LEVEL OF SATISFACTION IN THE IMPLEMENTATION OF ONLINE CLASSES DUE TO PANDEMIC IN BOHOL ISLAND STATE UNIVERSITY-BILAR CAMPUS

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

SHEILLA MAE M. DUMADAG
MARY JEAN B. DAGUPLO
MECHELLE R. MATILDO
ARA JEEN G. TORADIO

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A Thesis
Presented to the Faculty of the
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In Partial Fulfillment
Of the Requirements for the Degree of
Bachelor of Science in Office Administration

SHEILLA MAE M. DUMADAG
MARY JEAN B. DAGUPLO
MECHELLE R. MATILDO
ARA JEEN G. TORADIO

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APPROVAL SHEET

This thesis entitled "LEVEL OF SATISFACTION ON THE IMPLEMENTATION OF ONLINE CLASSES DUE TO PANDEMIC IN BOHOL ISLAND STATE UNIVERSITY- BILAR, CAMPUS" prepared and submitted by Sheilla Mae M. Dumadag, Mary Jean B. Daguplo, Mechelle R. Matildo, and Ara Jeen G. Toradio in partial fulfillment of the requirements for the degree of Bachelor of Science in Office Administration has been examined and recommended for acceptance and approval for oral defense.

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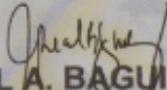
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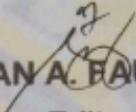
MEARIE JEAN A. FAUSTINO, MAEd
Editor

ELIZABETH A. ORAPA
Thesis Adviser

Approved by the Examining Panel during the Oral Examination conducted on April 25, 2022 with the rating of 1.5

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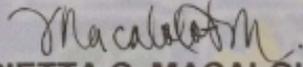
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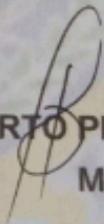
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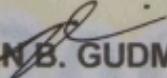
ARLEN B. GUDMALIN, PhD
Member

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

APRIL 25, 2022
Date of Oral Defense

MARIETTA C. MACALOLOT, PhD
Campus Director

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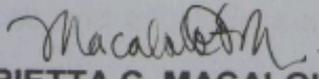
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SHEILLA MAE M. DUMADAG
MARY JEAN B. DAGUPLO
MECHELLE R. MATILDO
ARA JEEN G. TORADIO

ABSTRACT

The study was conducted to determine the level of satisfaction on the implementation of online classes due to Pandemic in Bohol Island State University-Bilar Campus located at Zamora, Bilar, Bohol. Specifically, the study sought to evaluate the demographic profile of the respondents in terms of age, gender, civil status, college and course; the level of satisfaction on the implementation of online classes due to pandemic in terms of technology, content- area experience, student roles, instructional tasks and information overload and the predictorship of the demographic profile of the respondents to the level of satisfaction on the implementation of online classes. The researchers used the quota sampling method with the aid of self- made questionnaire to gather the necessary data. The data gathered were statistically interpreted using simple percentage, weighted mean score, and multiple regression. There were 160 respondents who participated in the study. The result of this research survey will serve as a basis for establishing analysis and interpretation of the data gathered. From the data gathered, the researchers arrived at a conclusion that students were satisfied when it comes to content area- experience, student role and instructional task. However, technology and information overload were said to be neutral.Therefore, the result suggest that technology and information overload should be improved or enhanced. Moreover, the study concluded that of the assessed demographic profiles, only sex and college were significant predictors of the level of satisfaction of students on the online classes held due to the pandemic.

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THE PROBLEM AND IT'S SCOPE

Rationale

The global outbreak of the COVID-19 pandemic has spread worldwide, affecting almost all countries and territories. The outbreak was first identified in December 2019 in Wuhan, China. The countries around the world cautioned the public to take responsive care. The public care strategies have included handwashing, wearing face masks, physical distancing and avoiding mass gathering and assemblies. Lockdown and staying at home strategies have been put in place as the needed action to flatten the curve and control the transmission of the disease (Sintema, 2020).

E-Learning tools have played a crucial role during this pandemic, helping schools and universities facilitate student learning during the closure of universities and schools (Subedi et al., 2020). While adapting to the new changes staff, instructor and student readiness needs to be gauged and supported accordingly. The learners with a fixed mindset find it difficult to adapt and adjust, whereas the learners with growth mindset quickly adopt to a new learning environment. There is no one size-fits all pedagogy for online learning. There are a variety of subjects with varying needs. Different subjects and ages of groups require different approaches to online learning (Doucet et al., 2020). Online learning also allows physically challenged students with more freedom to participate in learning in the virtual environment, requiring limited movement (Basilaia & Kvavadze, 2020).

As schools have been closed to cope with the global pandemic, students, parents and educators around the globe have felt the unexpected ripple effect of the COVID-19 pandemic. While governments, frontline workers and health officials are doing their best slowing down the outbreak, education systems are trying to continue imparting quality education for all during these difficult times. Many students at home living space have undergone psychological and emotional distress and have been unable to engage productively. The best practices for online homeschooling are yet to be explored (Petrie, 2020).

There is a lack of studies on how efficiently students can interact with professors and fellow students through various online tools and how effective online assessment techniques are. Only a few researchers have covered these issues. For example, Patricia (2020) reported that students prefer face-to-face interaction with professors while Bojovic et al., (2020) reported that many professors lack confidence on online assessment techniques.

Literature Background

The following served as the legal bases of the study

This study was anchored on the provisions of Republic Act No. 10650 which institutionalized the "Open Distance Learning" for tertiary education in the country. Examples of Open Distance Learning protocols that can be implemented are the following: the use of online learning and electronic book, pre-recorded classes and online classes, self-learning and supervised-learning modules, and the use of traditional media such as television and radio; in lieu of physical classes. A

combination of the existing protocols and other innovative solutions can be utilized as a substitute for physical classes.

In accordance with the pertinent provisions of Republic Act (RA) No. 7722, otherwise known as "Higher Education Act of 1994", Republic Act NO. 11469, also known as "Bayanihan to Heal as One Act", and by virtue of commission en Banc (CEB) Resolution No. 412-2020, series of 2020, the Commission on Higher Education (CHED) adopted and promulgated the Guidelines on Flexible Learning (FL) to be implemented by public and private Higher Education Institutions (HEIs). The Philippines in particular, faced a critical situation due to the rise of said health crisis. Hence, with the implementation of community quarantine, conduct classes needed to be suspended. Thus, it has become an urgent need to explore other innovating learning modalities that will facilitate migration from traditional to flexible teaching and learning options. As learners are differently situated in terms of time, pace, and place, these options allow customization of delivery modes responsive to students need for access to quality education. This shall also give students the option to choose the delivery mode most convenient to them as early as the time of their environment.

