



**THE LEARNING PROCESS BEFORE AND DURING
THE PANDEMIC**

**College of Technology and Allied Sciences
BOHOL ISLAND STATE UNIVERSITY
Zamora, Bilar, Bohol**

**CRISTEL MAUREEN A. ARTIGAS
RACHEL A. CINCONIEGUE
JESSA KAYE N. ABADINGO
JENNECA L. KANOCO**

JUNE 2022

THE LEARNING PROCESS BEFORE AND DURING THE PANDEMIC

**COLLEGE OF TECHNOLOGY AND ALLIED SCIENCES
BOHOL ISLAND STATE UNIVERSITY
Zamora, Bilar, Bohol**

**CRISTEL MAUREEN A. ARTIGAS
RACHEL A. CINCONIEGUE
JESSA KAYE N. ABADINGO
JENNECA L. RANOCO**

JUNE 2022

THE LEARNING PROCESS BEFORE AND DURING THE PANDEMIC

**A Thesis
Presented to the Faculty of the
College of Technology and Allied Sciences
BOHOL ISLAND STATE UNIVERSITY- BILAR CAMPUS
Zamora, Bilar, Bohol**

**In Partial Fulfillment
Of the Requirements for the Degree
In Bachelor of Science in Office Administration**

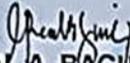
**CRISTEL MAUREEN A. ARTIGAS
RACHEL A. CINCONIEGUE
JESSA KAYE N. ABADINGO
JENNECA L. RANOCO**

JUNE 2022

APPROVAL SHEET

This thesis entitled "THE LEARNING PROCESS BEFORE AND DURING THE PANDEMIC" prepared and submitted by **CRISTEL MAUREEN A. ARTIGAS, JESSA KAYE N. ABADINGO, RACHEL A. CINCONIEGUE** and **JENNECA L. RANOCO** in partial fulfilment of the requirements for the degree Bachelor of Science in Office Administration has been examined and recommended for acceptance and approval for oral defense.

THESIS COMMITTEE

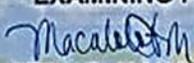

REAL A. BAGUIN, MAEd
Statistician


MEARIE JEAN A. FAUSTINO, MAEd
Thesis Editor


CARLSON SANIEL, MBA
Adviser

Approved by the Examining Panel during the Oral Examination conducted on April 29, 2022 with a rating of 1.0

EXAMINING PANEL


MARIETTA C. MACALOT, Ph.D.
Chair

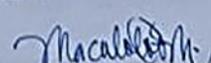

MANOLITO C. MACALOT, Ed.D
Member


HERBERTO PIOLLO, MS MATH
Member


ARLEN B. GUDMALIN, Ph.D
Member

Accepted and approved as partial fulfilment of the requirements for the degree Bachelor of Science in Office Administration.

April 29, 2022
Date of Oral Defense


MARIETTA C. MACALOT, Ph.D
Campus Director

ACKNOWLEDGMENT

This scholarly endeavor is the fruit of hard work, collaborative effort, diligence, and valuable sacrifices. This would not have been possible without the unyielding inspiration and support of individuals who keep on encouraging us to dream and be concerned with the enlightenment of society. Moreover, the success of the study cannot be solely attributed to the handiwork of the researchers but also the aggregated help and valuable expertise of the following, to whom we, the researchers, owe the deepest gratitude:

Above all, the Heavenly Father, for His undying love, guidance, protection, and outpouring blessings;

To **Dr. Marietta C. Macalolot**, Campus Director, for her approval to conduct the study on campus and for her full support in putting our proposal into action;

To **Dr. Arlen B. Gudmalin**, Research Instructors and CTAS Dean, for the words of wisdom that contributed to the improvement of the study and for sharing her expertise, experience, and valuable time in checking the research papers;

To **Mearie Jean A. Faustino, MAEd**, Thesis Editor, for her worthwhile time and untiring effort in carefully editing the thesis manuscript. Also, for her encouragement and support to the researchers in putting this study into completion;

To **Real A. Baguin, MAEd**, Thesis Statistician, for sharing his excellent ideas and professional guidance to make the realization of this work;

To **Carlson Saniel, MBA**, Thesis Adviser, for guiding and helping us improve our thesis;

To the class adviser of the respondents who allowed the researchers to conduct the study;

To the 3rd year college students of Bohol Island State University- Bilar Campus, for rendering their precious time in answering the researchers' questionnaire and for the valuable support as this research was conducted.

The researchers wish to convey their grateful acknowledgment to their beloved parents, brothers, sisters, friends who have generously provided finances, and gave moral support, valuable advice, encouragement, and prayers that inspired and enabled them to pursue this undertaking.

A billion thanks!

RESEARCHERS

ABSTRACT

The Covid-19 pandemic had significantly altered learning practices in higher education institutions, particularly in the Philippines. Before the Pandemic, the learning activity was conducted face to face, but now it was conducted online. The main objective of this research was to determine the learning process before and during the pandemic. It employs a descriptive-quantitative research design. Data were collected through Google forms. The number of respondents in this study was 45 third-year BSOA students of BISU-Bilar Campus who had experienced both face-to-face and virtual modes of learning. The instrument used was a questionnaire. The data imply that students' use of virtual learning (during the pandemic) differs dramatically from their use of face-to-face learning (before the pandemic), in which students were unable to respond to demands instantly during virtual class. They confront challenges such as a lack of internet/signals, environmental destruction, and the inability to receive rapid feedback, as compared to face-to-person learning, where they can readily interact, express their views or opinions about the teachings, and receive feedback on that discussion. It was concluded that supervision for students cannot be implemented since it requires interactive communication and in-depth discussion. Aside from that, there must be an emotional bond between the instructor and the student. As a result, the learning process should preferably be carried out face to face.

