

**THE STATUS OF ONLINE LEARNING TOWARDS THE  
ACADEMIC PERFORMANCE OF THE BSOA  
GRADUATING STUDENTS**

**COLLEGE OF TECHNOLOGY AND ALLIED SCIENCES  
BOHOL ISLAND STATE UNIVERSITY  
ZAMORA, BILAR, BOHOL**

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**JUNE 2022**

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

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

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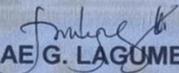
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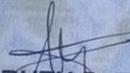
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APPROVAL SHEET

This thesis entitled "THE STATUS OF ONLINE LEARNING TOWARDS THE ACADEMIC PERFORMANCE OF BSOA GRADUATING STUDENTS" prepared and submitted by MERIEGRACE H. SUAREZ, JUCIL C. BOLONGAITA, KRISTEL C. CALAMBA, and RHEA JHEAN O. DANO 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.

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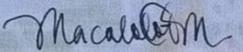
  
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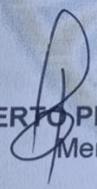
  
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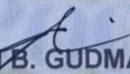
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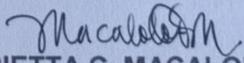
  
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**The Researchers**

## **ABSTRACT**

Online Learning is a form of distance education in which a course or program is intentionally designed in advanced to be delivered fully online. Academic Performance is the measurement of student achievement across various academics subjects. The main purpose of the study was to determine the status of online learning towards the academic performance of BSOA graduating students. Specifically, it sought to find out the demographic profile of the respondents in terms of age, sex and civil status; the academic information of the respondents in terms of internet load allowance, and gadgets used; level of students' satisfaction towards online learning in terms of experience in online education, time management, internet connection and the academic performance of the respondents. After employing the questionnaires, the data were tabulated, analyzed, and interpreted. The formula used in this study were percentage, frequency, weighted mean score and Pearson Correlation. The responses of the questionnaire were collected and tallied in tables. To determine the demographic profile and the academic information of the respondent's percentage and frequency was used. To determine the level of students' satisfaction in online learning of the respondents' weighted mean score was used while Pearson Correlation was used to determine the relationship between the level of students' satisfaction in online learning and the academic performance of the respondents.

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# Chapter 1

## THE PROBLEM AND ITS SCOPE

### **Rationale**

In the past several months of the year 2020 up to the present, due to the COVID-19 pandemic worldwide, almost all educational institutions utilized E-learning apparatus as their battleground to overcome its educational adversities and problems between students and teachers. E-learning involves delivering education through Information and Communication Technology (ITC) using various instructional designs and formats, including synchronous and asynchronous delivery. These E-Learning platforms were already developed long before. Several I.T. companies have joined the market to introduce different E-Learning software to the academe industry. As a result, the extensive usage of computers and the internet changed how learners acquire and use information (Gardner, 1999).

In this time of the pandemic, academes have options in the delivery of their instructions or discussions, such as online learning or blended learning. But, nowadays, most academic instructors impose and implement online classes rather than the modular type of instruction or learning. Many teachers or instructors resorted to e-learning and selected the most convenient and effective e-learning system or apparatus.

It is said that the internet connects worldwide networks and offers new educational opportunities to many individuals, such as to teachers and students.

Moreover, because of the internet, students who pursued education thru online platforms are no longer confined to a brick-and-mortar campus. It is now possible for learners to accomplish their educational goals from anywhere throughout the globe through online learning.

Nearly all learning institutions are offering courses thru online platforms. However, these higher learning institutions are still determining the efficacy of online learning. Since a study have shown that flexibility, interactivity, potential cost-effectiveness, and convenience have impacted the quality of academic instruction and students' satisfaction. Moreover, research has found that online learning implementation is unsuccessful due to the lack of student-teacher interactions (Demiray et al., 2010; Rovai, 2008). However, it also shows that too much communication can overwhelm students and diminish interaction benefits (Berge, 1999). Furthermore, many online learners reported dropping out from online courses due to being isolated and being lost in the online learning environment (Tirrell & Quick, 2012). It is in this light that the researchers find the need to look into the status of online learning towards the academic performance of the BSOA graduating students.