CHED on the other hand, advised HEIs to continue the "deployment of available flexible learning and other alternative modes of delivery in lieu of on-campus learning" (Commission on Higher Education, 2020). These pronouncements aim to encourage the continuance of learning. Without implementing rules and regulations, private HEIs are left to make their own policy.

In this way students still learn through the modules that was being given by their instructors.

Learning Theory describes how students receive, process, and retains knowledge during learning. Cognitive, emotional, and environmental influences, as well as prior experience, all play a part in how understanding, or a world view, is acquired or changed and knowledge and skills retained. Although learning is motivated by will, its output can be affected by cognitive barriers like blockings, distortions and resistance resulting in mislearning due to identity defense mechanism (Illeris, 2004).

Constructivism Theory stated that "every individual exists in a continually changing world of experience in which he is the center". The external world is interpreted within the context of that private world. The belief that humans are essentially active, free and strive for meaning in personal terms has been around for a long time. One consequence of Constructivist Theory is that each individual is unique, because the interaction of their different experiences, and their search for personal meaning, results in each person being different from anyone else. The key point here is that learning is seen as essentially a *social* process, requiring communication between learner, teacher and others. This social process cannot effectively be replaced by technology, although technology may facilitate it (Rogers, 1969).

Temporal Motivation Theory emphasizes time as a critical motivational factor and focuses on the impact of deadlines on the allocation of attention to

particular tasks. It argues that as deadline for completing on activity nears, the perceived usefulness or benefit of that activity increases exponentially. Temporal Motivation Theory is particularly useful for understanding human behaviors like procrastination and goal setting (Steel & Konig, 2018).

Self- directed Theory describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning, and implementing appropriate learning strategies, and evaluating learning outcomes. Self- directed learner may pursue learning materials outside of a particular course, such as the library or online tutors, study groups, or writing center resources, because he has determined that he needs more than what is available in the course to achieve his own learning goals and objectives (Knowles, 1975).

Cognitive Load Theory attempts to describe the capacity of the working memory and how it may influence instruction and learning. Cognitive Load can be defined as "a multidimensional construct representing the load that performing a particular task imposes on the learner's cognitive system" (Paas & Van Merrienboer, 1994).

This part of the study shows the different related literature and studies taken from different sources such as published materials, books and online which relate to the topic:

Virtual classroom has a very different environment compared to regular face-to-face classroom sessions. The online courses design and delivery have a huge impact on student's satisfaction, learning and retention in the online courses

(Irani, 2005). Most of the universities were based on face-to-face learning until the sudden outbreak of Covid-19. Educational activities have shifted to online learning platforms to keep the academic activities. Through the use of internet, students can now obtain instructions and learn with ease at home.

The researchers have identified that three kinds of interaction are crucial with online learning. Learner- learner interaction, learner- content interaction and learner instruction (Moore, 1989). Digital transformation is not a novel phenomenon, and it has been accompanying higher- education institutions for some years now (Kopp et al., 2019; Leszczynski et al., 2018).

This pandemic has forced global physical closure of businesses, sports activities and schools by pushing all institutions to migrate to online platforms. Online learning is the use of internet and some other important technologies to develop materials for educational purposes, instructional delivery and management of program (Fry, 2001).

The two types of online learning, namely asynchronous and synchronous online learning, are majorly compared but for online learning to be effective and efficient, instructors, organizations and institutions must have comprehensive understanding of the benefits and limitations (Hrastinski, 2008).

The use of suitable and relevant pedagogy for online education may depend on the expertise and exposure to information and communications technology (ICT) for both educators and the learners. Some of the online platforms such as

Microsoft Teams, Google Classroom, Canvas and Blackboard, allow the teachers to create educational courses, training and skill development programs. (Petrie, 2020).

The flipped classroom is a simple strategy for providing learning resources such as articles, pre-recorded videos and You Tube links before the class. The online classroom time is used to deepen understanding through discussions with faculty and peers (Doucet et al., 2020).

In other study, online learning is a novel social process that has been gathering momentum as the surrogate for customary face-to-face classroom, but viewed from the perspective of replacement process that has been branded as disruptive process. Covid-19 pandemic initiated digital transformation for Higher Education that typically take many years because differing managerial regulations were presented quickly within limited number of days and this has also turned the branding as disruptive process to a "messiah" status (Strielkowski, 2020).

A study was conducted in Pakistan to assess the attitudes of college students towards online classes during COVID-19 pandemic. Student's perspectives revealed that, in underdeveloped countries like Pakistan, online classes cannot produce desired academic performance, since most students are unable to access the internet. Because of the speed or the availability of the connection of the internet, most of the students unable to access e-learning. That's why most of them having a hard time in learning. Moreover, these authors discovered that, during the COVID-19 pandemic, students face other problems,

such as response time, absence of traditional classroom socialization, and lack of face-to-face interaction with the instructor (Adnan & Anwar, 2020).

In another research, online survey was employed to assess the level of satisfaction of online learning among Ghanaian international students and to describe how they were coping with this new situation. Results indicated that most of the students showed a positive attitude towards the implementation of online classes, even though they had to pay high costs to access the Internet with very slow connectivity (Demuyakor, 2020).

The research of Aristovnek et al., (2020) analyzed how students perceive the impact of the COVID-19 pandemic in several factors affecting their lives at a global level. Their study revealed that students were more satisfied with the support provided by teaching staff and public relationships of their universities. Also, these authors mentioned that deficient computer skills and the perception of a higher workload prevented students to perceived their own improved academic performance in the new teaching environment. Moreover, their research revealed academic performance in the new teaching environment and students with certain socio- demographic characteristics (male, part-time, first level, applied sciences, a lower living standard, from Africa or Asia) were significantly less satisfied with their academic performance.

Meanwhile, the study of Hjelsvold et al. (2020) reported that short time and lack of ready resources were important barriers to sudden shift to distant learning. Even though learners and educators reported a lack of practice in online education,

the study declared that they both adopted fast, showing a positive attitude towards the change.

The study highlighted major themes that have commonly arisen in these countries from the interruption of education during COVID-19, such as (1) the inequality and the digital device which have been aggravated during the pandemic, (2) the need for alternative assessment and evaluation methods and the needed switch to formative assessments through both synchronous and asynchronous means, and (3) the use of online proctoring services as a way to control for cheating and academic dishonesty (Bozkurt et al., 2020).

