

# **STUDENTS' PERCEPTIONS ABOUT ONLINE AND MODULAR MODALITIES: A CASE STUDY**



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## **ABSTRACT**

The Covid19 pandemic has hit most parts of the world like a thief in the night. It is undeniable that it has affected not only the economy but also the lives of the people. Everyone is not ready for the impact this pandemic brings especially those in the educational system. Hence, New Normal education has become the trending words that our country thinks could still possibly make learning continuity possible.

For this reason, it is of utmost importance to find out the perceptions of the students towards modular and online modalities which are parts of the Learning Continuity Plan (LCP) of Binan City Senior High School-San Antonio Campus. The proponents of this study want to find out how these two modalities will help the students improve academically and how it will affect their performance particularly the students of BCSHS-SAC who are all Technology, Vocational, and Livelihood (TVL) students.

Therefore, in this research, the students' perceptions are focused on the student's participation on online-learning delivery and modular delivery platform suited to their needs and condition. Those factors are necessary to bring the students' perception of online and modular distance learning to be more contextual with the needs of this research.

The results of this study will help the teachers create effective and modern ways of enhancing the learning competencies of students by using up-to-date tools and technologies in an attempt to implement and explore something new and ground-breaking innovation within the school.

Data of this study was collected through the analysis of students' perceptions, based on their personal experience during online and modular distance learning. The questionnaire was designed based on the construct of perception theory. As stated before, this study focuses on 2 major topics namely student's participation, and e-learning and modular delivery platform suited with their needs and condition.

After retrieving all the data, the questions were arranged based on those major topics. Close-ended questions were used to obtain the percentage of the analyzed topics. Meanwhile, open-ended questions are used to gain the students' perception regarding the topics on the implementation of online and modular distance learning. The received responses were calculated, analyzed, and described based on their topics.

Findings revealed that the sustainability of the signal strength and internet data leading to successful online learning. Hence, it was recommended that online distance learning needs a friendly platform to gain the students' participation and modular distance learning needs proper guidance to minimized missed interpretation of the delivered materials and assignment.

Thus, the students' perceptions about online and modular modalities: a case study be considered, and digital classroom appears to be the perfect answer for the sake of people's health. This condition forces teachers and students to work and study from home.

**Keywords:** Perception, online distance modality, modular distance modality, case study

## ***I. Introduction***

The Covid19 pandemic has hit most parts of the world like a thief in the night. It is undeniable that it has affected not only the economy but also the lives of the people. To better understand what a pandemic is, (Roxby, 2020) defined it as a disease that's spreading in multiple countries around the world at the same time (Roxby, 2020).

Everyone is not ready for the impact this pandemic brings especially those in the educational system. Hence, New Normal education has become the trending words that our country thinks could still possibly make learning continuity possible. For this reason, it is of utmost importance to find out the perceptions of the students towards modular and online modalities which are parts of the Learning Continuity Plan (LCP) of Binan City Senior High School-San Antonio Campus. The proponents of

this study want to find out how these two modalities will help the students improve academically and how it will affect their performance particularly the students of BCSHS-SAC who are all Technology, Vocational, and Livelihood (TVL) students. Therefore, in this research, the students' perceptions are focused on the student's participation on online-learning delivery and modular delivery platform suited to their needs and condition. Those factors are necessary to bring the students' perception of online and modular distance learning to be more contextual with the needs of this research. Smart and Cappel (2016) examined students' perceptions of integrating online components in two undergraduate business courses where students completed online learning modules before class discussion.

From the above-mentioned concept, In the new normal, all schools will have blended or purely online courses. Trainings for these platforms are made available for both teachers and students. Here in our country, we have available online educational platforms even before the pandemic has started. One is the DepEd Commons accessible on Globe or TM-powered smartphones free of data charges and which is also accessible to private schools' students. Because of the Covid-19 movement restrictions, "The DepEd has been encouraging students to continue their learning online".

Having considered all these pieces of information, the researchers made it sure that the said study is expected to give relevant contributions in our country's attempt to make an incessant learning possible during the pandemic. Particularly, it is expected to benefit the school, Binan City Senior High School-

San Antonio Campus, its students and teachers, the Division of Binan, and the whole educational system as well. Through this study, the school will be able to plan and execute the best-fit modality that could be offered to the learners. Delivering the scope of online learning, Aparicio, Bacao, and Oliveira, T (2016), divides online learning into two main areas, learning, and technology where learning is the cognitive process for achieving knowledge, and technology is the tool to support the process of achieving it.

In context, Biñan City Senior High School – San Antonio Campus, is the setting of the study, the school gives a five-day dry run based on online and modular modalities in almost all areas of discipline and respective levels.

With the above-mentioned juxtapositions that bear significance and impact on students, this study is

therefore assumed and claimed to be timely, relevant, and appropriate in meeting the demands of time and the advent of technology at hand.

Thus, this study is imperative that entails enough attention and immediate action in most schools. In the new normal, teachers should transform how they teach online, especially since online tools and resources present numerous affordances that teachers and students can take advantage of. Teachers can curate the best online learning resources about their topics and create learning playlists or menus that can make the learning process a personal journey for every student. Teachers should avoid being a content dumper, but instead be a master curator of resources that enable engaging and deeper learning. Moreover, teachers should design effective synchronous and asynchronous learning activities that enable sustained engagement, self-

regulation, voice, and choice in students. To be able to do these, teachers should always remember that sound pedagogy should drive the use of tech and not the other way around. Avoid jumping into the bandwagon. Instead, start first with a solid understanding of 21st-century pedagogy. The implementation of learning and technology is best viewed from the students' perception because they have direct experience of it.