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
ACKNOWLEDGMENT	iii
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF TABLES	viii
LIST OF FIGURES	ix
Chapter	
1 THE PROBLEM AND ITS SCOPE	
Rationale	1
Literature Background	3
THE PROBLEM	
Statement of the Problem	10
Null Hypothesis	11
Significance of the Study	11
RESEARCH METHODOLOGY	
Design	12
Environment and Participants	12
Instruments	13
Procedure	13
Statistical Treatment	14
DEFINITION OF TERMS	16

2	PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA	
	Respondents' Demographic Profile	18
	Level Of Effectiveness Before the Pandemic	20
	Level of Effectiveness During the Pandemic	22
	Significant Difference Between During and Before Pandemic ...	24
3	SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	
	Summary of Findings	25
	Conclusion	26
	Recommendation	27
	REFERENCES	28
	APPENDICES	
	A. LETTER REQUEST	31
	B. INSTRUMENT	34
	RESEARCHER'S BIODATA	38

LIST OF TABLES

Tables

1	Demographic Profile of the Respondents	18
2	Level of Effectiveness Before the Pandemic (Face to Face Learning)	20
3	Level of Effectiveness During the Pandemic (Virtual Learning]	22
4	Significant Differences Before and During the Pandemic	24

LIST OF FIGURES

Figure

1	Theoretical and Conceptual Framework	4
---	--	---

Chapter 1

THE PROBLEM AND ITS SCOPE

Rationale

The fast advancement of computer and network technology has drastically improved the ways of teaching and learning. Among these new processes, online and internet-based education has emerged as a promising field (Thomas, 2014).

Lectures, team projects, labs, and studios are all part of traditional face-to-face learning (before the pandemic). Students are taught synchronously in a physical learning environment (with necessary safety precautions in place), which means they are all in the same location at the same time. The face-to-face connection between the learner and the educator is a key asset of the conventional classroom. The teacher as well as the other students inspire the students.

However, because of the Covid-19 pandemic, a genuine or face-to-face kind of sophistication is strongly avoided. The coronavirus pandemic has led to changes in the teaching-learning process in higher education institutions and has had an impact on how professors and students interact. Universities were obliged to conduct all of their activities with students online as a consequence of the outbreak (Sobaih, A.E.E., Hasanein, A.M. et al., 2020). Higher education is reshaping learning and teaching in significant ways through the use of internet

2.0 technology. The adoption of online learning was following the demands of the twenty-first century, including connectedness, teamwork, inventiveness, and critical thinking (Rusdin, N.M., 2018). Despite the difficulties posed by the current crisis, this might lead to improved communication with the students, and online learning could help students study more effectively.

BISU and other colleges are rushing to embrace these new technologies, hoping to use them not just to improve their traditional curriculum but also to expand course services outside the university campus. One important area where internet-based technology is likely to have a big impact is on instructors' and students' capacity to communicate and engage with one another. The value of informal connections between teachers and students has been extensively researched in literature.

Students can overcome some of the possible problems offered by online learning by developing strong attitudes toward learning, such as keeping focused throughout online sessions or retaining appropriate motivation. Positive attitudes toward learning, self-regulation and intrinsic motivation all have a role in enhancing academic success, but they may be more crucial if online learning continues.

Concerning this, the study aimed to determine the learning process before (face-to-face learning) and during (virtual learning) the pandemic. The researchers examined 3rd-year BSOA students at Bohol Island State University-

Bilar Campus to find out if the learning process would be effective or not before and during the pandemic.

Literature Background

In most institutions in the Philippines, the Covid-19 epidemic had significantly altered the learning system. Before the epidemic, the country's learning activities were conducted in person.

However, the pandemic, which was certified at level 2 in March 2020 and proclaimed a non-natural national calamity, abruptly changed the learning system to one that was entirely online. There are two types of learning systems: distance/ online (during a pandemic) and face-to-face (before a pandemic). The rapid implementation of a distant education method stunned students, professors, and all other parties concerned. Due to their lack of experience, they are shocked. They have no previous experience with online learning.

According to prior study findings, the learning system still confronts several barriers and problems. Obstacles and hardships make life difficult. Learners, lecturers, and education providers all face obstacles and hurdles. Low motivation and aptitude to study, a lack of technology, financial barriers, and learning time are all factors. It requires a shift in learning style, technical skills, engagement in learning, and learning expectations, as well as adaptability to the learning environment and time.