Through this pandemic people lives change and were affected especially the learning system, but this pandemic is not a hindrance to those students who wants to learn and pursue their dreams and to those educators who wants to teach and molding the future of young people. In this new learning system, most students experience difficulties and challenges but no matter how difficult it is, they are trying their best to fulfill their duties as a student.

THEORIES

Constructivism Theory

(Rogers, 1969)

stated that "every individual exists in a continually changing world of experience in which he is the center".

Temporal Motivation Theory

(Steel & Konig, 2018)

Emphasizes time as a critical motivational factor and focuses on the impact of deadlines on the allocation of attention to particular tasks.

Self- directed Theory

(Knowles, 1975)

describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcome.

LEGAL BASES

Republic Act No. 10650

Institutionalization of "Open Distance learning" for tertiary education in the country.

"Higher Education Act of 1994", Republic Act No. 11469

Customization of delivery modes responsive to students need for access to quality education.

Respondents

Demographic Profile

Level of Satisfaction on Online Classes

Figure 1. Theoretical and Conceptual Framework

THE PROBLEM

Statement of the Problem

This study aimed to determine the level of satisfaction on the implementation of online classes due to pandemic to fourth year college students in Bohol Island State University- Bilar Campus A.Y. 2021-2022.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:

    1.1 age;

    1.2 sex;

    1.3 civil status;

    1.4 college; and,

    1.5 course?

2. What is the level of satisfaction on the implementation of online classes due to the pandemic in terms of:

    2.1 technology;

    2.2 content-area experience;

    2.3 student roles;

    2.4 instructional tasks; and,

    2.5 information overload?

3. Is demographic profile a predictor to students' level of satisfaction on the implementation of online classes?

Hypothesis

Demographic profile is not a predictor to students' level of satisfaction on the implementation of online classes.

Significance of the Study

The researchers believed that the results of this study would be beneficial and valuable to the following:

Administrators. The results of this study would provide the management the information on the level of satisfaction due to the implementation of online classes. The recommendations of the researchers in relation to the conclusion of this study might give adjustments in their respective systems.

Instructors. This study would access more teaching opportunities to all educators, to teach in a variety of ways in order to deliver teaching materials or modules effectively.

Students. This study would be beneficial for students; it gives them insights on how this pandemic affect their classes. Also, it would make them aware on the possible problems that they might eventually encounter in their everyday learning at home.

Researchers. This study would provide additional knowledge to the researchers on how this pandemic affects the life of the students during online classes.

Future Researchers. This study would serve as their basis when conducting research related to this study.

RESEARCH METHODOLOGY

Design

The researchers utilized a descriptive survey method. With this method, the researchers have used a questionnaire in getting the needed data in determining the level of satisfaction on the implementation of online classes due to pandemic. The results of this research survey would served as a basis for establishing analysis and interpretation of the data gathered.

Environment and Participant

The study was conducted online using quota sampling method. Ten (10) 4th year students were selected across all programs in Bohol Island State University-Bilar Campus to serve as respondents for this research. The researchers found it hard to implement the appropriate exact size. Thus, only ten (10) 4th year students from each program were selected.

Instrument

A self-made questionnaire was used to gather data relevant on this study. The questionnaire was made simple so that the respondents can understand it easily. The first part of the questionnaire covered the demographic profile of the respondents with regards to their age, sex, civil status, college and course. The

last part includes the level of satisfaction on the implementation of the online

classes due to pandemic. It was rated using the following scale:

　　　　5- Very Satisfied
　　　　4- Satisfied
　　　　3- Neutral
　　　　2- Dissatisfied
　　　　1- Very Dissatisfied

Data Gathering Procedure

The questionnaires were distributed to the Bohol Island State University-

Bilar Campus 4th year students who served as the respondents of this study

through google forms. In conducting this survey, researchers have given enough

time to answer the questions.

A pilot test was conducted with 80 respondents (random students from

different courses) from BISU- Bilar Campus. During the conduct of the study, ten

(10) 4th year students per course were being surveyed. The respondents were

politely asked to participate in the survey by the researchers.

The accomplished questionnaires were collected after the respondents

submitted their answers online for the purpose of analysis and interpretation. After

the data was gathered, it was computed with the used of the Multiple Regression

of Correlation, tabulated, analyzed, and interpreted which served as basis for the

formulation of conclusions and recommendations of the study.

Statistical Treatment

To summarize the demographic profile of the respondent, frequency counts and simple percentage were utilized.

Formula:

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

Where:

P = Percentage

f = frequency

n = no. of respondents

To determine the level of satisfaction on the implementation of online classes due to the pandemic, weighted mean was used.

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

WM = Weighted Mean $f_{(5)}$ – frequency of response for VS

f   = frequency $f_{(4)}$ – frequency of response for S

n   = no. of respondents $f_{(3)}$ – frequency of response for N

                                               $f_{(2)}$ – frequency of response for D

                                               $f_{(1)}$ – frequency of response for VD

In this study, the assumed level of satisfaction on the implementation of online classes due to the pandemic in interpreting the value of the item weighted mean was determined through the resulting weighted mean corresponding descriptions.

Scale Range	Interpretation
4.21-5.00	Very satisfied
3.41-4.20	Satisfied
2.61-3.40	Neutral
1.81-2.60	Dissatisfied
1.00-1.80	Very Dissatisfied

Multiple Regression Correlation was used to make prediction of the demographic profile to the level of satisfaction on the implementation of online classes. The researchers consider the demographic profile of the respondents as a predictor.

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5$$

Where:

Y = the value of the Dependent variable (Y), what is being predicted or explained

a (Alpha) is the constant or intercept

b_1 is the Slope (Beta Coefficient) for X_1

X_1 = First independent variable that is explaining the variance in Y

b_2 is the slope (Beta coefficient) for X_2

X_2 = Second independent variable that is explaining the variance in Y

b_3 is the slope (Beta coefficient) for X_3

X_3 = Third independent variable that is explaining the variance in Y

b_4 is the slope (Beta coefficient) for X_4

X_4 = Fourth independent variable that is explaining the variance in Y

B_5 is the slope (Beta coefficient) for X_5

X_5 = Fifth independent variable that is explaining the variance in Y

s.e.b_1 = standard error of coefficient b_1

s.e.b_2 = standard error of coefficient b_2

s.e.b_3 = standard error of coefficient b_3

s.e.b_4 = standard error of coefficient b_4

s.e.b_5 = standard error of coefficient b_5

DEFINITION OF TERMS

These following are defined in order to help understand the different terminologies of this study.

Asynchronous Learning. It uses resources that facilitate information sharing outside the constraints of time and place among a network of people. In this way teachers may respond some issues or problems to those students who have difficulty in understanding the given modules.

