ULAP E-LEARNING EXPERIENCE: PERCEPTION OF COLLEGE STUDENTS AND FACULTY MEMBERS OF BALIUAG UNIVERSITY

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Abstract

E-learning has become the last beacon of hope to continue and save the education of many students in the midst of a pandemic. Although E-learning is not really new in the field of education, the pandemic led it to be fully utilized by every university to achieve certain learning outcomes. The main objective of this study is to determine the perception of the college students and faculty members on their ULAP E-learning experience in Baliuag University. The respondents of this study had a total of 81 individuals; 63 college students and 18 faculty members. Researchers used the Cochran Formula to determine the number of samples from the population of the students, and Slovin's Formula to determine the number of samples from the population of the faculty. The result of the study is that most of the college students in Baliuag University had no difficulties and no major problems encountered using the learning system (ULAP E-Learning) of the institution. But as findings show, they are still having a hard time adapting to the new normal way of teaching (ULAP) and believe that there are some unforeseen technical issues that seem to be a problem. Same goes with the faculty members where the majority of them had no difficulties utilizing the learning system but having ambivalent opinion regarding the adaptability struggles and technical issues. For recommendation, the learning system must be improved and enhanced in terms of the feature Schedule, and conduct some orientation to students and trainings for the faculty members.

Keywords: E-learning, pandemic, perception

The year 2020 ushered in an indescribable phenomenon that shocked the world. The magnitude that the pandemic virus has created cannot be ignored. Due to the escalating situation brought by Novel Coronavirus (COVID-19) around the globe, it seems like the world stopped. And the life that people once considered normal, like going to jobs, having businesses, attending social functions and gatherings, performing religious rites and attending classes, now simply came to a halt. As people now face a global pandemic, human physical interactions and activities are limited. In a Reuters report on March 12, 2020 -World Health Organization Director General, Tedros Adhanom Ghebreyesus, calls COVID-19 outbreak 'pandemic' for the first time. According to Ghebreyesus (2020), "We are deeply concerned both by the alarming levels of spread and severity of inaction. We have therefore made the assessment that COVID-19 can be characterized as a pandemic. People around the world are now living completely different to the way that they are used to, and the students and the teachers are no exceptions to it."

E-learning has become the last beacon of hope to continue and save the education of many students. Students from around the world need to strive to continue dreaming of finishing what they started. In the midst of uncertainty, E-learning provides momentum to carry on. In the Philippines, the Department of Education developed programs to address the need by making modules available to pupils and students. Gadgets were even provided to students in some localities. While there is a cessation of teaching opportunities during the height of pandemic, the faculty members in the Philippines and the rest of the world found relief in the implementation of E-Learning. The Department of Education provided the teachers with several training and seminars to equip them. The students and teachers experienced a quick shift from the traditional face to face learning to E-learning. There is no argument, which of two is better. The call for educational reform due to the current situation pushes educational institutions, students,

and faculty, to shift to E-learning. However, the impact of E-learning to both students and faculty members needs further studies as this is the first time that the Philippines' educational system shifted to E-learning, completely.

Some years ago, Baliuag University and other schools in Metro Manila implemented the integration of online classes to the syllabus on a limited basis. On how students learn and acquire knowledge effectively given this situation would be a concern of the educators, parents, economists, and leaders of the land. Likewise, faculty members face enormous challenges in imparting knowledge in this new system. In a Philippine News Agency report, on May 1, 2020 Commission on Higher Education Chairperson, Prospero de Vera III encouraged the use of E-learning. He stated that institutions using online learning can open classes even during ECQ because there is no violation of social distancing or prohibition against mass gatherings.

During the time that lockdowns were observed the Commission on Higher Education issued orders that allow conduct of classes via on-line and deliveries of modules following very strict logistics. In order to respond to the felt need and in compliance to CHED, Baliuag University launched University Learning Alternative Platform (ULAP), the university's own E-learning system to meet the measures on changes made by the situation. ULAP is the integration of Canvas and ZOOM to the delivery of information and knowledge between students and faculty members. On a Baliuag University article dated October 25, 2017 -BU Center for Academic Development and Assessment Director Ms. Kristel Punzalan talked about the integration of Canvas that encourages student-faculty productivity and interaction. Punzalan (2017) stated, "Aside from the features that include real time conversations and discussions, Canvas is being used by the University to relay announcements and important reminders to both students and faculty. The system boasts of a mobile application that can be downloaded by students and teachers.". According to Titthasiri (2013), E-Learning is

personalized, focusing on the individual learner. Its environment includes self-paced training, many virtual events, mentoring, simulation, collaboration, assessment, competency road map, authoring tools, e-store, and learning management system.