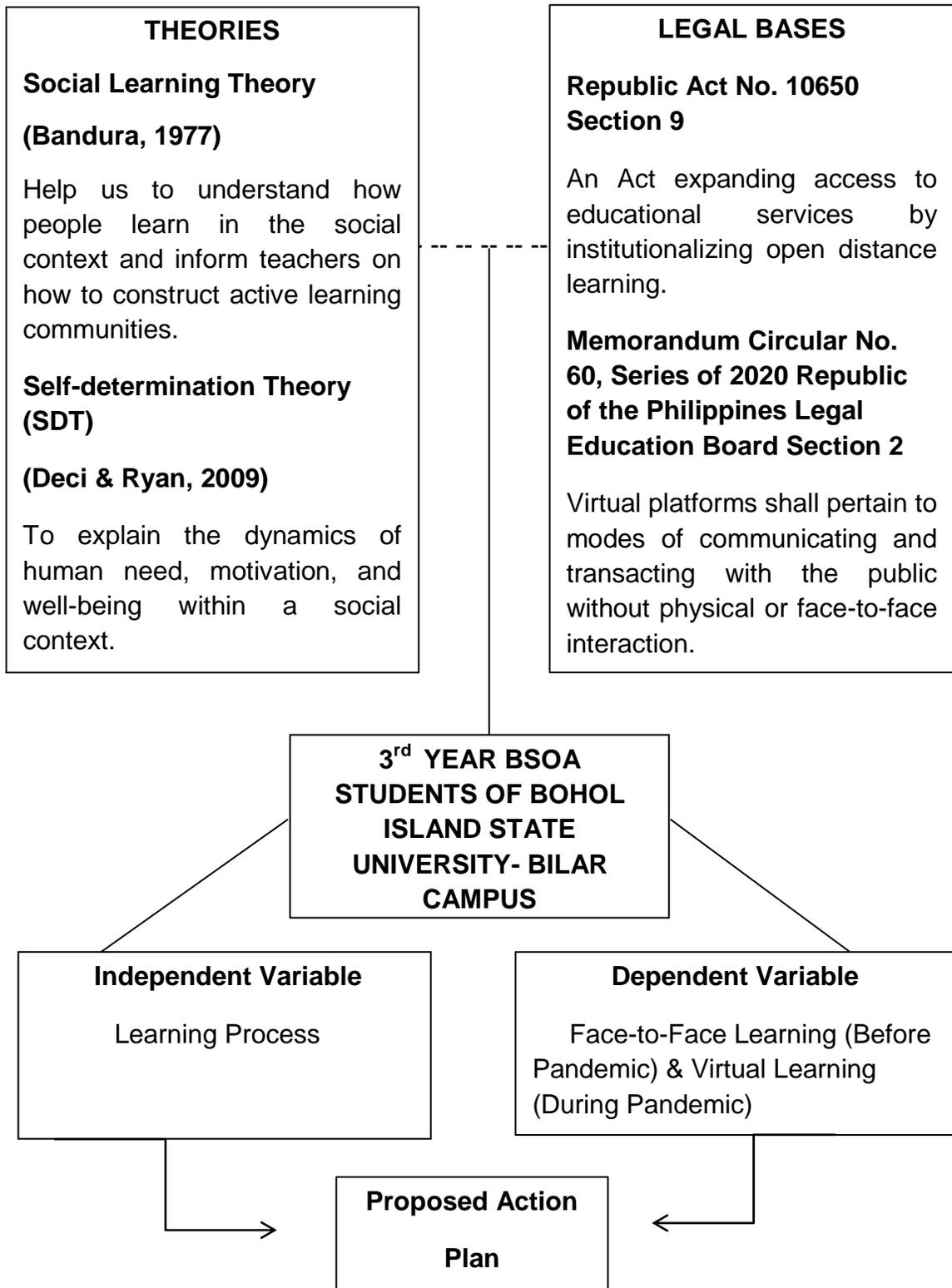


Figure 1. Theoretical and Conceptual Framework

Educators face barriers and problems as a result of changing responsibilities and transitioning through the learning process, which requires changes in learning styles and approaches. Educators have no control over ethics, attitude, behavior, progress, learning outcomes, or feedback. The educational process is being lost, and more creative learning resources are needed. Changes in the service and learning systems are the institution's challenges.

According to Kim and Sax (2014), while the general out-of-elegance dialogue with professors is no longer linked to academic self-efficacy, a specific type of contact has emerged.

Colleges and universities that actively promote close and regular interaction between their students and faculty members are far more likely to benefit from such efforts in a variety of ways. Over the last decade, the use of internet-based learning tools has increased rapidly, providing new possibilities and routes for students to interact with their instructors online via computer-mediated communication (CMC) technology. With the introduction of Web 2, its creators were able to expand the number of ways for users to access information on the internet (Koles & Nagy, 2014).

The internet is widely seen as a delivery mechanism for knowledge and communication in Higher Education, with a great capability for extending the communication channels most usually seen in traditional learning (before pandemic) contexts. Asynchronous (e.g., e-mail and online discussion forums)

and synchronous conversation are the most popular forms of communication used by teachers to enhance contact with college students (e.g., chat or immediate messaging).

According to Gonzales (2016), the relationship between a student and his or her teacher has a significant influence on a student's educational and social growth. A student might feel more at ease and confident if they have a positive relationship with their instructor.

Furthermore, the importance of informal connections between teachers and students has been extensively researched in the literature (e.g., Iverson, Pascarella & Terenzini, 1984; Kuh & Hu, 2001; Pascarella & Terenzini, 2005; Halawah, 2006). Higher levels of informal interaction with professors are associated significantly with students' academic achievement, contentment with their college experience, and retention (Nadler & Nadler, 2000).

As stated by Albert Bandura's Social Learning Theory, which aids us in understanding how individuals learn in social contexts (learn from each other) and informs instructors on how to build active learning communities. This statement was supported by Lev Vygotsky. Instructors may design learning and environment that optimizes learners' capacity to engage with one another through discussion, cooperation, and feedback. He also distinguished between two stages of development: The degree of real progress refers to the learner's current level of growth and ability to solve issues independently. The degree of

improvement that a student is capable of accomplishing under the guidance of teachers or in collaboration with peers is referred to as the "zone of proximal growth." During the 2000s, the second lifestyle platform had millions of digital users and several social channels in the digital world (Buckless et al., 2014).

According to Nadler and Nadler (2000), education does not end at the classroom doors, and neither does our students' discovery of communication in this environment. Many students have recently substituted electronic mail and discussion board postings for face-to-face meetings to ask a question or obtain direction-related information or additional help, as the internet and web-based direction control systems have created a convenient alternative to traditional office hours. Some academics believe that traditional face-to-face will be phased out as a result of these new, and often best, means of connecting with professors using net-based technology (Myers et al., 2004).

While academic and political debates arose over students' intellectual and social development and patterns of student perseverance toward degrees, (cf. Astin, 1984; Boyer, 1987; Pascarella & Terenzini, 2005; Tinto, 1983). Chickering and Gamson (1987), who condensed the research into seven principles for excellent practice in undergraduate education, are the most well-known of these conversations. Students can get through challenging times with the support of their professors. Knowing a few academic people adds to students' intellectual engagement while also encouraging them to focus on their own beliefs and objectives.

Students' and faculty identities are also important, especially when students want to meet with teachers outside of class (Cole 2007; Dika, 2012; Layne, 2012). Interactions between students and faculty are unavoidable, and personal ties formed via advice and mentorship are highly valued (Light, 2001).