### **Literature Background**

In this paper, two related theories about online learning were discussed. These are engagement theory of (Kearsley & Shneiderman, 1999) and online collaborative learning theory (OCL) of (Harasim 2012)

**Kearsley and Shneiderman's Engagement Theory.** Many cognitive learning activities are embedded in these theories, such as creating, problem-solving, reasoning, decision-making, and evaluation. If these learning activities are conducted in a specific setting and properly structured, they will stimulate students to learn effectively (Kearsley & Shneiderman, 1999). Kearsley and Shneiderman's (1999) engagement theory applies to an online learning environment. In the online learning environment, irrespective of the technologies used by instructors, a discussion board or a forum is one of the essential components needed for effective utilization by either students or instructors (Rovai, 2008). Elements of the engagement theory are closely linked to constructivist approaches (Kearsley & Shneiderman, 1999). The engagement theory emphasizes collaboration among peers and a community of learners regarding cognitive activities. In other words, Kearsley and Shneiderman's engagement theory states that learning occurs in groups, is project-based, and has an authentic focus. This is one of the reasons why it is being chosen in the discussion.

**Online Collaborative Learning Theory (OCL)** is a theory proposed by Linda Harasim that focuses on the facilities of the Internet to provide learning environments that foster collaboration and knowledge building. (Harasim 2012), describes OCL as a new theory of learning that focuses on collaborative learning, knowledge building, and Internet use as a means to reshape formal, non-formal, and informal education for the Knowledge Age"

As noted, Terry Anderson (2011) examined the possibility of building a theory of online education, starting with the assumption that it would be difficult and perhaps impossible. He approached this undertaking from a distance education perspective, having spent much of his career at Athabasca University, the primary higher education distance education provider in Canada. While he acknowledged that many theorists and practitioners consider online learning as "a subset of learning in general" (Anderson, 2011), he also stated: online learning as a subset of distance education has always been concerned with the provision of access to the educational experience that is, at least more flexible in time and space as campus-based education (Anderson, 2011).

The following related readings served as the legal bases of the study:

As stated in Republic Act No. 10650, an act expands access to educational services by institutionalizing open distance learning in tertiary education levels and appropriating funds. Section 1. This Act shall be known as the "Open Distance Learning Act".

Section 2 in the Declaration of Policy states that it is hereby declared the policy of the State to expand and further democratize access to quality tertiary education through the promotion and application of open learning as a philosophy of access to educational services and the use of distance education as an appropriate, efficient, and effective system of delivering quality higher and technical educational services in the country.

The provisions of the Federal Educational Standards and the Federal Law "On education" No. 273 legitimized distance and e-learning methods and technologies, which expanded the capacity of universities to create and implement their educational programs of different levels of complexity with various majors both independently and via digital networks. The project "Modern Digital Educational Environment of the Russian Federation," which is being successfully implemented in our country, now involves creating conditions for improving the quality of education and bringing universities' educational programs into line with the needs of the digital economy. The new cohort of university law students, known as Generation Z, also causes their teachers to alter their concepts and teaching methods and instruction (Ainoutdinova et al., 2017).

The following literatures served as background information in this study:

Educators across the globe have been forced to replace traditional learning modalities with distance and blended learning approaches. Distance learning has been described as an information delivery mechanism where educator and learner are separate in both time and space (Billings, 2007), whereas blended learning combines traditional classroom methods of learning modalities (Green & Whitburn, 2016). Neither approach is novel, nor have both been used successfully as part of anatomy education (Pereira et al., 2007; Ferrer-Torregrosa et al., 2016).

These approaches are usually implemented after strategic planning, collaboration with other academics, and careful consideration of the pedagogical evidence. Educators must invest considerable time up-front to learn how to create

online learning material to utilize online approaches. In many cases, academics are required to develop these new skills and create or adapt resources in parallel with a time frame that reflects the normal progression of student learning.

Concerning globalization, most organizations are moving towards a global business landscape where the phenomenon of e-learning platforms has correspondingly increased demand for distance education and virtual courses in higher educational institutions (Harper, Chen & Yen, 2004). This has overcome the geographic location and temporal boundaries associated with traditional education (Mupinga, 2005). Moreover, technological advancement has contributed to the high adoption rate of eLearning management platforms. Information technologies, which have seen a rise in power and fall in cost, have seen exponential growth in the processing capacity of mobile devices such as the past five years as laptops and handhelds. Besides the hardware and software improvement in recent years, support for connectivity to the web has also shot up, causing an increasing number of "hotspots" and higher signal strengths in public places (Owusu-Ansah, 2020).