With reference to E-learning being personalized or customized to the individual learner, and the environment by which ULAP was designed for, it is deemed necessary to look into the profile of the students and faculty members of BU. The BU students and faculty members with a diversity of skills, knowledge, and humanity are guided by the core values: Responsibility, Integrity, Service, Excellence, and Respect or simply known as RISER. These core values aim to strengthen Filipino axiology among students to be globally competitive in academics and professional fields fully-equipped with their macro skills.

With these situations, the researchers deemed it wise to consider the relevance of the existing data to identify the perception of faculty members and college students in Baliuag University on their ULAP E-learning experience. The findings may augment the already existing body of knowledge. They may further increase awareness of the readers to the current phenomenon and raise understanding to the different perceived challenges of the respondents in using ULAP E-learning system.

Significance of the Study

The researcher's cognizance of the magnitude of the different milieu affected focused on the locality where it can have tremendous benefits, Baliuag University's ULAP E-learning system as the platform and its students and faculty members as respondents as they perceived ULAP E-learning experiences and the challenges they face which is an important role this system plays in this pandemic. This study can help the students since they are the ones using the ULAP E-Learning to acquire knowledge. Their participation

as respondents may shed light to the concerns to further improve the system. The faculty members will also benefit from this study because they are the ones who formulate the coursework. The results of this study may serve as a guide for them to modify strategies or try different approaches on teaching a certain course. Also, the institution since they are the implementer of the ULAP E-learning. It will help them know if the system is effective and what are the things, they need to change in order to make the experience more fluid. Lastly, the future researchers will benefit from this study since they can use this as a guide or a help to other similar studies in the future. They can use this as a reference for their future research paper.

Review of Related Literature and Study

E-learning

E-learning is not actually new in the field of education. Traditionally, it is called distance education. It is the education of students who may not always be physically present at a school. Today, it involves online education. It has been the research agenda of many researchers and educators, its effectiveness, advantages and disadvantages, desirability, perceptions, impact and so forth. As to definition, there could be numerous but researchers and writers arrived at different points of view as to the operational use.

Clark and Mayer (2015) in their article entitled "E-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning", defined "E-learning as instruction delivered on a digital device that is intended to support learning. In E-learning the delivery hardware can range from desktop to laptop computers to tablets, to smart phones, but the instructional goal is to support individual learning or organizational performance goals." Buzzetto (2011) supported this idea by saying that E-learning is learning that is facilitated by

electronic technologies. It can be fully online, mixed mode (also known as hybrid) or web assisted however, regardless of the delivery method, there are numerous tools and features at the disposal of students and instructors and it is important for the E-learning community to examine both preferences and usage of these features.

Some researchers referred to E-learning as Web-based learning, or online learning. In a study entitled "Advantages and Disadvantages of E-learning" (Clover 2017) it is said that it includes learning online through the courses that are offered on the net. Emails, live lectures and video-conferencing are all possible through the net. The research article by Elizabeth Chaney (2010) entitled "Web-based Instruction in a Rural High School: A Collaborative Inquiry into Its Effectiveness and Desirability" says that, "The expansive nature of the Internet and the accessibility of technology have generated a surge in the demand for web-based teaching and learning.

CANVAS as Platform of ULAP

Canvas is a learning management system created for and used by Baliuag University three years ago. It has features that facilitate online teaching and learning that really served its purpose before and even during the pandemic. At present it is the only platform by which ULAP is being carried out, although students may complement it with other social media platforms.