Deci and Ryan (2009), on the other hand, developed the Self-determination theory (SDT), a macro-level theory of human motivation that aims to explain the dynamics of human need, motivation, and well-being in a social context. According to the theory, each person has three universal psychological needs that drive them to act or not act: autonomy (feeling self-governed and self-recommended), competence (feeling capable and effective), and relatedness (feeling connected, loved, and interacted). Furthermore, this approach helps explain the impacts of desires-based assistance on student motivation, engagement, and learning.

Moreover, the learning process is facilitated by motivating and supporting students. According to Ryan and Deci, motivation refers to doing something interesting or enjoyable. Considering student motivation, they argued that motivation happens when a student is attracted to undertake an assignment for its good, the learning it gains, and the feelings he/she may have. Motivation is related to students' support. Support can take many forms, including mental, physical, financial, academic, and spiritual, and it is one of the most important factors in student success in education. The instructor must do everything

possible to help the student achieve a higher degree of need satisfaction so that he or she can concentrate on learning (Williams, K. & Williams, C., 2011).

Republic Act No. 10650 Section 9 provides that:

An Act expanding access to educational services by institutionalizing open distance learning in levels of tertiary education and appropriating funds, therefore, Section 9. Mode of Delivery. – the Open Distance learning (ODL) programs may be delivered using information and communication technology and other approaches, such as (c) Electronic/Computer Technology and Virtual Classrooms- internet, CD-ROM, electronic mail, e-bulletin boards, podcasts, m-learning, i-lectures, e-learning or online learning management system.

This type of law provision emphasizes the educational system's growth of educational services. In this time of the pandemic, this involves providing students with an alternative method of learning. Virtual classrooms may be used as an online platform for students due to technological advancements.

Moreover, Memorandum Circular No. 60, series of 2020 Republic of the Philippines Legal Education Board Section 2:

Virtual platforms shall pertain to modes of communicating and transacting with the public without physical or face-to-face interaction. These shall include telephonic, electronic, and other technology-enabled communications.

The relevance of the protection to all students is underscored by the stated legislative provision, which indicates that on digital platforms, there is no need to communicate and transact with the public or engage in face-to-face interaction. Especially at this time of the Covid-19 pandemic, there is a significant risk of getting exposed to the virus.

The researchers were eager about the benefits of face-to-face (before a pandemic) and virtual learning (during a pandemic) in terms of their learning process. The goal of the research was to find out the effectiveness of the learning process before and during the pandemic.

THE PROBLEM

Statement of the Problem

The main purpose of this study was to determine the learning process before (face-to-face learning) and during (virtual learning) the pandemic of the third-year BSOA students of Bohol Island State University – Bilar Campus in the School Year 2021-2022.

Specifically, the study sought to answer the following questions:

1. What is the profile of 3rd-year BSOA students who are incoming S.Y 2021-2022 in terms of:
 - 1.1 age; and
 - 1.2 sex?
2. What is the level of effectiveness before the pandemic (face-to-face learning)?
3. What is the level of effectiveness during the pandemic (virtual learning)?
4. Is there a significant difference between the learning process before the pandemic (face-to-face learning) and during the pandemic (virtual learning)?

Null Hypothesis

There is no significant difference between a learning process before the pandemic (face-to-face learning) and during the pandemic (virtual learning).

Significance of the Study

This study was conducted to determine the effects of using virtual office hours to enhance student-faculty interaction. The researchers believed that the study would be beneficial for the following:

Students. The outcome of the study would help the students to realize the effectiveness of using virtual office hours to enhance student-faculty interaction.

Teachers. The findings of the study would help the teachers provide an effective teaching-learning process by providing virtual office hours that would help students properly explain the topic of the lessons and know the student's feedback and learning about the lesson.

Administrators. The findings of the study would help the administrators to know the profile in using virtual office hours to enhance student-faculty interaction. The study would guide them in upgrading the variation process of virtual interaction.

Future Researchers. The findings of the study would serve as reference material for future researchers when pursuing related studies.

RESEARCH METHODOLOGY

Design

The researchers used the descriptive quantitative survey to assess the learning process before and during the pandemic. Quantitative research is characterized as a structured investigation of phenomena through gathering quantifiable data and performing statistical, mathematical, or computational techniques. It is used by descriptive, correlational, or experimental researchers to find patterns and averages, make predictions, causal text relationships and generalize results to a broader population.

Environment and Participants

The study was conducted at Bohol Island State University Bilar Campus (formerly known as CVSCAFT) along with Zamora, Bilar, Bohol. It is a government school and the only state university in Bohol. It offers various programs and one of which is the Bachelor of Science in Office Administration.

The researchers chose the above-mentioned as the locale because it is excellent or appropriate for their study to accumulate data.

The total respondents of the study were 45 third-year BSOA students of the College of Technology and Allied Sciences who experienced the face to face (before pandemic) and virtual learning (during a pandemic), and who were

currently enrolled in the Academic Year 2021-2022. The researchers used complete enumeration in determining the number of respondents in each group.

Instrument

The researchers used a self-made questionnaire distributed through Google forms as the instrument to gather the needed data. The questionnaire is divided into two parts: (1) profile of the respondents (name (optional), age, and gender) and, (2) responses to research questions in terms of; the level of effectiveness before the pandemic (face-to-face learning) and the level of effectiveness during the pandemic (virtual learning).

The questionnaire was submitted to the Thesis Advisor and Thesis Editor for suggestions, and refinement. After that, a pilot testing was conducted on 30 third-year students of BISU- Bilar who were not included in the number of respondents to know if the questionnaire was relevant. They were randomly selected. The questionnaire was sent through Google forms. After the pilot test, the questionnaire was distributed to the respondents.

Procedure

To obtain and gather the needed data, the researchers asked permission from the Thesis Adviser of the respondents, the Dean of CTAS, and the Campus Director, to conduct the study on the 3rd-year BSOA students. The researchers sent out the questionnaire through Google forms.

The gathered data were analyzed, tabulated, and interpreted by the Statistician. The researchers formulated conclusions and recommendations based on the results of the study.