E-Learning services are electronic learning services. This provides education, training, retention, transfer, consolidation, evaluation, review, systematization. Our analysis narrows to using these only at the university level. Their systematization can be achieved by multiple pedagogical, psychological, technical criteria, including the specific of fundamental activity; predominant category of acquired learning content; degree of involvement of the teacher in using the service; the category of learning a subject; the age at which these will recover; beneficiaries; the number of persons for whom the use of the service was

designed; the core of the service; fundamental type of instrument used to access the services (Cojocariu, Lazar, Nedeff, & Lazar, 2013).

The following are the related studies referred to in this study:

The study of Shuja, Qureshi, Schaeffer, and Zareen, (2019) deeply analyzing the trend of using mobile technology for virtual learning, it is quite evident that there is a continuous increasing tendency towards owning mobiles for flexible and participative knowledge acquisition. While appreciating the benefits of online-learning, the outcomes strongly emphasize role of course instructors in facilitating student learning and improving their learning effectiveness through variability in learning methods.

Education sector has prime strategic objective of striving to provide flexible, meantime and enduring learning to diverse set of learners including young learners and employed professional. Instructors' critical role in promoting communication, dialogue and constructive discussion is the key to strengthen students' academic scholarship and grades in course work. Mobile technology has brought ground breaking benefits to the education management sector.

As evident from results, e-learning has created striking benefits for learners, enabling them to resolve issues of time and location for learning, accessing academic content and assignments using mobile devices. For instructors, the benefits include ease of uploading lessons on online portals, allocating tasks, stimulating discussions and collecting assignments through digitized media. Although, ubiquity is the major payback of m-leaning, which can only be realized

and accomplished only if learning content is analytically planned and delivered to students.

Resultantly, sustained learning takes place when appropriately formulated and implemented by the instructor. Flexibility and Online Collaborative Learning (OCL) are the foundations of accomplishing students' learning objectives through mobile learning, thus leading to build resilient foundation of students' productivity in academics, pedagogy and philosophy (Sung et al., 2016).

Students prefer to use mobile gadgets for gaining education through m-learning from anywhere and at any time. This establishes sense of self-confidence among learners to value their knowledge and share their ideas with teachers and peers with firm belief. In m-learning, mobile device takes on role of service providers, that adds to build up maximum flexibility for the learners, subsequently, they stay update with the in-depths ideas and concepts, avail most of time for study and become highly motivated to learn. All these activities result in excellent performance of learners.

Educationists, therefore, need to provide opportunity to learners to engage in m-learning for accomplishing their academic goals. This has been accomplished that, students who use wireless technologies for learning mark better grades than those who learning through conventional learning method. This outcome of improved scholastic performance of students can be articulated in terms of high efficacy of note taking, higher retention of knowledge. Using mobiles and internet technology, learners personalize ways of receiving the required knowledge i.e. by means of text, video or audio.