Covid-19. Is a disease caused by a new strain of coronavirus. 'CO' stands for corona, 'VI' for virus, and 'D' for disease. Formerly, this disease was referred to as '2019 novel corona virus' or '2019-nCoV'.

Open Distance Learning. Refers to a general term for the use of telecommunication to provide or enhance learning. This is commonly used by students and teachers globally specifically in this time of health crisis. With this, it

helps students to learn with their own discovery through the help of online platforms.

Protocol. The official procedure or system of rules governing affairs of state or diplomatic occasions. During this pandemic, protocols may help learners and educators keep safe during online learning.

Quarantine. Is a restriction on the movement of people and goods which is intended to prevent the spread of disease. Educators and students will just stay at home during online learning to prevent the spread of the virus.

Synchronous Learning. Refers to all types of learning in which learners and instructors are in the same place, at the same time, in order for learning to take place. The interaction of students between teachers are through webinars, chat- based online discussions, zooms and etc.

Virtual Classroom. It refers to an online system that allows students and teachers to communicate and collaborate. It helps teachers find out how to improve student discussions and participation during online learning. With this, the teachers can ask questions through virtual.

Chapter 2

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings of the study, analysis, and interpretation of the data gathered on the level of satisfaction on the implementation of online classes due to pandemic in BISU-Bilar Campus.

Table 1 shows the demographic profile of respondents covering the age, sex, civil status, college and course. Generally, almost all of the respondents were single (94.4%) and majority (72.5%) of them were females. Also, 41.3% of the respondents were 21 years old. Furthermore, majority (37.5%) of the respondents were from College of Teacher Education and College of Technology and Allied Science and the rest (25%) were from the College of Agriculture and natural Resources. Each course has 6.3% equal number of respondents.

Table 2 shows the students' level of satisfaction on the implementation of online classes due to pandemic in Bohol Island State University- Bilar Campus. Based on the findings, only 3 out of the 10 statements under Technology were rated as dissatisfied which are "Using online platforms rather than passing it through face to face", "Going to the public places to have better connections" and "Difficulties in using online platforms such as (Zoom, Google Classroom, Edmodo, etc.). In terms of student role, it was revealed that most of the respondents were satisfied however, only the statement "Having difficulties using distance learning technology (computer, tablet, video calls, learning applications, etc.)" was rated dissatisfied by the respondents. And in information overload, it was revealed that

majority of the respondents were satisfied and only 5 statements were rated as dissatisfied which are "Having difficulties in accessing the internet", "Notifications of a new post can distract when doing online learning", "E- learning gives a lot of information rather than face to face learning and "The abundance of information will sometimes lead to confusions" and "Remembering a lot of information can sometimes lead to misconception". However, the level of satisfaction in terms of content area experience and instructional task were all rated as "satisfied" by the respondents. This implies the implementation of online classes due to pandemic has been very challenging to the students. Lacking enough knowledge or training on how to use the online platforms, having poor signal or internet connection at home and the difficulty in using the distance learning technology (computer, tablet, video calls, learning applications, etc.) are the major problems they are dealing with. Students also felt like receiving more information than what they are able to process has affected their concentration and memorization. But despite all of these, students were really doing their best in order to continue learning through online classes and doing their part as learners.

Table 1
Demographic Profile of the respondents
n=160

Respondent's Profile	Frequency	Percentage (%)
Age		
21	66	41.3
22	63	39.4
23	11	6.9
24	7	4.4
25	5	3.1
26	3	1.9
27	2	1.3
29	11	0.6
32	1	0.6
33	1	0.6
Sex		
Female	116	72.5
Male	44	27.5
Civil Status		
Single	151	94.4
Married	9	5.6
College		
CTE	60	37.5
CTAS	60	37.5
CANR	40	25.0
Course		
BEEd	10	6.3
BSEd English	10	6.3
BSEd Filipino	10	6.3
BTLEd AFA	10	6.3
BTLEd HE	10	6.3
BSEd Math	10	6.3
BS ENTREP	10	6.3
BSCS	10	6.3
BS OAd	10	6.3
BHRST	10	6.3
BSIT FT	10	6.3
BSIT AT	10	6.3
BS EnviSci	10	6.3
BSABE	10	6.3
BSA	10	6.3
BS Forestry	10	6.3

Table 2
Level of Satisfaction on the Implementation of Online Classes Due to Pandemic
n= 160

Technology	WMS	DESCRIPTION	RANK
1. Using smart phones during online learning	3.48	Satisfied	2.5
2. Borrowing computer or laptop from others to make projects	2.94	Neutral	6
3. Using online platforms rather than passing it through face to face	2.48	Dissatisfied	8
4. Using smartphone to send online activities rather than passing it through face to face	3.48	Satisfied	2.5
5. Making my activities at night due to the availability of internet connection	3.76	Satisfied	1
6. Using technology to improve my learnings and grades	3.28	Neutral	5
7. Going to the public places to have better connections	2.23	Dissatisfied	10
8. Difficulties in using online platforms such as (Zoom, Google Classroom, Edmodo, etc.)	2.28	Dissatisfied	9
9. Lacking enough knowledge or training on how to use the online platforms	2.71	Neutral	7
10. Internet connection plays a vital role in submitting my works on time	3.44	Satisfied	4
AVERAGE WMS	**3.01**	**Neutral**	
Content Area Experience			
1. Using e- learning platform in submitting my paper works	3.82	Satisfied	5
2. Using e- learning platform to improve and to organize my work	3.73	Satisfied	8
3. Using e- learning platform to work independent	3.67	Satisfied	9.5
4. Using e- learning to participate with class work	3.84	Satisfied	4
5. Using e- learning platform to work collaboratively with my classmates	3.80	Satisfied	7
6. Using e- learning platform to better understand the topic	3.92	Satisfied	2
7. Using e- learning platform to catch up missed lectures	3.88	Satisfied	3
8. Using e- learning platform to ask queries from the lecturer	3.81	Satisfied	6
9. Using e- learning platform to gather enough information and to make activities easier	4.03	Satisfied	1
10. Using e- learning platform to avoid copying answers from my classmates	3.67	Satisfied	9.5
AVERAGE WMS	**3.82**	**Satisfied**	