Statistical Treatment

The researchers used the percentage formula to show the profile of the respondents (e.g. age, gender, etc.)

Formula:

$$P = \frac{f}{n} * 100$$

Where:

P = Percentage

f = Frequency

n = Number of cases

The researchers used the average weighted mean to determine the level of effectiveness of the learning process before (face-to-face learning) and during (virtual learning) of the pandemic, with the following formula:

$$WMS = \frac{5(f_5) + 4(f_4) + 3(f_3) + 2(f_2) + 1(f_1)}{n}$$

Where:

WMS = Weighted Mean Score

W = weight of responses

f = number of responses

n = total number of respondents

To determine if there is a difference in the learning process before and during the pandemic, the T-test was used with the following formula:

$$t = \frac{\Sigma d}{\frac{\sqrt{n(\Sigma d^2) - (\Sigma d)^2}}{n-1}}$$

Where:

d = difference per paired value

n = number of samples

DEFINITION OF TERMS

The following terms were defined operationally for a better understanding of this study.

Asynchronous Learning. It is the educational activities, discussions, and tasks that engage students in learning at their pace and in their own time.

Computer-Mediated Communication. It is a networking technology used by students in learning through the use of data interaction.

Learning Process. This refers to the students' source of learning from teachers and peers through the midst of a pandemic.

Online Learning. It is a new way of learning in which students interact with their instructors on a virtual platform.

Pandemic. An epidemic that hinders students and faculties from face-to-face interaction, leads to virtual learning.

Synchronous Learning. This refers to all kinds of learning where the students and instructors are in the same place or at the same time and both can receive immediate feedback.

Traditional Learning. It is a way of learning in which there is an actual interaction between the student and the instructor.

Virtual Learning. It is an online platform and a new model of learning outside the classroom. This includes the usage of apps like Zoom, Google Classroom, Edmodo, Google Docs, and others.

Web 2.0. This refers to the technologies to enhance learning activities and support communications outside the classroom.

Chapter 2

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter contains the presentation, analysis, and interpretation of the data gathered to give implications to the problems posed by this study. The data were shown in tabular and textual form to provide better insights into the study.

Table 1 presents the profile of the respondents. The highest age range was 21 years old with 21 (46.7%) while the lowest was 23 years old with 1 (2.2%). Among the 45 respondents, 41 (91.1%) were female while only 4 (8.9%) were male.

Table 1
Demographic Profile of the Respondents
N = 45

Respondent's Profile	Frequency	Percentage (%)
Age		
20	14	31.1
21	21	46.7
22	3	6.7
23	1	2.2
26	2	4.4
27	2	4.4
30	2	4.4
Sex		
Male	4	8.9
Female	41	91.1

Face-to-face education, which was regarded as the most conventional kind of learning instruction, was defined as "an instructional approach where the course content and learning material were taught in person to a group of students." Since instructors were the only ones who evaluate students and were also their primary source of knowledge, the quality of learning was heavily reliant on them. As the information in **table 2** presents the effectiveness of face-to-face learning. The highest weighted mean of 4.27, which allowed students to receive quick responses with a descriptive interpretation of "Very Effective," was obtained from the respondents. Additionally, respondents concurred that while learning in person, they can focus better on the lecture when the instructor discusses the topic, encourages questions, and encourages classroom discussion (all with a weighted mean of 4.11). The weighted mean with the lowest interpretation of "effective" has a mean of 3.8 for having perfect attendance throughout the full semester.

Additionally, Kartha, (2006) examined the efficiency of the teaching strategies used in traditional and online undergraduate business statistics courses. The author made note of the fact that the online course enrollees indicated much lower course satisfaction and a preference for the more traditional mode of instruction. A different study, Cao, (2011) looked at how pleased MBA students were with their courses and discovered that online courses were less satisfying than traditional face-to-face courses.

Table 2
Level of Effectiveness Before the Pandemic
(Face-to-Face Learning)

N=45

Statements	Weighted Mean	Descriptive Interpretation
1. I can understand the lesson easily.	4.09	Effective
2. It is easy to communicate with our teacher.	4.04	Effective
3. I can submit my requirements on time or before the deadline.	4.09	Effective
4. Has a good interaction with my teachers.	4.00	Effective
5. I receive immediate feedback when I ask questions.	4.27	Very Effective
6. I am motivated to do my assignments/projects.	4.11	Effective
7. I can concentrate and be more focused on the lesson when the teacher discusses the topic.	4.11	Effective
8. I felt comfortable interacting with teachers and other students.	3.91	Effective
9. Can discuss/share ideas with my classmates.	4.11	Effective
10. Can actively participate in the discussion during class hours	4.09	Effective
11. Can get high scores during quizzes and major examinations.	3.93	Effective
12. It takes a lot of effort to get the activities done.	3.93	Effective
13. Provides a flexible environment for effective interaction.	4.02	Effective
14. Supports self-discovery of learning course content.	4.04	Effective
15. Provides time management facilities for organized ongoing activities.	4.13	Effective
16. Provides essential materials in visible forms.	4.04	Effective
17. Have perfect attendance for the whole semester.	3.80	Effective
18. I am enjoying learning.	4.02	Effective
19. Sometimes Distractions Everywhere	3.96	Effective
20. I can have a break or me time after school works.	4.04	Effective
Average Weighted Mean	4.04	Effective

Table 3 shows with its highest weighted mean of 4.82, or "Very Effective," the data where respondents were able to take a break or have some "me time" following schoolwork. The least weighted mean, on the other hand, had a value of 2.82, indicating that students found it difficult to communicate with their teachers and lacked the motivation to finish their assignments and projects. At the same time, online communication is complicated, which raises the possibility of misunderstandings and might result in conflicts.