In connection to the article of Dillera (2020), the researchers found literature that discusses and supports the features of Canvas that are captured in the present study. In an article of the Center of Learning and Teaching, the appearance of interface was discussed and it says that, "Canvas's interface consists of four main components: On the far left, you'll see the global navigation bar [1]. This menu is available on every page within Canvas, and provides quick links to: personal account settings (Account), your course list (Courses), a global calendar of events within your sites (Calendar), and the Canvas email tool (Inbox), and Help. Right next to the global navigation bar, is the course navigation bar [2] which provides links to different areas of your course. This menu is specific to the course site you are viewing and houses several tools to customize your course. Content area [3] (center of the screen) displays content pertaining to the page you are on your course site. The course sidebar [4] is dynamic depending on which page of the course site you are viewing. It provides tools and resources to help build and manage your course site." This layout and appearance of Canvas may have linked to the features that contribute to the perception of students and faculty members in the study.

Content is one of the features of Canvas that has a significant role for students and faculty members. To further discuss it, an article of Academic Technology Solutions (2017) stated that multimedia can often help elucidate a point, pique interests, and connect what students learn with the real world. Content Pages allow the instructor to intersperse text with links and embedded media. The student can access the outside media directly from the Content Page in Canvas, and the instructor can provide his or her commentary of the material. This gives the student immediate access to the material while he or she is working through the instructional commentary. In this example the instructor has provided commentary regarding an embedded video and provided a clickable link to an article.

Another feature that Canvas can touch is its Schedule which includes the asynchronous and synchronous class. An article of Emerald Works stated that, "scheduling is the art of planning your activities so that you can achieve your goals and priorities in the time you have available. When it's done effectively, it helps you: (1) understand what you can realistically achieve with your time, (2) make sure you have enough time for essential tasks, (3) add contingency time for "the unexpected.", (4) avoid taking on more than you can

handle, (5) work steadily toward your personal and career goals, (6) have enough time for family and friends, exercise and hobbies, and (7) achieve a good work-life balance." In addition to this, the article of The Best Schools (2021) says that "Online education has grown in popularity and accessibility, attracting students with its schedule-friendly format options. These formats can be grouped broadly into two categories: synchronous and asynchronous. Synchronous learning is online or distance education that happens in real time, often with a set class schedule and required login times. Asynchronous learning does not require real-time interaction; instead, content is available online for students to access when it best suits their schedules, and assignments are completed to deadlines. Programs can also use a hybrid learning model, which includes a blend of both formats."

Lastly, the feature, Amount of Coursework has been tackled in the present study and to further discuss it, the researchers found an article of The Web's Largest Resource for Definitions & Translations, and coursework was defined as "a work performed by students or trainees for the purpose of learning. Coursework may be specified and assigned by teachers, or by learning guides in self-taught courses. Coursework can encompass a wide range of activities, including practice, experimentation, research, and writing. In universities, students are usually required to perform coursework to broaden knowledge, enhance research skills, and demonstrate that they can discuss, reason and construct practical outcomes from learned theoretical knowledge. Sometimes coursework is performed by a group so that students can learn both how to work in groups and from each other." With those literature found, the researchers can support the present study with validated articles and reviews.

Since in these trying times, online learning was the only way to continue education so it gave its way to address the problem. The researchers found out that aside from the system itself, there can be factors that can hinder students

and teachers to perfectly achieve learning outcomes. An article by Kumar (2015) entitled "5 Common Problems Faced by Students In eLearning And How To Overcome Them" stated that "eLearning's time and place flexibility attracts more and more students to online education. However, many of them encounter serious challenges that prevent them from completing their courses successfully." In relation to this, Kumar stated 5 most common problems faced by students in eLearning; (1) Adaptability Struggles whereas switching from traditional classroom and face to face instructor training to computer-based training in a virtual classroom makes the learning experience entirely different for students. Their resistance to change doesn't allow them to adapt to the online learning environment, whereas it takes time for them to get accustomed to Course Management Systems (CMS) and the methods of computer-based education. Students with a "traditional" mindset find it difficult to adapt; however, they need to accept the new learning circumstances with an open mind and heart. (2) Technical Issues whereas many students are not provided with the high bandwidth or the strong internet connection that online courses require, and thus fail to catch up with their virtual classmates: Their weak monitors make it hard to follow the Course Management System and their learning experience becomes problematic. Moreover, most of them live off campus and find it difficult to keep in tune with the technical requirements of the chosen course. (3) Computer Literacy, although students are generally tech savvy, and thus able to manage computers well, lack of computer literacy is a major issue among students today. Many of them cannot operate basic programs such as Microsoft Word and PowerPoint and therefore are not able to handle their files. Furthermore, many students find fixing basic computer problems troublesome, as they have no knowledge in this area. (4) Time Management since online courses require a lot of time and intensive work. Furthermore, whereas it is mostly adults who prefer web-based learning programs for their place and time flexibility, they rarely have the time to take the courses due to their various everyday commitments. and (5)