Student Role			
1. Doing all activities with the used of online platform	4.29	Satisfied	3
2. Working independently and collaboratively through online platforms	3.63	Satisfied	7
3. Acquiring new knowledge through the use of online platform	4.30	Satisfied	2
4. Doing my works through online platforms	4.43	Satisfied	1
5. Having difficulties using distance learning technology (computer, tablet, video calls, learning applications, etc.)	2.34	Dissatisfied	10
6. Doing my activities through asking help from other people	3.41	Neutral	8
7. Asking questions from my teachers if I am confused with my activities	3.37	Neutral	9
8. Passing my activities on time through the use of internet	4.06	Satisfied	5
9. Having difficulties with learning and trough online platforms	4.13	Satisfied	4
10. Having enough time to study lessons in class through online platforms	3.90	Satisfied	6
AVERAGE WMS	**3.78**	**Satisfied**	
Instructional Tasks			
1. Understanding the topic clearly through posted video related to the topic	3.80	Satisfied	5
2. Watching video related to the topic rather than reading articles	3.84	Satisfied	4
3. Using google meet or zoom to improve knowledge	3.59	Satisfied	9.5
4. Asking help from my classmates about the instructional given during the said activities	3.70	Satisfied	7
5. Using internet as a source of information	4.13	Satisfied	1
6. Using manuals or handy instructions to clearly understand how things meet	4.11	Satisfied	2
7. Using various resources to understand the topic given	3.73	Satisfied	6
8. Proper use of instructional resources help improved one's performance	3.95	Satisfied	3
9. The availability of instructional resources given	3.59	Satisfied	9.5
10. Asking clarifications from the instructors, as to the kind of instructional given	3.61	Satisfied	8
AVERAGE WMS	**3.80**	**Satisfied**	

Information Overload			
1. Reading whole text can improve one's knowledge	3.86	Satisfied	3
2. Gathering information through varied instructional resources	4.19	Satisfied	2
3. Having difficulties in accessing the internet	2.16	Dissatisfied	10
4. Notifications of a new post can distract when doing online learning	2.53	Dissatisfied	6
5. Gathering all the information needed can make one's work productive	4.21	Very Satisfied	1
6. Having a lot of knowledge can improve one's life	3.74	Satisfied	5
7. E- learning gives a lot of information rather than face to face learning	2.28	Dissatisfied	9
8. The abundance of information will sometimes lead to confusions	2.51	Dissatisfied	7
9. Remembering a lot of information can sometimes lead to misconception	2.45	Dissatisfied	8
10. Catching keywords from the content help improve one's self	3.79	Satisfied	4
AVERAGE WMS	3.17	Neutral	
Overall Weighted Mean	3.52	Satisfied	

Range:	Descriptive Interpretation
4.21-5.00	Very Satisfied
3.41-4.20	Satisfied
2.61-3.40	Neutral
1.81-2.60	Dissatisfied
1.00-1.80	Very Dissatisfied

Table 3 illustrates the result of the regression analysis of the level of satisfaction on the online classes with the demographic profile of the respondents as a predictor comprising age, sex, civil status, college and course. The p-values of 0.797, 0.225, and 0.614 for age, civil status, and course respectively, which are greater than the significant level at 0.05 indicates that the demographic profile (age, civil status and course) is not a predictor to students' level of satisfaction on the implementation of online classes. However, the predictors are sex and college given that the p-values 0.036 and 0.032, respectively are lesser than 0.05.

It agrees with the findings of Richardson & Woodley (2003) that females could achieve higher learning outcomes than males because they were more persistent and committed. But it opposes to the study of Nistor (2013) that there is no significant gender differences when it comes to learning outcomes.

Table 3

Demographic Profile Predictor to the Level of Satisfaction of Online Classes

Coefficients*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3.804	.350		10.873	.000
Age	-.004	.016	-.021	-.257	.797
Sex	-.131	.062	-.169	-2.114	.036
Civil status	.151	.124	.100	1.219	.225
College	-.085	.039	-.192	-2.170	.032
Course	-.003	.007	-.045	-.506	.614

Dependent Variable: Level of Satisfaction

Chapter 3

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter explains the summary of findings, conclusions derived from the findings and recommendations formulated based on the conclusions of the study.

The main purpose of this study was to determine whether the demographic profile is a significant predictor of the level of satisfaction of students on the online classes held due to the pandemic. Specifically, the researchers aimed to determine the demographic profile of the respondents in terms of age, sex, civil status, college and course and the level of satisfaction on the implementation of online classes due to pandemic in the aspects of technology, content area experience, student role, instructional tasks and information overload, and lastly, the relationship between the demographic profile of the respondents and the level of satisfaction on the online classes.

The statistical treatment employed in the study was simple percentage, weighted mean, and multiple regression.

Summary of Findings

After a thorough analysis of the study, the researchers came up with the following findings.

Majority of the respondents were female, single, and most of them were 21 years old. Most of these respondents were from the College of Teacher Education (CTE) and the College of Technology and Allied Sciences (CTAS), being the colleges with the most number of courses offered in the campus.

Based on the findings, only 3 out of the 10 statements under Technology were rated as dissatisfied which are "Using online platforms rather than passing it through face to face", "Going to the public places to have better connections" and "Difficulties in using online platforms such as (Zoom, Google Classroom, Edmodo, etc.). In terms of student role, it was revealed that most of the respondents were satisfied however, only the statement "Having difficulties using distance learning technology (computer, tablet, video calls, learning applications, etc.)" was rated dissatisfied by the respondents. And in information overload, it was revealed that majority of the respondents were satisfied and only 5 statements were rated as dissatisfied which are "Having difficulties in accessing the internet", "Notifications of a new post can distract when doing online learning", "E- learning gives a lot of information rather than face to face learning and "The abundance of information will sometimes lead to confusions" and "Remembering a lot of information can sometimes lead to misconception". However, the level of satisfaction in terms of content area experience and instructional task were all rated as "satisfied" by the respondents.

The study established that of all the demographic profiles assessed (age, sex, civil status, college and course), only sex and college could significantly predict a student's satisfaction level on the online classes held due to pandemic.

Conclusions

On the basis of the findings of the study, the following conclusions were drawn:

The implementation of online classes due to pandemic has been very challenging to the students. Lacking enough knowledge or training on how to use the online platforms, having poor signal or internet connection at home and the difficulty in using the distance learning technology (computer, tablet, video calls, learning applications, etc.) are the major problems they are dealing with. Students also feel like receiving more information than what they are able to process affects their concentration and memorization. But despite all of these, students are really trying their best order to continue learning through online classes and doing their part as students. Furthermore, it was found out that age, civil status and course are not significant predictors to the level of satisfaction on the online classes. However, sex and college are the significant predictors to the implementation of online classes.

Recommendations

Based on the findings and conclusions of the study, the researchers offered these following recommendations:

1. Students should continue improving and enhancing themselves through self-review and try to be active always in doing their tasks online. They should put in their minds that education is important and that they should treasure the given time and perform their duties as students.

Students might find ways in order to get strong internet connection for them to attend their classes and answer their activities on time.