Additionally, others say that using social media encourages antisocial behavior because all interactions take place in a virtual student world that was occasionally completely dissimilar from the actual one (Hope, A. & J., 2016). Furthermore, virtual learning can interfere with study time, according to Phillips (2011). In other words, the student's focus might be diverted, resulting in lost study time. Lastly, there was a possibility that there was either restriction on data downloading from mobile devices or no Internet connectivity at home (Harran, M. et al., 2014), both of which would make the educational process exceedingly challenging. In addition, some research indicates that the effects of e-learning were not as strong as those of face-to-face learning (Galy, E. et al., 2011). It appears that students taking classes online could become distracted and miss important deadlines. Over time, both teachers and students may experience a variety of negative impacts from e-learning, such as eye issues (caused by prolonged use of a screen) or back discomfort, and they may also notice a lack of outside activities (Nazarlou, M.M., 2013).

Table 3
Level of Effectiveness During the Pandemic
(Virtual Learning)
N= 45

Statements	Weighted Mean	Descriptive Interpretation
1. I can understand the lesson easily.	3.16	Moderately Effective
2. It is easy to communicate with our teacher.	2.82	Moderately Effective
3. I can submit my requirements on time or before the deadline.	3.67	Effective
4. Has a good interaction with my teachers.	3.73	Effective
5. I receive immediate feedback when I ask questions.	3.24	Moderately Effective
6. I am motivated to do my assignments/projects.	2.82	Moderately Effective
7. I can concentrate and be more focused on the lesson when the teacher discusses the topic.	2.84	Moderately Effective
8. I felt comfortable interacting with teachers and other students.	3.00	Moderately Effective
9. Can discuss/share ideas with my classmates.	3.11	Moderately Effective
10. Can actively participate in the discussion during class hours	3.00	Moderately Effective
11. Can get high scores during quizzes and major examinations.	3.49	Effective
12. It takes a lot of effort to get the activities done.	4.22	Very Effective
13. Provides a flexible environment for effective interaction.	3.51	Effective
14. Supports self-discovery of learning course content.	3.62	Effective
15. Provides time management facilities for organized ongoing activities.	3.18	Moderately Effective
16. Provides essential materials in visible forms.	3.44	Effective
17. Have perfect attendance for the whole semester.	3.73	Effective
18. I am enjoying while learning.	2.93	Moderately Effective
19. Sometimes Distractions Everywhere	4.22	Very Effective
20. I can have a break or me time after school works.	4.82	Very Effective
Average Weighted Mean	3.43	Effective

Indicator:

Range	Descriptive Quantitative	Qualitative Interpretation
5	Very Effective	4.21 - 5.00
4	Effective	3.41 - 4.20
3	Moderately Effective	2.61 - 3.40
2	Less Effective	1.81 - 2.60
1	Not Effective	1.00 -1.80

E-learning had emerged as a significant option for altering the whole traditional educational system during the COVID-19 epidemic. The behaviors, teaching and learning philosophies, evaluation techniques, and other aspects of both instructors' and students' personalities have to be altered. The benefits of this reform exceed the conflicts and disappointments it had produced among both the teaching act recipients and the educational participants. E-learning had demonstrated the need for model appropriate conduct for all parties. The educational process needs to be simplified, especially in the university setting, so innovative and positive interventions are needed.

Table 4 shows the significant difference in the learning process before a pandemic (face-to-face learning) and during a pandemic (virtual learning). The p-value, which is 0.0000002, is less than 0.05 and states that there is a significant difference between face-to-face and virtual learning. Thus, the null hypothesis is rejected. According to the results of a new national research study, 78% of more than 1,000 students surveyed still believe it was easier to learn in a classroom rather than online, and according to the study by Parsons-Pollard et al. (2008),

students give online classes a lower rating, apparently due, in part, to malfunctions in online technology systems during examinations, etc., which claim that there is a significant difference of the learning process before pandemic (face-to-face learning) and during pandemic (virtual learning).

Table 4
Significant Differences Before and During the Pandemic

Source of Difference		Weighted Mean	Standard Deviation	t-value	p-value
Learning Process	Before Pandemic (Face-to-face Learning)	4.04	0.50	5.65	0.0000002*
	During Pandemic (Virtual Learning)	3.43	0.52		

*Significant at $p < 0.05$

Chapter 3

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This summarizes the findings gathered in the study, draws conclusions, and gives recommendations.

Summary of Findings

The majority of the respondents were 21 years old. In terms of the effectiveness of Face-to-Face learning (before a pandemic) and Virtual learning (during a pandemic), the results were equally positive. The difference between the percentages of the mean was not the same, even though the findings of the level of effectiveness were the same. There is still a difference in the data collected from the respondents. In most cases, respondents rated face-to-face learning (before the pandemic) as a 4 or 5 on a scale of 1 to 5.

According to the data obtained, respondents favored face-to-face learning (before the pandemic) with a general weighted mean of 4.04 (Effective) over virtual learning (during the pandemic). In each item of our questionnaire, the respondents were asked how much they feel their degree of effectiveness is. On a scale of 1 to 5, the majority of students rated themselves with a 4 (Agree), indicating that they can actively engage in class discussions, received rapid feedback when they asked questions, focus more readily on the lesson when the instructor discusses the topic, and exchanged ideas with their classmates (all with a weighted mean of 4.11, descriptively interpreted as Effective). They felt

more at ease and were able to talk, share opinions, and connect with professors and other students more freely.

While in virtual learning (during a pandemic), it was a 3 or 4 on the scale. Students found this mode of learning tough, especially when there were so many distractions. It was difficult to maintain focus and stay concentrated when the facility was only available in virtual form. It was difficult for them to easily communicate with their instructor, which was the respondents' least rated response with a weighted mean of 2.82 (Moderately Effective), and they were also unmotivated to finish their assignments/projects due to a lack of connections with their classmates, particularly with their faculty.

Conclusions

It was found out that there is a significant difference between a learning process before the pandemic (face-to-face learning) and during the pandemic (virtual learning). Based on the findings, it can be concluded that the majority of 3rd-year BSOA students at Bohol Island State University-Bilar Campus do not favor the virtual way of learning (during a pandemic) for a variety of reasons which could include difficulty in understanding the lesson without proper discussion from instructors and the many distractions occurring during the virtual learning setup.