Self-Motivation as an eLearning essential requirement; however, many online learners lack it, much to their surprise. After enrolling in distance learning courses, many learners fall behind and nurture the idea of giving up, as difficulties in handling a technological medium also seem insurmountable. Students need to find the motivation to follow the new educational trends and also properly equip themselves for future challenges in their education and careers.

Borstorff and Lowe (2017) in a study entitled "Student Perceptions and Opinions Toward E-learning in the College Environment" stated that, "distance or electronic learning (E-learning) has become very popular on university and other academic campuses. Various distance learning technologies are being utilized for the delivery of courses and entire degree programs. With the advancement of instructional technology in education, both the courses and the duties of instructors are changing. The results showed 88% reporting a positive E-learning experience and 79% would recommend E-learning courses to others." This study showed favorable results as to the use of E-learning even before the onset of the current pandemic. The students' E-learning experiences were perceived to be positive and therefore aligned also to the present study whereby the use of ULAP as a platform for learning is highlighted as experienced by the respondents.

There are quite a number of good impacts among the results of the research, however, according to a study by Mercado (2015) entitled "Problems Encountered in the Alternative Learning System in Tanauan City", there were some problems encountered by the students in ALS. Mercado stated that "Alternative learning system is a program that serves students at any level, serves suspended or expelled students, serves students whose learning styles are better served in an alternative program, or provides individualized programs outside of a standard classroom setting in a caring atmosphere in which students learn the skills necessary to redirect their lives. The findings show that the students experience some problems in ALS Tanauan like the length of the program and course; the performance in the accreditation and equivalency test; and the availability of the state-of-the art equipment. The problems encountered by the students have implications to the services rendered by ALS Tanauan." Although there was no direct implication to the present study, ALS being the channel of distance education in the past became today's online education.

In another study by Kulal and Nayak (2020) entitled "A study on Perception of the Teachers and Students Toward Online Classes in Dakshina Kannada and Udupi District", "A study on perception of teachers and students toward online classes reveals that students are comfortable with online classes and are getting enough support from teachers but they do not believe that online classes will replace traditional classroom teaching. It also finds that teachers are facing difficulties in conducting online classes due to a lack of proper training and development for doing online classes. Technical issues are the major problems for the effectiveness of the online classes. From the result of the descriptive statistics, it explains that students opined that an online class has a significant impact on their learning style and they also agreed that they get support from the teacher in online class like getting good reading materials and also clarifying their doubt through online tools. But students do not believe that an online class replaces the traditional face-to-face classroom teaching, and they feel that online courses are not comfortable when compared to the conventional method of teaching. This is because online classes are in its infancy in an educational institution."

Theoretical Framework

Situated Learning Theory

Lave argues that learning as it normally occurs is a function of the activity, context and culture in which it occurs (i.e., it is situated). This contrasts with most classroom

learning activities which involve knowledge which is abstract and out of context. Social interaction is a critical component of situated learning — learners become involved in a "community of practice" which embodies certain beliefs and behaviors to be acquired. As the beginners or newcomers move from the periphery of this community to its center, they become more active and engaged within the culture and hence assume the role of expert or old-timer. Furthermore, situated learning is usually unintentional rather than deliberate. These ideas are what Lave & Wenger (1991) call the process of "legitimate peripheral participation."