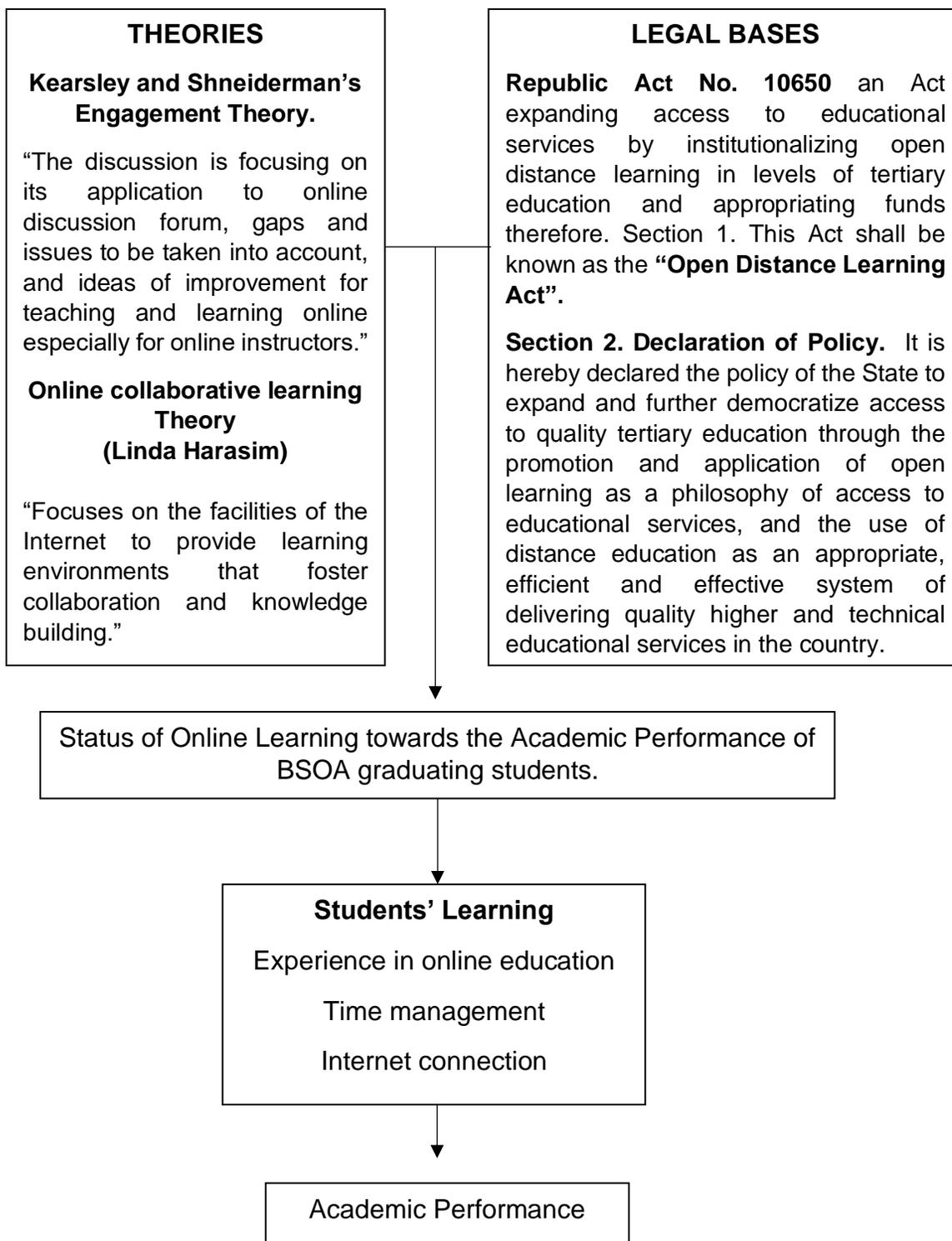
Salamat, Ahmad, Bakht, and Saifi (2018) in their study concluded that e-learning is the prevailing system in present era for education especially for youth's education and motivates students to do their work without others help. E-Learning is a system that provide time flexibility to the students for their learning and the use of e-learning give them access to global world for study purposes. Ali, Nargis, Yasmeen and Iqbal (2015) found that secondary teachers have a keen desire for the use of ICT and its integration within classroom environment. E-learning also engage the student's active in learning process. Tutors play a significant role in e-learning through prompt response to students' requests and this feedback is useful for students whereas students are helped to access online material through technical assistance. On contrary, students face difficulties in using online materials. But another good sign is that e-learning provide an opportunity to the students to join social media groups. Students share their learning material through social media e.g. WhatsApp groups and they also consult other libraries for material to improve their learning. The students supported the idea that instructors contacted easily. Students responded that e-learning enhance the quality of teaching and learning process. The study concluded that students feel comfort when they are exploring and surfing internet.

Lee, (2021) it has been more than a year ago that all educational institutions around the globe are still acquiring Online Learning or E-Learning because of a global pandemic intermission that brought to learners within. That is why different respective sectors from the Government especially the Education sector encourages teachers, students, and learners to use online platforms and e-

learning materials. Many of its' online platform designs are very useful and still available for any virtual classes so far. And the role of our education sector is to concede an educational awareness towards e-learning or blended learning practices that are more popular to our learners and students worldwide. Likewise, being equipped with the right E-Learning approaches and a continuous students' participation, we can assure that students or learner can truly interact, learn, and educate effectively and efficiently.

Lee, (2021) the researcher descriptively interprets how Strengths, Weaknesses, Opportunities and Threats (SWOT) manages its' research analysis and data results to credible and reliable. Other personal recommended ideas behind online learning is to: (a.) Embrace E-Learning methods for continuous learning development; (b.) Take advantage on using these proven advanced technology, like online learning platforms and other e-learning systems; and (c.) encouraging our mentees to be financially ready and be aware of earning and saving, is to work on our personal finances so that everything will be manageable like our financial indebtedness (Lee, 2021), so that they can overcome the lack of financial resources to avail these online equipment's (laptops, pc's, wired internet connections, and android mobile phones).