Recommendations

Based on the findings and the inquiry from the respondents, the following was recommended:

- 1) Students should attend classes and listen to the discussion properly.

Complete all the requirements needed to pass the semester. They should use their voices to speak out if they have questions that bother them regarding the sessions/discussions.

- 2) Teachers should provide both informal and structured time for opportunities for students to interact with each other. Add incentives for attendance (e.g., require it or allow students to earn points), but provide options-equitable in terms of learning experience- for those who have schedule conflicts. Motivate students to be comfortable with this new educational platform.

- 3) Administrators should upgrade the learning process in virtual interaction and learning between the teachers and students.

- 4) Future Researchers should take these results into account to expand these findings and propose measures that can contribute to the study.

REFERENCES

- Alsaaty, F.M.& Carter, E.; Abrahams, D.& Alshameri, F. (2016). Traditional versus online learning in institutions of higher education: Minority business students' perceptions. *Bus. Manag. Res.* 5, 31.
- Bandura, A. (1977). *Social learning theory*. Social Learning Theory. Published.
- Cotten, S. R., & Wilson, B. (2006). Student-faculty interactions: Dynamics and determinants. *Higher Education*, 51(4), 487–519.
<https://doi.org/10.1007/s10734-004-1705-4>
- Deci, E. L., & Ryan, R. M., & Niemiec, C. P. (2009). Autonomy, competence, and relatedness in the classroom: Applying self-determination theory to educational practice. *Theory and Research in Education*, 7, 133-144.
- Endo, J. J., & Harpel, R. L. (1982). The effect of student-faculty interaction on students' educational outcomes. *Research in Higher Education*, 16(2), 115– 138. <https://doi.org/10.1007/bf00973505>
- Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26(4), 331–362.
<https://doi.org/10.1002/job.322>
- Galy, E.& Downey, C. & Johnson, J. (2011). The effect of using e-learning tools in online and campus-based classrooms on student performance. *J. Inf. Technol. Educ.*, 10, 209–230.
- Harran, M. & Olamijulo, C. (2014). Social media communication spaces to develop literacies in a higher education language classroom context. *S. Afr. J. High. Educ.*, 28, 410–435.
- Hope, A. (2016). Educational heterotopia and students' use of Facebook. *Australas. J. Educ. Technol.*, 32, 47–58.
- Hurst, B. (2013). The impact of social interaction on student learning. *Reading Horizons: A Journal of Literacy and Language Arts*. Published.
- Kim, Y. K., & Sax, L. J. (2014). The effects of student-faculty interaction on academics. *Self-Concept: Does academic major matter? Research in*

Higher Education, 55(8), 780–809. <https://doi.org/10.1007/s11162-014-9335-x>

- Lei, L., Finley, J., Pitts, J., & Guo, R. (2009). Which is a better choice for students- faculty interaction: Synchronous or asynchronous communication? Which Is a Better Choice for Student-Faculty Interaction: Synchronous or Asynchronous Communication? Published.
- Leveraging ELT. (2020). Effectiveness in online classes: Going the extra mile. *Journal of Xidian University*, 14(6). <https://doi.org/10.37896/jxu14.6/348>
- Lowenthal, P. R., Dunlap, J. C., & Snelson, C. (2017). Live synchronous web meetings in asynchronous online courses: Reconceptualizing virtual office hours. *Online Learning*, 21(4). <https://doi.org/10.24059/olj.v21i4.1285>
- Meyers, M. (2003). The impact of virtual office hours on in-class participation. *The Impact of Virtual Office Hours on In-Class Participation*. Published.
- Phillips, C. (October 25, 2011). Social Media Use: How Much Is Too Much? *Millennial Marketing*. Available online: <http://millennialmarketing.com/2011/01/social-mediause-how-much-is-too-much/>
- Redding, C. (2019). A teacher like me: A review of the effect of Student–Teacher Racial/Ethnic matching on teacher perceptions of students and student academic and behavioral outcomes. *Review of Educational Research*, 89(4), 499–535. <https://doi.org/10.3102/0034654319853545>
- Ryan, R.M. & Deci, E.L. (2000). Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions. *Contemp. Educ. Psychol.*, 25, 54–67.
- Rusdin, N.M. (2018). Teachers' readiness in implementing 21st-century learning. *Int. J. Acad. Res. Bus. Soc. Sci.* 8, 1293–1306.
- Sobaih, A.E.E.; Hasanein, A.M.; Abu Elnasr, A.E. (2020). Responses to COVID-19 in Higher Education: Social Media Usage for Sustaining Formal Academic Communication in Developing Countries. *Sustainability*, 12,

Trolan, T. L., Jach, E. A., Hanson, J. M., & Pascarella, E. T. (2016). Influencing academic motivation: The effects of Student-Faculty interaction. *Journal of College Student Development*, 57(7), 810–826.
<https://doi.org/10.1353/csd.2016.0080>

Williams, K.; Williams, C. (2011). Five key ingredients for improving motivation. *Res. High. Educ. J.* 11. Available online:
<http://aabri.com/manuscripts/11834.pdf> (accessed on 1 February 2022).



APPENDIX A-1
Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY
Bilar Campus
Zamora, Bilar, Bohol



Vision: *A premiere Science and Technology University for the formation of a world-class and a virtuous human resource for the sustainable development of Bohol and the country.*

Mission: *BISU is committed to provide quality higher education in the arts and sciences as well as in the professional and technological fields, undertake research and development, and extension services for the sustainable development in Bohol and the country.*

November 8, 2021

DR. MARIETTA C. MACALOLOT

Campus Director
 BISU-Bilar

Dear Dr. Macalolot:

Good day!

We, the students of **Bachelor of Science in Office Administration of Bohol Island State University-Bilar Campus, Zamora, Bilar, Bohol** are currently undertaking a research study for our thesis entitled "**The Learning Process Before and During the Pandemic**"

In connection with this matter, we humbly ask permission to please allow us to get a copy of all the lists of the 3rd year BSOA students enrolled in the A.Y. 2020-2021. We will make sure to observe the required health and safety protocols.