Other researchers have further developed the theory of situated learning. Brown, Collins & Duguid (1989) emphasize the idea of cognitive apprenticeship: "Cognitive apprenticeship supports learning in a domain by enabling students to acquire, develop and use cognitive tools in authentic domain activity. Learning, both outside and inside school, advances through collaborative social interaction and the social construction of knowledge." Brown et al. also emphasizes the need for a new epistemology for learning — one that emphasizes active perception over concepts and representation.

Community of Inquiry Theory

The "community of inquiry" model for online learning environments developed by Garrison, Anderson & Archer (2000) is based on the concept of three distinct "presences": cognitive, social, and teaching. While recognizing the overlap and relationship among the three components, Anderson, Rourke, Garrison, and Archer (2001) advise further research on each component. Their model supports the design of online and blended courses as active learning environments or communities dependent on instructors and students sharing ideas, information, and opinions. Of particular note is that "presence" is a social phenomenon and manifests itself through interactions among students and instructors. The community of inquiry has become one of the more popular

models for online and blended courses that are designed to be highly interactive among students and faculty using discussion boards, blogs, wikis, and videoconferencing.

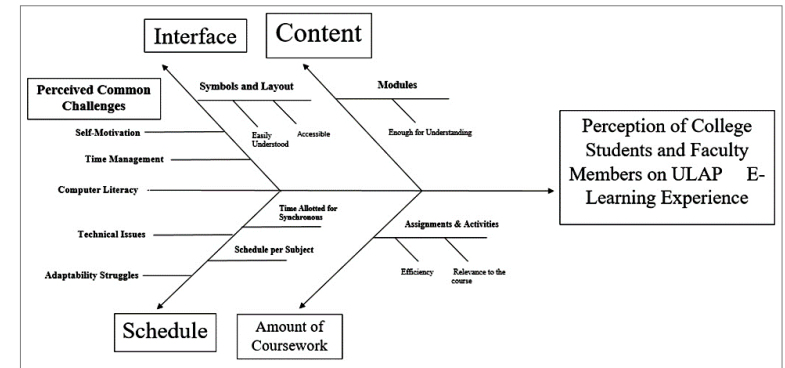### Conceptual Framework

Figure 1. Paradigm of the study.

The researchers adapted the Ishikawa Diagram. It is demonstrated in the figure that there are certain features that can determine the perception of college students and faculty members on their ULAP E-learning experience in Baliuag University. The features include the Interface which describes the symbols and layout of Canvas, the Contents whereas modules are tackled, the Schedule of the synchronous and asynchronous classes and the Amount of Coursework/Workload of the students and professors. In this diagram, we can also see some perceived common challenges of college students and faculty members while using the ULAP E-learning system. The five (5) perceived common challenges include the adaptability struggles, technical issues, computer literacy, time-management and self-motivation. In this framework, we can see the summary of this research that helped the researchers determine the perception of the college students and faculty members on their ULAP E-learning experience in Baliuag University.

Statement of the Problem

This investigation aims to determine and identify the perception of faculty members and college students in Baliuag University based on their ULAP E-learning experience.

Specifically, this study answered the following questions:

1. What is the perception of the college students on their ULAP E-learning experience using Canvas in terms of the following features?
   1.1 Interface
   1.2 Contents
   1.3 Schedule
   1.4 Amount of Coursework

2. What is the perception of the faculty members to their ULAP E-learning/teaching experience using Canvas in terms of the following features?
   2.1 Interface
   2.2 Contents
   2.3 Schedule
   2.4 Amount of Coursework

3. What are the perceived common challenges experienced by the students in using ULAP E-learning?

4. What are the perceived common challenges experienced by the faculty members in using ULAP E-learning?

Methods

Research Design

The study made use of a quantitative method, quantitative because the data were analyzed and described not only by numerical values but also by descriptive research design. It aimed to describe the characteristics of a population or phenomenon being studied. According to McCombes (2020), a descriptive study is an accurate and systematic study that describes a population, situation or phenomenon. It can answer what, where, when and how questions, but not why questions.

In this research, both Baliuag University students and faculty members' perception on ULAP E-learning experience were surveyed using a constructed online survey questionnaire.

