Level of Readiness of Grade 7 Students on Online Distance Learning Modality: Basis for Action Planning

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ABSTRACT

In order to help the teachers in providing quality basic education and appropriate technical assistance, the researcher assessed Grade 7 students' readiness on Online Distance Learning (ODL) modality in terms of availability of ICT equipment, level of proficiency/competence of student-respondents in using the different Software and platform, level of competency of student-respondents' family member/s and friends/neighbor/s in using the different computer software and online and internet applications and communication platforms.

For this study, the researcher used descriptive quantitative research design to describe students' self-assessment on their readiness on Online Distance Learning (ODL). A survey questionnaire using google form were used for the student-respondents. This research instrument was adopted from the assessment tool provided by the Department of Education (DepEd) as stipulated in DepEd Memorandum No. 119 s. 2020 entitled "Conduct of school Readiness Assessment on Online Learning". The first part concentrated on the profile of the student-respondents. The second part focused on students self-assessment on their readiness on online distance learning modality.

Based on the results, the student-respondents are not yet ready for online distance learning in terms of availability of ICT equipment and internet accessibility. The researcher concluded that the students' decision to adopt e-learning is not contingent upon how familiar they are with related technology because majority of them are not knowledgeable in MS Word, MS Excel, MS Power point, Adobe, Movie Maker, Microsoft Teams, Hangouts, Quiz Maker and majority are beginner in Zoom and Google Meet. Parents/Guardians, friends, and neighbors of student respondents can provide technical assistance and support because majority of them are competent in using computer software and in using different online and internet applications and communication platforms.

Keywords: *Online Distance Learning, student readiness, ICT equipment, internet accessibility, online platform, computer software*

INTRODUCTION

The global outbreak of the highly contagious new coronavirus known as COVID-19 creates challenges to various sectors of society. Basic education is among the sectors heavily affected. In response to this challenge, the Department of Education (DepEd) developed Basic Education Learning Continuity Pan (BE-LCP) in order to provide clear directions and learning delivery strategy. Schools must find ways for learning to continue amidst the threat and uncertainties brought about by COVID-19, while ensuring the health, safety, and well-being of all learners, teachers, and personnel.

Based on DepEd Order No. 12 s, 2020 entitled Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID19 Public Health Emergency dated June 19, 2020, the BE-LCP emphasizes that learning opportunities to students may be provided through blended distance modalities, until any prohibition by the Department of Health (DOH), the Inter-Agency Task Force for the Management of Emerging Infectious Diseases in the Philippines (IATF), or the President for face-to-face learning in schools is lifted. Distance learning will be a key modality of learning delivery in the incoming school year.

This study focused on Online Distance Learning Modality. Based on these concepts, the researcher believes that identifying the level of readiness of the students will be timely and beneficial in order to continuously provide quality basic education. Specifically, it focused on availability of ICT equipment, level of proficiency/competence of student-respondents in using different Software and platform, level of competency of student-respondents' family member/s and friends/neighbor/s in using the different computer software and online and internet applications and communication platforms.

According to Ouma, G. Awuor, F., and Kyambo, B. (2013), as e-learning becomes useful to learning institutions worldwide, an assessment of e-learning readiness is essential for the successful implementation of e-learning as a platform for learning. Success in e-learning can be achieved by understanding the level of readiness of e-learning environments.

The researcher believes that this study will enhance the teaching and learning process, specifically instruction. The information created by the research can thus assist the educational leaders in optimizing their policies, thereby helping to provide appropriate technical assistance. Teachers will be more enlightened on the technical assistance for and needs of the students. It will also improve their skills because it offers teachers effective ways to reach different types of learners and assess student understanding through multiple means**.**

METHODOLOGY

The researcher gathered information from sixty (60) out of one hundred ninety-five (195) Grade 7 students enrolled in online distance learning modality at Jacobo Z. Gonzales Memorial National High School, Biñan City, Laguna. The researcher used simple random sampling technique in identifying the student-respondents.

For this study, the researcher used descriptive quantitative research design to describe students' self-assessment on their readiness on Online Distance Learning. Descriptive-survey research includes studies that provide simple information about the frequency or amount of something.

A survey questionnaire using google form was used for the student-respondents. This research instrument was adopted from the assessment tool provided by the Department of Education (DepEd) as stipulated in DepEd Memorandum No. 119, s. 2020 entitled "Conduct of School Readiness Assessment on Online Learning". The first part concentrated on the profile of the student-respondents. The second part focused on students' self-assessment on their readiness on online distance learning modality.

Descriptive statistics was used. The frequency count and percentage were used to describe the demographic profile of the student-respondents in terms of sex, family monthly income, highest educational attainment, and the level of students readiness on online distance learning.