The theoretical-conceptual framework on the next page pictures out the flow of the study. The study is anchored on Kearsley and Shneiderman's Engagement Theory and Linda Harasim's Online Collaborative Learning Theory.



**Figure 1. Theoretical and Conceptual Framework of the Study.**

## THE PROBLEM

### Statement of the Problem

This study endeavored to determine the status of online learning towards the academic performance A.Y 2019 - 2020 of BSOA graduating students.

Specifically, it sought to answer the following question:

1. What is the demographic profile of the students in terms of:
  - 1.1 age;
  - 1.2 sex; and
  - 1.3 marital status?
2. What is the academic information of the students in terms of:
  - 2.1 internet load allowance; and
  - 2.2 gadgets used?
3. What are the level of students' satisfaction in online learning in terms of:
  - 3.1 experience in online education;
  - 3.2 time management; and
  - 3.3 internet connection?
4. What is the academic performance A.Y 2019 – 2020 of the graduating BSOA students of Bohol Island State University, Bilar – Campus?

5. Is there a significant relationship between the level of students' satisfaction in online learning and the academic performance of BSOA graduating students of Bohol Island state University, Bilal - Campus?

### **Null Hypothesis**

There is no significant relationship between the level of students' satisfaction in online learning and the academic performance among BSOA graduating students.

### **Significance of the Study**

The researchers believed that the results of this study would be helpful to the following individuals:

**Students.** The findings of this study would provide a basis for awareness and a better understanding of how online learning could affect students and their academic performances, which would serve as their self-awareness in the mere future.

**Teachers.** The outcomes of this study would help them in understanding the diversity of learning among students. As such, it hoped that they could develop a more creative and effective methodology in teaching online.

**Administrators.** The outcome of this study might help the school and administrators to know what the best for the school. To reach out on the lapses on

interacting between the instructors and students and how to cope with it to ensure students' learnings not just now but in the future.

**Parents.** This study would help parents' concerns related to their child's well-being also get alleviated by the benefit of coaching at home. Not only this, but parents also could offer mental support to their children in their stressful times.

**Researchers.** This study would help the researchers manage their vital time management skills. Which makes finding a good work-study balance easier.

**Future Researchers.** This study would serve as a basis for conducting other research related to the topic under study. Furthermore, this would enable them to create and derive ideas to improve their study.

## **RESEARCH METHODOLOGY**

### **Design**

This study utilized the correlational research design to investigate the relationships between the status of online learning and academic performance. The correlation reflects the strength and/or direction of the relationship between the two identified variables. The researchers utilized a self – made questionnaire to identify the status of online learning towards the academic performance of BSOA graduating students of Bohol Island State University – Bilar Campus.

### **Environment and Participants**

The study was conducted at Bohol Island State University – Bilar Campus. BISU- Bilar is situated on an 89.53-hectare lot. Presently, it offers many courses with more than 2000 students enrolled at the 3 colleges - College of Education (COED), College of Technology and Allied Sciences (CTAS), and College of Agriculture and Natural Resources (CANR). The researchers utilized the whole academic year of the students in the school year 2019 – 2020 to gather their academic performance.

The respondents involved in the study were the graduating BSOA students of the school year 2019 – 2020 who were selected through complete enumeration of 4<sup>th</sup> year section A, B and C graduating students of Bohol Island State University, Bilar – Campus.

## **Instrument**

This study used a self-made questionnaire which was checked by the researcher statistician, research adviser and the critic for corrections, suggestions and further improvements.

There were three parts of the questionnaires. The first part focused on the demographic profile of the respondents which include their name, age, and marital status; academic information of the respondents which include their allowance and gadgets used; the level of students' satisfaction in online learning of the respondents which include their experience in online education, time management and internet connection of the respondents.

In determining its validity and reliability, the self-made questionnaire was pilot-tested to the other graduating students from another course of Bohol Island State University. The final form was submitted to the Thesis adviser for approval prior giving to the respondents for the final conduct of the study.

## **Procedures**

In gathering the necessary data of the research study, approval letter to conduct the study was sent to the Dean and to the Campus Director of Bohol Island State University, Bilar – Campus.

After the approval, the questionnaire was sent to the identified respondents via Google Form. Since the researchers used complete enumeration survey

method, all graduating students of Bachelor of Science in Office Administration students of the school year 2019 – 2020 were the respondents of the study.