The results of this study will help the teachers create effective and modern ways of enhancing the learning competencies of students by using up-to-date tools and technologies in an attempt to implement and explore something new and ground-breaking innovation within the school. The teachers will also be given a chance to utilize technology in giving their assessments. Hence, educators are called to practice flexibility in allowing students who are deeply and validly affected by the pandemic to finish

their requirements when they are ready and capable of doing so. Educators can also focus more on mastery of learning and adopt grades that demonstrate or indicate mastery of knowledge and skills, or lack thereof. Schools can also be clearer in their criteria of mastery of learning while still maintaining their standards. Teachers can then help students achieve these criteria by constantly giving them feedback. In the end, grades may still be given, but with much fairness, compassion, and flexibility.

## **Methodology**

Data of this study was collected through the analysis of students' perceptions, based on their personal experience during online and modular distance learning. The questionnaire was designed based on the construct of perception theory. As stated before, this study focuses on 2 major topics namely

student's participation and learning task delivery e-learning and modular delivery platform suited with their needs and condition. Thus, the questions were arranged based on those major topics. The questionnaire was distributed and collected in the form of Google Form with a combination of close and open-ended questions. Close-ended questions were used to obtain the percentage of the analyzed topics. Meanwhile, open-ended questions are used to gain the students' perception regarding the topics on the implementation of online and modular distance learning. The received responses were calculated, analyzed, and described based on their topics.

The respondents of this study are from Grades 11 and 12 students from Biñan City Senior High School-San Antonio Campus, San Antonio, Biñan, Laguna taking the subjects from all Technology, Vocational, Livelihood Strands.

The researchers of this study will use the simple random sampling method wherein 50 students from all strands are chosen to participate. By using this technique everyone has an equal chance to be chosen. This collective case study involves the analysis of the survey on the students' perceptions of online and modular distance delivery learning during the pandemic COVID-19. Those students' perceptions were described narratively.

## Results and Discussions

The following are the results and the analysis done from the data.

Among fifty students who participated in the survey, 93.9% of students were involved in modular distance learning conducted by their teachers while 6.1% of students were having problems joining the online distance learning. During online distance learning, 87.9% of students were actively responding to the lesson while 12.1%

were very passive. Most of the students who had a problem to join the class and who were very passive dealt with lack of data plan/ internet quota. Few of them had no proper gadgets such as android phones or laptops.

*Students enroll not because they want to learn, but because they don't want to be left behind. "(Ma'am, I can't go to our online class because I don't have money to buy load. I need to prioritize our food because my father is sick)."*

This is just one of the situations of students in senior high school as they embrace the so-called "new normal" in education. Despite efforts of the education sector to continue learning during the pandemic, the "new normal" has continued to be a scourge not only for teachers but also for students.

For instance, the shift to synchronous online videoconferencing (such as Google Meet, or Zoom) creates

uncertainty for teachers and students. Because they do not have enough resources to stay online, most of the students – especially in senior high school – rely on free Facebook for communication. The burden of data consumption through video conferencing is costly for students who rely on free tuition. To address this, the Department of Education have resorted to module-making or asynchronous learning. These, along with online video conferencing, have become the standard norm.

Students' Perception Revealing the result of students' participation, the data shows most of the students were actively involved in online and modular distance learning. However, it did not mean that they were enthusiastic. Most of them, 66.7% of students were not enthusiastic about having online distance learning while 33.3% were enthusiastic. The data of students' perception of the learning

task revealed that 57.5% of the learning task weighed them down. Meanwhile, 42.5% thought that the meeting was fun, but they could not stand with the marathon learning task. Online and modular learning was considered as fun teaching and learning compensation during this pandemic. However, the abundance tasks were killing them because all modules have their learning task to be able to answer. Moreover, limited infrastructures in their place such as the lack of internet connection and electricity forced students to go just to get hold of internet signal. Besides, most of them accessed the online learning through low-end mobile gadget. Their android mobile phones were not compatible because having small RAM, so they had no more space for a newly installed program. The situation was rather frustrating for the students. Another obstacle is presented when the students must spend extra money to

afford the internet data which was considered expensive for them. Those obstacles made the students perceive online learning as challenging.

Conducting online distance learning indeed comes with many consequences. Some students realized that their Computer Programming literacy made good progress during online learning. The e-learning platforms allowed users to access information on the personal computers while mobile e-learning (M-learning) allows users to access through mobile devices (Zamfiroiu & Sbora, 2016; Masa'deh et al., 2016; Almajali et al., 2016 as cited in Kattoa, Al-Lozi, & Alrowward, 2016). Thus, the students can interact with their online learning via such technological platforms. The Internet is considered the source of needed materials to achieve the goals of teaching and learning (Surtikanti, 2020). However, some places with poor internet signal might

face many problems in conducting online learning. The main issue of this condition was the internet connection. Network interaction can also present considerable challenges to both teachers and students (Peyton in Egbert & Smith, 2016). Referring to this theory, the absence of internet connection leads to bigger challenges because the presence of the interaction between teachers and students failed to be accomplished.

The researchers found that the sustainability of the signal strength and internet data leading to successful online learning. The absence of internet connection leads to bigger challenges because the presence of the interaction between teachers and students failed to be accomplished.

The e-learning platforms allowed users to access information on the personal computers while mobile e-learning (M-learning) allows users to

access through mobile devices. The students modular distance learning could have a direct explanation with the use of video lessons prepared by teacher. Somehow, missed interpretation of the delivered materials and assignment occasionally happened because they had no direct guidance.

This study highlights that online distance learning needs a friendly platform to gain the students' participation and modular distance learning needs proper guidance to minimize missed interpretation of the delivered materials and assignment. This action research should be continued.

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