The researcher assessed the students readiness in availability of ICT using the scale none, personally owned, and owned by a member of the family.

The students assessed and evaluated their ICT knowledge/skills using the scale Not Knowledgeable (I have no idea about the program/s), Beginning (I have knowledge about the computer program but I only use them when somebody guides me), and Proficient (I use these programs with ease and efficiency without the need for technical help).

The level of competency of student-respondents' family member/s and friends/neighbor/s in using the different computer software and online and internet applications and communication platforms were assessed by answering Yes or No.

RESULTS

Based on the result, forty-two (42) out of 60 which is 70% of student-respondents are female while 18 out of 60 students which is 30% are male.

Twenty-one (21) out of 60 which is 35% of student-respondents has P5,001-P15,000 Family Monthly Income; and 6 (10%) out of 60 student-respondents has P35,001 and above Family Monthly Income.

The data show that 15 (25%) out of 60 of the parents /guardians of the student-respondents are high school graduate; and only 3 (5%) parent/guardian is elementary undergraduate, elementary graduate and college graduate, respectively.

Based on the assessment of students readiness in availability of ICT Equipment, 30 (50%) out of 60 student-respondents have no available desktop computer/ netbook/ tablet, 21 (35%) personally owned desktop computer/ netbook/ tablet, and 12 (15%) have desktop computer/ netbook owned by a member of the family.

Thirty-nine (39) out of 60 student-respondents or 65% personally owned smart phones, 12 (20%) have no smart phones, and 9 (15%) have smart phone owned by a member of the family. Twenty-one (21) 35% have no internet connection/router, 21 (35%) personally owned internet, and 18 (30%) have internet connection / router owned by a member of the family.

The data shows that 27 (45%) out of 60 student-respondents are knowledge-able in MS Word while 15 (15%) are proficient; 12 (45%) are knowledgeable in MS Excel while 9 (15%) are proficient; 27 (45%) are knowledgeable in MS Power point while 15 (25%) are proficient; 36 (60%) are knowledgeable in Adobe while 6 (10%) are proficient; 42 (70%) are knowledgeable in Movie Maker while 9 (15%) are beginner and proficient ; 36 (60%) are knowledgeable in Microsoft Teams while none (0) is proficient ; 48 (60%) are beginner in Zoom while none (0) is proficient ; 39 (65%) are knowledgeable in Hangouts while none (0) is proficient ; 39 (65%) are knowledgeable in Quiz Maker while 3 (5%) is proficient ; and 33 (55%) are beginner in Google Meet while 3 (10%) is proficient.

Thirty (30) out of 60 which is 50% of family members are competent in using computer software applications while 30 (50%) not competent; and 42 (70%) out of 60 family member/s of student-respondents are competent in using different online and internet applications and communication platforms while 12 (30%) are not competent.

The result shows that 45 (75%) out of 60 friend/s, neighbor/s of the student-respondents are competent in Using Computer software Applications while 15 (25%) are not competent; and 45 (75%) out of 60 friend/s, neighbor/s of the student-

respondents are competent in using different online and internet applications and communication platforms while 15 (25%) are not competent.

DISCUSSION

From the formulated findings, the researcher arrived in the following conclusions: The student-respondents are not yet ready on online distance learning in terms of availability of ICT equipment and internet accessibility. The students' decision to adopt e-learning is not contingent upon how familiar they are with related technology because majority of them are not knowledgeable in MS Word, MS Excel, MS Power point, Adobe, Movie Maker, Microsoft Teams, Hangouts, Quiz Maker and majority are beginner in Zoom and Google Meet.

Based on the results, parents/ guardians can provide technical assistance and support because majority of them are competent in using computer software and in using different online and internet applications and communication platforms.

Friends and neighbors of the student-respondents can also provide technical assistance and support in online learning because majority of them are competent in Using Computer software Applications and in using different online and internet applications and communication platforms.

In light of the conclusions made based on the findings of the study and in the context of delivering high-quality online distance learning, the researcher recommends the following:

The school should consider the availability of the students' devices and internet access because it significantly influences students readiness on the conduct of online teaching and learning modality.

There is a need to recommend other form of learning modality to those students who have no appropriate gadgets and internet connection for online learning.

The school should provide proper training among students in using different computer programs, software applications, platforms and internet application.

The school should provide technical support in terms of gadgets and internet to have easy access and conduct proper orientation among parents and guardians to continuously support the students' online distance learning.

The school/teachers need/s to establish partnership and collaboration in the community which includes friends, neighbor and local officials to ensure learning continuity.

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