Participants and Sampling Procedure

Instrumentation

For the purposes of this study, an online survey questionnaire was used. Online survey is a structured questionnaire that the target audience completes over the internet generally through filling out a form. Its aim is to identify the perception of the students and faculty members regarding the ULAP E-Learning System based on their own experience. The main advantage of online surveys is the reach and the scalability. The researchers can send a survey to thousands of people as quickly as they can. Also, they can send surveys across the globe and create questionnaires in a variety of languages" (Sutherland, 2019). The researchers used Google Forms to disseminate the prepared questions to the respondents. As far as data collection tools were concerned, the conduction of the study involved the use of questionnaires, which was used as a guide for the researchers.

The online survey questionnaire is divided into four features; the Interface, Content, Schedule, and Amount of Coursework/Workload. Each feature has its five statements that have been answered with a 5-point Likert type scale (Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree).

Aside from the Features of Canvas, the researchers also added the Perceived Common Challenges experienced by the respondents in ULAP E-learning on the questionnaire that tackle the concerns: Adaptability Struggles, Technical Issues, Computer Literacy, Time Management and Self-Motivation.

To establish the content validity of the instrument, the online survey questionnaire was submitted to a Thesis adviser in Baliuag University. Comments and suggestions regarding each item and the online survey questionnaire in general were encouraged. The instructions in the online survey questionnaire were clearly given to the respondents as their guide in answering the statements.

Data Gathering and Processing

The researchers undertook this study based on the following steps. Permission to do this study has been asked to the Dean of College of Liberal Arts and General Education through a letter of request to conduct this study. Likewise, researchers also sent a letter to the Registrar's Office of Baliuag University to request the list of names of the students enrolled for school year 2020-2021. After that, they also sent a letter to the Human Resource Department to request the list of names of the faculty members who are currently having teaching load this school year 2020-2021. Moreover, the researchers formulated an online survey questionnaire for the respondents. After the approval, the researchers did a preliminary survey (dry run) to a few students to determine the clarity of each statement. After the dry-run, researchers distributed the online questionnaire to selected faculty members and college students in Baliuag University. The questionnaire was sent via online to the participants for data collection. Reliability of the questionnaire was determined. The researchers collated the data and came up with a tabulation and presentation of data.

Data Analysis

After the data were gathered, the results were tabulated, tallied and analyzed. The results of the data that were gathered were coded for computer analysis. The researchers first used manual computing to get the weighted mean of each statement as well as the total weighted mean of each feature. After the manual computing, the researchers used the Statistical Package for the Social Sciences software (SPSS) to confirm and validate the weighted mean computed by the manual computing done by the researchers.

The researchers determined the perception of the faculty members and college students in their ULAP E-learning experience in terms of: Interface, Contents, Schedule and Amount of Coursework and the perceived common challenges with the use of average weighted mean. According to Broto (2006) weighted means refers to the set of data taken from the average of the population.

Where: $\sum$fx – sum of the products of the frequency with weights

N – sample size

Each statement was provided by verbal interpretation attached below.

Table 1
Verbal Interpretation of weighted mean

Scale	Range of Average Weighted Mean	Response	Verbal Interpretation
5	4.21-5.0	Strongly Agree	Very High
4	3.41-4.20	Agree	High
3	2.61-3.40	Neutral	Neutral
2	1.81-2.60	Disagree	Low
1	1.0-1.80	Strongly Disagree	Very Low

Results

Table 2
Percentage Distribution of the Population of Students

	Population	Percentage
No. of Enrollees	1,344	100%
Respondents	63	5%

Table 2 shows the percentage of the respondents that were included from the total enrollees in Baliuag University. Due to the pandemic restrictions, the researchers settled to only 5% of the total population. The researchers decided to use Cochran formula statistical methods to prove the validity of the outcome for the survey.

Table 3
Percentage Distribution of the Population of Faculty Members

	Population	Percentage
No. of Professors	75	100%
Respondents	18	25%

Table 3 shows the percentage distribution of the population of faculty members, the total population of faculty members is 75 including different departments. The researchers made use of 25% of the population that was calculated as 18 to be their respondents.

