with the aid of your guardian, the majority of students chose synchronous classes.

"I prefer Live classes" (G6).

"I prefer meeting my teachers in real time" (G6).

"I prefer live classes that I can meet my classmates and teachers in real-time" (G5).

"I usually prefer live classes because I can spend my time with my teachers and classmates" (G5).

"I prefer live classes wherein I can meet my teachers in real time" (G5).

"Live classes because I will know the directions and the lessons are taught well" (G4).

An online class that was held in real-time was commonly known as synchronous sessions (Almario & Austria, 2020). The synchronous session can be completed at any time through video-conference, chat or messaging applications, or an online tool for audio chat wherein teachers and students log in to a specific LMS and perform tasks over the class period allotted.

According to Watts (2016), students prefer synchronous interactions because they get immediate feedback, can see their mates, and report becoming more involved in the online experience.

According to the findings of Offir et al. (2008), synchronous sessions were chosen by students with high cognitive ability. This means that students were affected by the gaps and lack of communication in asynchronous classes, which will eventually lead to misunderstandings among teachers and students that will decrease the quality of learning.

Sub-theme 2: Asynchronous Session

However, one of the students prefers asynchronous classes. He stated that synchronous classes are time-consuming wherein they have to finish their activities simultaneously.

"Maybe answering activities/assignments by myself, because we have to wait for our classmates to finish the activity before leaving the zoom meeting" (G6).

Watts (2016) claims that asynchronous interactions enable students to think more deeply about their ideas, engage more deeply with the material, feel more connected to the learning group, and post more insightful comments in discussion forums. It was discovered that the ability to think about the content before reacting increased cognitive participation in discussion boards, particularly when the

content was difficult. On the other hand, many respondents did not feel completely integrated into the learning process.

Asynchronous students tend to solve problems, find solutions to issues, and make decisions about them during the decision-making process (Shahabadi & Uplane, 2015). They would rather deal with technological problems than social and interpersonal ones.

Theme 5: Collaboration and Communication

In this theme, respondents discussed various manners used to perpetuate communication and collaboration, which relies on video and chat communication services and participation. Separation of the student and teacher geographically is not a hindrance for the student to participate actively during the discussion.

Sub-theme 1: Video and Chat Communication Services

Students used a variety of platforms to maintain contact with their instructor and peers. Four out of ten respondents uses online video and chat messaging applications and software when asked about communication and collaboration with their classmates and teachers.

"By messaging them" (G6).

"We use the chat box in Zoom and Google Meet" (G5).

"We usually talk in our group chats. Or we create a zoom meeting to talk" (G6).

"Through zoom and google meet" (G4).

Different platforms are accessible for the convenience of everyone. Zoom meeting, Google meet, Chat and video application; these are the examples of platforms that commonly used by the students.

Keeping in mind that online learning can take place anywhere, at any time, the rise of mobile devices can usher in a new era of online education (Cook & Sonnenberg, 2014). Professors, students, and remote experts will all visually interact with each other using communication software in this direction. Models of borderless online networks can be created using collaborative resources and their applications. As a result, a borderless network approach will help to build dynamic online learning opportunities.

Sub-theme 2: Participation

Participation is relevant, especially this time. Students are also able to collaborate and learn from each other. Cooperation is a working team needed to help one another to comprehend. Respondents expand the discussion about their experience participating and collaborating during distance learning.

"I'm listening to my teacher" (G5).

"I always listen to my teachers when they are discussing and I always raise my hand before I answer to my teachers questions" (G5).

"I talk to them respectfully. I also answer the questions my teachers and classmates ask me" (G6).

"I always ask questions whenever I didn't understand the lesson" (G4).

The process of learning enables communication among the students, as the construction of their knowledge depends on one another's constructive comment (Brindley et al., 2009). Collaborative learning processes thereby encourage students to develop higher-order thinking skills and develop valuable information through shared goals, shared inquiry, and a shared meaning-making method.

Online discussion boards offer ways for learners to reflect on contributions from professors and peers and

formulate their concerns before sharing them (Song et al., 2019). Asynchronous communications, by contrast, lack sufficient timeliness or urgency. Timely and positive reactions to learners' encounters with teachers will reduce the relational barrier between them and encourage learner achievement.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The experiences of students in distance learning were based on classroom management, collaboration and communication with their classmates and teachers.

2. The problems encountered by students in distance learning were poor internet connection and noise distraction.

3. Students enjoyed and were satisfied in attending distance learning classes.

4. Students preferred synchronous classes than asynchronous classes.

Recommendations

1. The school should continue sending the teachers to training and seminars to further improve their online delivery of instruction and classroom management

2. The use of the University Learning Alternative Platform (ULAP) be must sustained.

3. To minimize noise distraction in their online classes, students can make adjustments such as moving away from their workstations from the window and by turning off the television and radio in their homes.

4. To address poor internet connection, parents must choose the appropriate internet provider based on their location since internet signals vary depending on the coverage area.

5. Studies on the experiences of the students in lower grade levels can also be conducted to determine their online learning.

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