### **Statistical Treatment of Data**

In determining the demographic profile and the academic information of the respondents, the percentage and frequency was used. This specified the percentage of observations that exist for each data point or grouping of data points and was used to express the relative frequency of survey responses and other data. The process used include counting the total number of observations within each data point or grouping of data points, and then dividing the number of observations within each data point or grouping of data points by the total number of observations. The formula is:

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

Where:

$P$  = percentage

$f$  = frequency

$N$  = no. of respondents

To determine the level of students' satisfaction in online learning in terms of: experience in online education, time management and internet connection of the respondents, weighted mean was used with the formula:

$$WMS = \frac{4(f4)+3(f3)+2(f2)+1(f1)}{N}$$

Where:

WMS - Weighted Mean Score

F4 – frequency of response for Highly Agree

F3 – frequency of response for Agree

F2 – frequency of response for Disagree

F1 – frequency of response for Highly Disagree

N – no. of respondents

The descriptions of the ranges were as follows:

Range	Description	Interpretation
3.26 – 4.00	Highly Agree (HA)	Manifest High Level of Satisfaction
2.51 – 3.25	Agree (A)	Manifest Moderate Level of Satisfaction
1.76 – 2.50	Disagree (D)	Manifest Low Level of Satisfaction
1.00 – 1.75	Highly Disagree (HD)	Not Satisfied at all

For the purpose of providing qualitative description on the level of performance of the BSOA students on the academic areas, the scale was used to categorize the grades.

Range	Equivalent	Description
(1.0 – 1.2)	100 – 95	Excellent
(1.3 – 1.5)	94 – 90	Very Good
(1.6 – 2.5)	89 – 80	Good
(2.6 – 3.0)	79 – 75	Fair
(3.1 – 5.0)	Below 75	Failure

Source: *BISU Student Manual*

To determine the relationship between the level of students' satisfaction in online learning and the academic performance of the students, Pearson Correlation was used with the formula:

$$r = \frac{\sum (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum (x_i - \bar{x})^2 \sum (y_i - \bar{y})^2}}$$

Where:

$r$  = correlation coefficient

$x_i$  = values of the x-variable in a sample

$\bar{x}$  = mean of the values of the x-variable

$y_i$  = values of the y-variable in a sample

$\bar{y}$  = mean of the values of the y-variable

To interpret Pearson  $r$ , the following range is used,

Range	Interpretation
0.90 – 1.00	Very High Correlation
0.70 – 0.89	High Correlation
0.50 – 0.69	Moderate Correlation
0.30 – 0.49	Low Correlation
0.00 – 0.29	Negligible Correlation

*Note: positive (+) correlation = direct relationship  
negative (-) correlation = inverse relationship*

## DEFINITION OF TERMS

To avoid confusion in the whole concept of the study, the following terms were defined operationally as used in the study.

**Academic Performance.** It refers to the academic achievements of the respondents across various academic achievement subjects referring to their grades and ratings of the students in online learning.

**Allowance.** It is the monthly amount spend by the respondents for their load allowance in their internet connection.

**Internet Connection.** It is the ability of the individuals and organizations to connect to the internet using computer terminals, computers, and other devices; and to access services such as email and the World Wide Web.

**Online Collaborative Learning.** It is a situation in which two or more people learn or attempt to learn something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another's resources and skills.

**Online Learning.** Education that takes place over the Internet. It is often referred to as "e- learning" among other terms, "distance learning" - the umbrella term for any learning that takes place across distance and not in a traditional classroom.

**Online Platform.** Describe a range of services available on the internet including marketplaces, search engines, social media, creative content outlets, app stores, communications services, payment systems, services comprising the so-called “collaborative” or “gig” economy, and much more.

**Status.** The position of an individual in relation to another or others, especially in regard to social or professional standing.

**Time Management.** The process of organizing and planning how to divide your time between different activities.

**Virtual Courses.** It is a virtual classroom in a digital learning environment that allows teachers and students to connect online in real-time.

## 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 are shown in tabular and textual form in order to provide better insights of the study. More specifically, the discussion covers the findings as the result of the data gathered.

Table 1 shows the profile of the respondents. The respondents were the BSOA graduating students of Bohol Island State University of A.Y 2019 – 2020. Their profile includes their age, sex and civil status.

Among the respondents, 82% belongs to the age bracket of 21-22 years old while the lowest was within the age bracket of 20 and 25 with a percentage of 2%. Most of the respondents were pioneers of the K-12 curriculum.