Table 4
Students' and Faculty members' Overall Perception on ULAP E-learning experience Mean Scores of the Overall Perception in ULAP E-learning to Students and Faculty Members

Features	Mean	Verbal Interpretation
College Students		
Interface	4.171	High
Content	3.774	High
Schedule	3.285	Neutral
Amount of Coursework	3.707	High
Total	**3.734**	**High**
Faculty Members		
Interface	4.289	Very High
Content	4.189	High
Schedule	3.778	High
Amount of Coursework	3.767	High
Total	**4.005**	**High**

Table 4 shows the overall perception of the college students and faculty members in ULAP E-learning based on their experience. For the students, all total weighted mean of the four features (Interface, Content, Schedule, and Amount of Coursework) falls on the description "High" except the feature Schedule that falls on the description "Neutral". That means that the students agreed that ULAP E-learning is a helpful way for them to continue education and that it can help them acquire knowledge while we are in the midst of an outbreak. Since it has high interpretation, the college students have been satisfied with their experience on ULAP

E-learning in the institution. However, as we can see from the result, only the schedule has its interpretation of Neutral which means that the college students were slightly adjusting when it comes to the numbers of the synchronous meetings they have and the allotted two (2) weeks for every course. Overall, the perception of students on ULAP E-learning garnered 3.734 that is verbally interpreted as "High" which means that they are satisfied to the present system.

On the other hand, Table 4 also illustrates the overall perception of the faculty members in ULAP E-learning based on their experience. All total weighted mean falls on the description "High" except the feature Interface that falls on the description "Very High. From these results, the total weighted mean of the four features (Interface, Content, Schedule, and Amount of Coursework) for faculty members garnered 4.005 that is verbally interpreted as "High". This result means that the faculty members agreed that ULAP E-learning is a helpful way for them to continue assessing and guiding their students on their studies. Since the results from the survey per feature is ranging from High to Very High, it means that the faculty members have been satisfied with their experience on ULAP E-learning in Baliuag University.

Table 5
Students' and Faculty members' perception on ULAP E-learning experience Mean Scores of the Perceived Common Challenges among students and faculty members in using ULAP E-learning

Statements	College Students	Faculty Members	Verbal Interpretation
ADAPTABILITY STRUGGLES - The users are having hard time adjusting to the ULAP E-learning features and contents.	3.683	2.889	Students **- High** Faculty **- Neutral**
TECHNICAL ISSUES - There are unforeseen equipment problems such as hardware failures or software bugs that make it difficult to use.	3.841	3.278	Students **- High** Faculty **- Neutral**
COMPUTER LITERACY - Users are having a sufficient knowledge and skill to be able to use computers; familiarity with the operation of computers.	3.857	3.944	Students **- High** Faculty **- High**
TIME MANAGEMENT - The users have the ability to use time effectively or productively in performing school works.	3.841	4.167	Students **- High** Faculty **- High**
SELF-MOTIVATION - The ability of the users to compel themselves to accomplish tasks given to them online.	3.730	4.000	Students **- High** Faculty **- High**
Total	**3.790**	**3.656**	**Students - High Faculty - High**

The perceived common challenges among students and faculty members in using ULAP E-learning includes the adaptability struggles, technical issues, computer literacy, time management and self-motivation. Table 5 shows the results regarding the perceived common challenges that the students and faculty members may encounter along the way

while using the E-learning system. Aside from the system itself, researchers found out that these factors can also affect the students and also the faculty members in using ULAP. The table shows that the five (5) perceived common challenges for students are ranging from the total weighted mean of 3.41 to 3.90 which is verbally interpreted as "High". Based on the results, adaptability struggles garnered the weighted mean of 3.683 that is verbally interpreted as "High". This result is negatively high in nature and this shows that the college students had encountered some difficulty adapting to the new system when it comes to some of its contents and in achieving the learning outcomes. Technical issues garnered the weighted mean of 3.841 verbally interpreted as "High" which is also described as negatively high and it says that college students experienced failures on their hardware and software while using the ULAP E-learning system. This finding is in line with several previous studies. For instance, Kulal and Nayak (2020) in a study entitled "A study on perception of teachers and students toward online classes in Dakshina Kannada and Udupi District" stated that, "Technical issues are the major problem for the effectiveness of the online classes."