2. Teachers should continue using effective online strategies and methods in imparting knowledge to the students and in motivating them as a learner.

3. The College Dean/s might enhance a program that allows them to share their learnings, ideas, tactics, and strategies with the Bisu-bilar instructors and staff via online platforms.

4. The Bohol Island State University- Bilar Campus management may consider conducting a webinar or seminar in order for the learners to know how to use effectively the different online platforms.

5. To the Future Researchers, since the demographic profile (age, civil status, and course) of the implementation of online learning are not significant predictors to the level of satisfaction of online classes, further study is encouraged to determine its other possible predictors.

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November 8, 2021

DR. MARIETTA C. MACALOLOT
Campus Director
BISU-Bilar Campus

Dear Dr. Macalolot

Good Day!

We, the junior students of **Bachelor of Science in Office Administration in Bohol Island State University, Zamora, Bilar, Bohol** is currently undertaking a research study for our thesis entitled **"LEVEL OF SATISFACTION ON THE IMPLEMENTATION OF ONLINE CLASSES DUE TO PANDEMIC IN BOHOL ISLAND STATE UNIVERSITY- BILAR CAMPUS"** in partial fulfilment of our subject **(OAPE10)** Research 2.

In this connection, we would like to ask permission to gather data and information needed for the study.

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) SHEILLA MAE M. DUMADAG
(Sgd) MARY JEAN B. DAGUPLO
(Sgd) MECHELLE R. MATILDO
(Sgd) ARA JEEN G. TORADIO

Noted by: **Recommending Approval:**

(Sgd) ELIZABETH A. ORAPA   **(Sgd) ARLEN B. GUDMALIN, PhD**
Thesis Adviser   Dean, CTAS

Approve by:

(Sgd) MARIETTA C. MACALOLOT, PhD
Campus Director

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

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COLLEGE OF TECHNOLOGY AND ALLIED SCIENCES
Department of Business and Office Administration

A P P R O V A L   S H E E T

This is to certify that the questionnaire of the researchers, **Sheilla Mae M. Dumadag, Mary Jean B. Daguplo, Mechelle R. Matildo, and Ara Jeen G. Toradio**, Bachelor of Science in Office Administration, entitled **LEVEL OF SATISFACTION ON THE IMPLEMENTATION OF ONLINE CLASSES DUE TO PANDEMIC IN BOHOL ISLAND STATE UNIVERSITY BILAR- CAMPUS** can be conducted with their chosen respondents as subject requirement for Research 2 (OAPE 10).

The Thesis Committee:	Signature	Date
(Sgd) ELIZABETH A. ORAPA Thesis Adviser	_____	_____
(Sgd) REAL AÑORA BAGUIN Statistician	_____	_____
(Sgd) MEARIE JEAN A. FAUSTINO Critic	_____	_____
(Sgd) ARLEN B. GUDMALIN, PhD Subject Instructor	_____	_____

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November 8, 2021

ARLEN B. GUDMALIN, PhD
Dean, CTAS
BISU- Bilar Campus

Dear Dr. Gudmalin:

Good day!

We, the undersigned Bachelor of Science in Office administration 4th year students at Bohol Island State University, Bilar Campus, Zamora, Bilar, Bohol presently conducting the thesis entitled, **"LEVEL OF SATISFACTION ON THE IMPLEMENTATION OF ONLINE CLASSES DUE TO PANDEMIC IN BOHOL ISLAND STATE UNIVERSITY BILAR CAMPUS"** as a partial fulfillment of our subject OAPE 10- Research 2.

With this, we humbly request permission from your office to allow us to conduct the study and gather the data needed.

We assure that these undertakings will follow the health protocols set upon by the university in the distribution and retrieval of the data for safety purposes for both parties.

Thank you and we are hoping for your favourable response regarding to this request.

Very truly respectfully yours,

SHIELLA MAE M. DUMADAG
MARY JEAN B. DAGUPLO
MICHELLE R. MATILDO
ARA JEEN G. TORADIO

Noted by: **Approved By:**

(Sgd) **ELIZABETH A. ORAPA**
Adviser
                                             (Sgd) **ARLEN B. GUDMALIN, PhD**
                                             Dean, CTAS

QUESTIONNAIRE

To our beloved respondent,

The researchers are conducting a study on **"Level of Satisfaction on the Implementation of Online Classes due to Pandemic"**. In relation to this, we would like to ask your cooperation in answering the questions.

Please answer the following questions honestly and truthfully. Rest assured that your answers will be treated with great confidentiality and for academic purpose only. Thank you very much and God bless!

Sincerely yours,

The Researchers

1. Demographic Profile

1.1 AGE

1.2 SEX
( ) Male
( ) Female

1.3 CIVIL STATUS
( ) Single
( ) Married

1.4 COLLEGE

1.5 COURSE

2. Online Learner Factors

Direction: Please check (✓) the number that indicates your observation using the scale given.

Legend

Rating	Weight Equivalent
Very Satisfied	5
Satisfied	4
Neutral	3
Dissatisfied	2
Very Dissatisfied	1

2.1 Technology	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
1. Using phones during online learning					
2. Borrowing computer or laptop from others to make projects					
3. Using online platforms rather than passing it through face to face					
4. Using phone to send online activities rather than passing it through face to face					
5. Making my activities at night due to the availability of internet connection					
6. Using technology to improve my learnings and grades					
7. Going to the public places to have better connections					
8. Difficulties in using online platforms such as (Zoom, Google Class, Edmodo, etc.)					

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
9. Lacking enough knowledge or training on how to use the online platforms					
10. Internet connection plays a vital role in submitting my works on time					

2.2 Content- area Experience	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
1. Using e- learning platform in submitting my paper works					
2. Using e- learning platform to improve and to organize my work					
3. Using e- learning platform to work independently					
4. Using e- learning to participate with class works					
5. Using e- learning platform to work collaboratively with my classmates					
6. Using e- learning platform to better understand the topic					
7. Using e- learning platform to catch up missed lectures					
8. Using e- learning platform to ask queries from the lecturer					
9. Using e- learning platform to gather enough information and to make activities easier					

10. Using e- learning platform to avoid copying answers from my classmates					

2.3 Student Role	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
1. Doing all activities with the used of online platform					
2. Working independently and through online platforms					
3. Acquiring new knowledge through the use of online platform					
4. Doing my works through online platforms					
5. Having difficulties using distance learning technology (computer, tablet, video calls, learning applications, etc.)					
6. Doing my activities through asking help from other people					
7. Asking questions from my teachers if I am confused with my activities					
8. Passing my activities on time through the use of internet					
9. Having difficulties with learning and through online platforms					
10. Having enough time to study lessons in class through online platforms					