Rest assured that utmost courtesy and confidentiality of the data will be observed during the conduct. Thank you, God bless, and more power.

Very respectfully yours,

(Sgd) CRISTEL MAUREEN A. ARTIGAS
(Sgd) JESSA KAYE N. ABADINGO
(Sgd) RACHEL A. CINCONIEGUE
(Sgd) JENECA L. RANOCO

Noted:

Recommending Approval:

CARLSON S. SANIEL, MBA
 Thesis Adviser

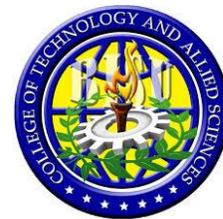
ARLEN B. GUDMALIN, Ph.D.
 Dean, CTAS

Approved by:

MARIETTA C. MACALOLOT, Ph.D.
 Campus Director



APPENDIX A-2
 Republic of the Philippines
Bohol ISLAND STATE UNIVERSITY
 Bilar Campus
 Zamora, Bilar Bohol



Vision: *A premiere Science and Technology University for the formation of a world-class and a virtuous human resource for the sustainable development of Bohol and the country.*

Mission: *BISU is committed to provide quality higher education in the arts and sciences as well as in the professional and technological fields, undertake research and development, and extension services for the sustainable development in Bohol and the country.*

November 8, 2021

ARLEN GUDMALIN, Ph.D.

Dean, College of Technology and Allied Sciences
 BISU-Bilar
 Zamora, Bilar, Bohol

Madame:

The undersigned BSOA III students of Bohol Island State University – Bilar Campus, Zamora, Bilar, Bohol would like to ask permission from your office to conduct our research entitled "**The Learning Process Before and During the Pandemic**" on the selected students of the College of Technology and Allied Sciences, in partial fulfillment of the degree of Bachelor of Science in Office Administration (BSOA).

We anticipate your positive response to our request. Thank you and God Bless!

Very respectfully yours,

(Sgd) **JESSA KAYE N. ABADINGO**

(Sgd) **CRISTEL MAUREEN A. ARTIGAS**

(Sgd) **RACHEL A. CINCONIEGUE**

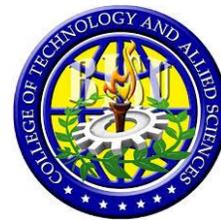
(Sgd) **JENECA L. RANOCO**

Noted:

CARLSON S. SANIEL, MBA
 Thesis Adviser



APPENDIX A-3
 Republic of the Philippines
Bohol ISLAND STATE UNIVERSITY
 Bilar Campus
 Zamora, Bilar Bohol



Vision: *A premiere Science and Technology University for the formation of a world-class and a virtuous human resource for the sustainable development of Bohol and the country.*

Mission: *BISU is committed to provide quality higher education in the arts and sciences as well as in the professional and technological fields, undertake research and development, and extension services for the sustainable development in Bohol and the country.*

November 8, 2021

To: **CTAS students**

S.Y. 2020 – 2021

Warm Greetings!

The undersigned student researchers below will be conducting a research study entitled **“THE LEARNING PROCESS BEFORE AND DURING THE PANDEMIC”**.

With this regard, we are hoping that you will spare a little time to provide pertinent data necessary for the completion of our study. Your cooperation is very salient since it will contribute to the success of the study. The researchers assure that all information obtained will be kept confidential.

Very respectfully yours,

(Sgd) CRISTEL MAUREEN A. ARTIGAS

(Sgd) JESSA KAYE N. ABADINGO

(Sgd) RACHEL A. CINCONIEGUE

(Sgd) JENECA L. RANOCO



APPENDIX B

QUESTIONNAIRE

Republic of the Philippines
Bohol ISLAND STATE UNIVERSITY
 Bilar Campus
 Zamora, Bilar Bohol

Vision: *A premiere Science and Technology University for the formation of a world-class and a virtuous human resource for the sustainable development of Bohol and the country.*

Mission: *BISU is committed to provide quality higher education in the arts and sciences as well as in the professional and technological fields, undertake research and development, and extension services for the sustainable development in Bohol and the country.*

To our respondents,

The researchers are conducting a study on "THE LEARNING PROCESS BEFORE AND DURING THE PANDEMIC". Concerning this, we would like to ask for your participation in answering the questionnaire.

Please answer the following questions sincerely and truly. Your answer will be related confidentially. Thank you very much for your cooperation.

LEGEND:

5 – Strongly Agree

4 – Agree

3 – Neutral

2 – Disagree

1 – Strongly Agree

Name: (optional) _____ **Year:** _____

Please check the box corresponding to your answer.

Sex: Male Female

Age : _____

14. Supports self-discovery of learning course content.										
15. Provides time management facilities for organized ongoing activities.										
16. Provides essential materials in visible forms.										
17. Have perfect attendance for the whole semester.										
18. I am enjoying while learning.										
19. Sometimes Distractions Everywhere										
20. I can have a break or me time after school works.										

***“For I, the LORD your God, hold your right hand; it is I who say to you,
‘Fear not, I am the one who helps you.’”***

- Isaiah 41:13

PERSONAL DATA

Name : Rachel A. Cinconiegue
 Nick Name : "Chel"
 Date of Birth : January 13, 2000
 Place of Birth : Bugang Norte, Bilar, Bohol
 Home Address : Bugang Norte Bilar, Bohol
 Citizenship : Filipino
 Fathers' Name : Eutropio Cinconiegue (deceased)
 Mothers' Name : Virgilia A. Cinconiegue

Educational Background:

College : Bohol Island State University
 Zamora, Bilar, Bohol
 Secondary : Bohol Island State University-Bilar Campus
 Zamora, Bilar, Bohol
 Elementary : Bugang Elementary School
 Bugang Norte, Bilar, Bohol
 Motto : "Do not be afraid of failures instead learn
 from it."