On the other hand, for students, computer literacy has the weighted mean of 3.857 which is verbally interpreted as "High". This means that the college students agreed that they are having enough knowledge and skill on computers and most especially familiarity with the operation of computers. Time management garnered the weighted mean of 3.841 that is verbally interpreted as "High" that means that students have the ability to use their time effectively or productively in doing their tasks. Lastly, self-motivation has the total weighted mean of 3.730 which is verbally interpreted as "High". That means that the students have the ability to compel themselves to accomplish a certain task. Moreover, the total weighted mean of students' perception in perceived common challenges has the total weighted mean of 3.790 and is verbally interpreted as "High". As the data show, although there are some minor problems regarding the adaptability to the new system and some technical issues, students have their perception as positive towards the new system and their experience.

Table 5 also shows the mean rating of the perceived common challenges among faculty members in using ULAP E-learning. The total weighted mean garnered 3.656 which is verbally interpreted as "High". This means that the faculty members are not having a hard time using the system and not facing any difficulties hence the mean range is high. For the faculty members, the table shows that the five (5) perceived common challenges are ranging from the total weighted mean of 2.80 to 4.20 which is verbally interpreted as "Neutral" to "High". Based on the results, adaptability struggles garnered the weighted mean of 2.889 that is verbally interpreted as "Neutral". This shows that the faculty members had not encountered some major difficulty adapting to the new system most especially on how to disseminate the contents to their students to achieve the learning outcomes. This result reflects some of the previous findings in the literature. Mital, Gupta, Yadav and Arora (2020) stated in a study entitled "Opinion of students on online education during the COVID-19 pandemic" that "Educators are acclimated with instruction in actual study halls and a large portion of them had no insight of showing on the web before this pandemic. They have learned new procedures and changed in accordance with web-based instructing in the last 6 months. We accept that intermittent peer to peer conversation/discussion on instruments and procedures for online instruction will be beneficial to professors."

Technical issues garnered the weighted mean of 3.278 verbally interpreted as "Neutral" which says that some faculty members did not experience failures on their hardware and software while using the ULAP E-learning system. On the other hand, computer literacy has the weighted mean of 3.944 which is verbally interpreted as "High". This means that the faculty members agreed that they

are having sufficient knowledge and skill on computers; familiarity with the operation of computers. Time management garnered the weighted mean of 4.167 that is verbally interpreted as "High" which means that faculty members have the ability to use their time effectively or productively in performing tasks. Lastly self-motivation has the total weighted mean of 4.000 which is verbally interpreted as "High". That means that the faculty members have the ability to compel themselves to accomplish a certain task. These results reflect some of the previous findings in the literature. According to the study of Kulal and Nayak (2020) entitled "A study on perception of teachers and students toward online classes in Dakshina Kannada and Udupi District", "From the results of the descriptive statistics, it appeared to us that teachers agree with the teaching practices they follow and they also believed that they have very much confidence in the effectiveness of online classes they conducted."

Conclusions and Recommendations

Conclusions

Based on the findings of the study the researchers therefore conclude that in the feature of schedule, students were still adjusting when it comes to the number of the synchronous meetings they have and the allotted two (2) weeks for every course.

Second, majority of the faculty members agreed that ULAP E-learning is a helpful and convenient way for them to continue assessing and guiding their students on their studies to achieve learning outcomes. Also, according to the findings, students are still having a hard time adapting to the new normal way of teaching (ULAP) and believe that there are some unforeseen technical issues that seem to be a problem.

Lastly, the faculty members seem to have ambivalent opinion whether or not they are experiencing adaptability struggles and technical issues in using ULAP E-learning.

Recommendations

Based on the findings and conclusions drawn from this study, the following recommendations are formulated by the researchers. The researchers would like to recommend adjusting the schedule of the allotted time per subject to a longer length of time to be able to perfectly achieve the learning outcomes. It is also recommended that students should be given orientation by the institution on the use of Canvas for the freshmen and reinforcement for the higher years. With regard to unforeseen technical issues, students should have the appropriate preparation or assurance in terms of connection.

The researchers would also like to recommend more training on the part of faculty members regarding the usage and organizing contents in Canvas. Lastly, Future researchers can add more variables in this study to complement analysis regarding E-learning systems that may contribute to further modification or improvement.

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