2.4 Instructional Tasks	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
1. Understanding the topic clearly through posted video related to the topic					
2. Watching video related to the topic rather than reading articles					
3. Using google meet or zoom to improve knowledge					
4. Asking help from my classmates about the instructional given during the said activities					
5. Using internet as a source of information					
6. Using manuals or handy instructions to clearly understand how things meet					
7. Using various resources to understand the topic given					
8. Proper use of instructional resources help improved one's performance					
9. The availability of instructional resources given					
10. Asking clarifications from the instructors, as to the kind of instructional given					

2.5 Information Overload	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
1. Reading whole text can improve one's knowledge					
2. Gathering information through varied instructional resources					
3. Having difficulties in accessing the internet					
4. Notifications of a new post can distract when doing online learning					
5. Gathering all the information needed can make one's work productive					
6. Having a lot of knowledge can improve one's life					
7. E- learning gives a lot of information rather than face to face learning					
8. The abundance of information will sometimes lead to confusions					
9. Remembering a lot of information can sometimes lead to misconception					
10. Catching keywords from the content help improve one's self					

Thank you and God bless!

APPENDIX C.1
Demographic Profile of the Respondents

RESPONDENTS NO.	AGE	SEX	CIVIL STATUS	COLLEGE	COURSE
1	32	F	S	CTE	BEED
2	22	F	S	CTE	BEED
3	21	F	S	CTE	BEED
4	22	F	S	CTE	BEED
5	21	F	S	CTE	BEED
6	22	F	S	CTE	BEED
7	22	F	S	CTE	BEED
8	21	F	S	CTE	BEED
9	21	F	S	CTE	BEED
10	21	F	S	CTE	BEED
11	22	F	S	CTAS	BHRST
12	22	M	S	CTAS	BHRST
13	22	F	S	CTAS	BHRST
14	22	F	S	CTAS	BHRST
15	21	F	S	CTAS	BHRST
16	22	M	S	CTAS	BHRST
17	22	F	S	CTAS	BHRST
18	23	M	S	CTAS	BHRST
19	21	F	S	CTAS	BHRST
20	21	M	S	CTAS	BHRST
21	25	M	S	CANR	BSABE
22	21	F	S	CANR	BSABE
23	21	M	S	CANR	BSABE
24	21	F	S	CANR	BSABE
25	22	F	S	CANR	BSABE
26	23	F	S	CANR	BSABE
27	21	M	S	CANR	BSABE
28	24	F	S	CANR	BSABE
29	21	M	S	CANR	BSABE

No.	Age	Sex		College	Program
30	21	M	S	CANR	BSABE
31	21	F	S	CANR	BS AGRI
32	22	F	S	CANR	BS AGRI
33	21	F	S	CANR	BS AGRI
34	21	F	S	CANR	BS AGRI
35	21	F	S	CANR	BS AGRI
36	21	F	S	CANR	BS AGRI
37	24	M	S	CANR	BS AGRI
38	21	F	S	CANR	BS AGRI
39	22	F	S	CANR	BS AGRI
40	22	F	S	CANR	BS AGRI
41	22	F	S	CTAS	BSCS
42	29	F	S	CTAS	BSCS
43	22	F	S	CTAS	BSCS
44	21	F	S	CTAS	BSCS
45	21	F	S	CTAS	BSCS
46	25	M	S	CTAS	BSCS
47	26	F	S	CTAS	BSCS
48	22	F	S	CTAS	BSCS
49	24	M	S	CTAS	BSCS
50	21	F	M	CTAS	BSCS
51	22	F	S	CTAS	ES ENTREP
52	22	F	S	CTAS	ES ENTREP
53	22	F	S	CTAS	ES ENTREP
54	21	F	S	CTAS	ES ENTREP
55	22	F	S	CTAS	ES ENTREP
56	22	F	S	CTAS	ES ENTREP
57	21	F	S	CTAS	ES ENTREP
58	21	F	S	CTAS	ES ENTREP
59	21	F	S	CTAS	ES ENTREP
60	21	F	S	CTAS	ES ENTREP
61	25	F	S	CANR	ES ENVI-SCI
62	22	F	S	CANR	ES ENVI-SCI

No.	Age	Sex	Status	Program	College
63	23	M	S	BS ENVI-SCI	CANR
64	22	F	S	BS ENVI-SCI	CANR
65	21	M	S	BS ENVI-SCI	CANR
66	23	F	S	BS ENVI-SCI	CANR
67	22	M	S	BS ENVI-SCI	CANR
68	27	F	S	BS ENVI-SCI	CANR
69	33	F	M	BS ENVI-SCI	CANR
70	21	F	S	BS ENVI-SCI	CANR
71	21	M	S	BS FORESTRY	CANR
72	26	F	M	BS FORESTRY	CANR
73	21	F	S	BS FORESTRY	CANR
74	22	F	S	BS FORESTRY	CANR
75	24	M	S	BS FORESTRY	CANR
76	22	F	S	BS FORESTRY	CANR
77	21	F	S	BS FORESTRY	CANR
78	24	F	S	BS FORESTRY	CANR
79	21	M	S	BS FORESTRY	CANR
80	22	F	S	BS FORESTRY	CANR
81	22	F	S	BSOAD	CTAS
82	22	F	S	BSOAD	CTAS
83	21	F	S	BSOAD	CTAS
84	21	F	S	BSOAD	CTAS
85	22	F	S	BSOAD	CTAS
86	22	F	S	BSOAD	CTAS
87	21	F	S	BSOAD	CTAS
88	22	F	S	BSOAD	CTAS
89	22	F	S	BSOAD	CTAS
90	21	F	S	BSOAD	CTAS
91	21	M	S	BSEd ENG	CTE
92	22	F	S	BSEd ENG	CTE
93	22	F	M	BSEd ENG	CTE
94	22	F	S	BSEd ENG	CTE
95	22	F	S	BSEd ENG	CTE

No.	Age	Sex	Status	College	Program
96	23	M	S	CTE	BSEd ENG
97	21	F	S	CTE	BSEd ENG
98	22	F	S	CTE	BSEd ENG
99	21	F	M	CTE	BSEd ENG
100	22	M	S	CTE	BSEd ENG
101	22	F	S	CTE	BSEd FIL
102	22	F	S	CTE	BSEd FIL
103	22	F	S	CTE	BSEd FIL
104	23	F	S	CTE	BSEd FIL
105	27	M	S	CTE	BSEd FIL
106	22	F	S	CTE	BSEd FIL
107	22	F	S	CTE	BSEd FIL
108	22	F	S	CTE	BSEd FIL
109	21	F	S	CTE	BSEd FIL
110	21	F	S	CTE	BSEd FIL
111	22	M	S	CTE	BSEd MATH
112	22	M	S	CTE	BSEd MATH
113	21	F	S	CTE	BSEd MATH
114	22	F	S	CTE	BSEd MATH
115	22	F	S	CTE	BSEd MATH
116	21	F	S	CTE	BSEd MATH
117	21	F	S	CTE	BSEd MATH
118	24	M	S	CTE	BSEd MATH
119	21	F	S	CTE	BSEd MATH
120	21	M	S	CTE	BSEd MATH
121	26	M	M	CTAS	BSIT AT
122	21	M	S	CTAS	BSIT AT
123	23	M	S	CTAS	BSIT AT
124	22	M	S	CTAS	BSIT AT
125	21	M	S	CTAS	BSIT AT
126	22	M	S	CTAS	BSIT AT
127	22	M	M	CTAS	BSIT AT
128	21	M	S	CTAS	BSIT AT

#	Age	Sex	Status	Dept	Program
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130	22	M	S	CTAS	BSIT AT
131	21	F	S	CTAS	BSIT FT
132	25	M	S	CTAS	BSIT FT
133	23	F	S	CTAS	BSIT FT
134	21	F	S	CTAS	BSIT FT
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138	22	M	S	CTAS	BSIT FT
139	25	F	S	CTAS	BSIT FT
140	22	F	S	CTAS	BSIT FT
141	21	F	S	CTE	BTLED- AFA
142	22	F	S	CTE	BTLED- AFA
143	21	F	S	CTE	BTLED- AFA
144	22	M	S	CTE	BTLED- AFA
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150	21	F	S	CTE	BTLED- AFA
151	23	F	S	CTE	BTLED- HE
152	21	F	S	CTE	BTLED-HE
153	21	M	S	CTE	BTLED- HE
154	21	M	S	CTE	BTLED- HE
155	21	F	S	CTE	BTLED- HE
156	21	F	S	CTE	BTLED- HE
157	23	M	S	CTE	BTLED- HE
158	21	F	S	CTE	BTLED- HE
159	21	F	S	CTE	BTLED- HE
160	21	F	S	CTE	BTLED- HE

APPENDIX C.2
Level of Satisfaction on the Implementation of Online Classes

T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	S1	S2	S3	S4	S5	S6	S7
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APPENDIX C.3

Regression for Implementation of Online Classes Due to Pandemic

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.282	0.079	0.050	0.33975

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.533	5	0.307	2.657	0.025[b]
	Residual	17.777	154	0.115		
	Total	19.310	159			

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	3.804	0.350		10.873
	Age	-0.004	0.016	-0.021	-0.257
	Sex	-0.131	0.062	-0.169	-2.114
	Civil status	0.151	0.124	0.100	1.219
	College	-0.085	0.039	-0.192	-2.170
	Course	-0.003	0.007	-0.045	-0.506

Dependent Variable: Implementation of Online Classes

CURRICULUM VITAE

PERSONAL INFORMATION

Name	: SHEILLA MAE M. DUMADAG
Address	: Capayas, San Miguel, Bohol
Date of Birth	: May 2, 2000
Place of Birth	: Sojoton, Calape, Bohol
Citizenship	: Filipino
Civil Status	: Single
Mother	: Leona M. Dumadag
Father	: Dario M. Dumadag

EDUCATIONAL ATTAINMENT

Elementary	Capayas Elementary School
	Capayas, San Miguel, Bohol
	2012-2013
Junior High	The Sisters of Mary School- Girlstown, Talisay City, Cebu
	J.P. Rizal St., Talisay City, Cebu
	2015-2016
Senior High	The Sisters of Mary School- Girlstown, Talisay City, Cebu
	J.P. Rizal St., Talisay City, Cebu
	2017-2018
Tertiary	Bohol Island State University – Bilar Campus
	Zamora, Bilar, Bohol
	2021-2022
Degree Earned	Bachelor of Science in Office Administration

CURRICULUM VITAE

PERSONAL INFORMATION

Name	: MARY JEAN B. DAGUPLO
Address	: Bagacay, Pilar, Bohol
Date of Birth	: September 29,1999
Citizenship	: Filipino
Civil Status	: Single
Mother	: Primitive B. Daguplo
Father	: Alfredo A. Daguplo

EDUCATIONAL ATTAINMENT

Elementary	Bagacay Elementary School Bagacay, Pilar, Bohol 2011-2012
Junior High	Pilar Technical Vocational High School Poblacion, Pilar, Bohol 2015-2016
Senior High	Pilar Technical Vocational High School Poblacion, Pilar, Bohol 2017-2018
Tertiary	Bohol Island State University- Bilar Campus Zamora, Bilar, Bohol 2021-2022
Degree Earned	Bachelor of Science in Office Administration

CURRICULUM VITAE

PERSONAL INFORMATION

Name	: **MECHELLE R. MATILDO**
Address	: Ugpong, Loboc, Bohol
Date of Birth	: April 10,1999
Place of Birth	: Ugpong, Loboc, Bohol
Citizenship	: Filipino
Civil Status	: Single
Mother	: Asteria R. Matildo
Father	: Andres B. Matildo

EDUCATIONAL ATTAINMENT

Elementary	Calunasan Sur Elementary School
	Calunasan Sur, Loboc, Bohol
	2011-2012
Junior High	Camayaan National High School
	Camayaan, Loboc, Bohol
	2015-2016
Senior High	Camayaan National High School
	Camayaan, Loboc, Bohol
	2017-2018
Tertiary	Bohol Island State University – Bilar Campus
	Zamora, Bilar Bohol
	2021-2022
Degree Earned	Bachelor of Science in Office Administration

CURRICULUM VITAE

PERSONAL INFORMATION

Name	: ARA JEEN G. TORADIO
Address	: Purok 1, Taloto, Tagbilaran City
Date of Birth	: May 18, 2000
Place of Birth	: Tagbilaran City, Bohol
Citizenship	: Filipino
Civil Status	: Single
Mother	: Corazon G. Toradio
Father	: Ardie T. Toradio

EDUCATIONAL ATTAINMENT

Elementary	Lourdes Elementary School
	Lourdes, Cortes, Bohol
	2011-2012
Junior High	Manga National High School
	Manga Tagbilaran City, Bohol
	2015-2016
Senior High	Manga National High School
	Manga Tagbilaran City, Bohol
	2017-2018
Tertiary	Bohol Island State University – Bilar Campus
	Zamora, Bilar, Bohol
	2021-2022
Degree Earned	Bachelor of Science in Office Administration