As to the sex of the respondents, majority were female (95%). This shows that most of the students enrolled in BSOA courses were predominantly female. Further, the respondents of the study were all single.

**Table 1**  
**Profile of the Respondents**  
**N = 87**

Categories	Frequency	Percentage (%)
<b>Age</b>		
20	2	2.0%
21	37	43.0%
22	34	39.0%
23	9	10.0%
24	3	3.0%
25	2	2.0%
<b>Sex</b>		
Male	4	5.0%
Female	83	95.0%
<b>Civil Status</b>		
Single	87	100.0%

The allowance and gadgets used in online learning, were presented in Table 2. Most of the students spent a minimum of PhP 500-600 (68%) for their monthly load allowance. Only 6% of the respondents spent more than PhP 1000 for their load allowance, while the average unlimited data load for a month is at PhP 500-700 category. This amount was usually the price range for prepaid load provided data and shareable data that could access data and could use online meeting sites used by students, such as Google Meet, Zoom, etc.

Meanwhile, all of the respondents were using smartphone as their gadgets in online learning. Aside from the smartphone, few (20%) were using laptops for online learning and classes. The respondents did not use desktop and tablet as their instructional tool in their online learning since they already have their smartphones which were easier to use and were more affordable.

**Table 2**  
**Academic Information of the Respondents**  
**N = 87**

Categories	Frequency	Percentage (%)
<b>Allowance</b>		
500-600	59	68.0%
600-800	12	14.0%
800-1000	11	13.0%
1000+	5	6.0%
<b>Gadget</b>		
Laptop	17	20.0%
Desktop	0	0.0%
Tablet	0	0.0%
Smartphone	87	100.0%

Table 3.1 shows the experience in online learning of the respondents. The statement “I participate in our virtual meetings attentively” got the highest rank with a weighted mean of 2.91, which means that the respondents were attentive in any virtual meetings even though the internet connection was weak. While the statement “I find online learning motivating” with a weighted mean of 2.41 which ranked the lowest which falls on the interpretation of “Disagree” in the statements, means that few of the respondents were being discourage in learning online because of some challenges they have encountered especially their poor internet connection at their home. “I feel comfortable in learning online.” ranked 10<sup>th</sup> with the weighted mean of 2.46 with the interpretation of “Disagree” on the statements, means that the respondents weren’t comfortable in learning online because of the new normal curriculum. “Online learning help me develop my knowledge in communicating.” with a weighted mean of 2.48 which ranked 9<sup>th</sup> on the table. Which falls on the interpretation of “Disagree” in the statements, means that the

online learning of the respondents didn't help them in developing their knowledge in communicating because of lack in communication with classmates and teachers, which can be frustrating to some of the respondents. Majority of the respondents with an interpretation of "agree" on the statements "I participate in our virtual meetings attentively", "The activities in online learning is easy to access", "I find it easy to meet deadlines by using online learning", " Online learning help me develop my knowledge in communicating", "Online learning help me develop the ability to do my own activities", "Since doing online learning, I feel more confident in answering my activities", "I am fully satisfied in learning online", and "Overall, I am satisfied with the quality of online learning" with a weighted mean of 2.58 means that they have a good experience in online learning even though they have weak internet connection at home.

**Table 3.1**  
**Experience of Online Education**  
**N = 87**

<b>STATEMENTS</b>	<b>WM</b>	<b>DI</b>	<b>RANK</b>
I am fully satisfied in learning online.	2.52	A	7
I participate in our virtual meetings attentively	2.91	A	1
I feel comfortable in learning online.	2.46	D	10
Online learning help me develop the ability to do my own activities.	2.56	A	5.5
Online learning help me develop my understanding.	2.48	D	9
I find online learning motivating.	2.41	D	11
Since doing online learning, I feel more confident in answering my activities.	2.56	A	5.5
The activities in online learning is easy to access	2.78	A	2
Online learning help me develop my knowledge in communicating.	2.57	A	4
.I find it easy to meet deadlines by using online learning.	2.61	A	3
.Overall, I am satisfied with the quality of online learning	2.51	A	8
<b>AVERAGE WEIGHTED MEAN</b>	<b>2.58</b>	<b>A</b>	

**Legend:**

<b>Range</b>	<b>Description</b>
3.26 – 4.00	Highly Agree (HA)
2.51 – 3.25	Agree (A)
1.76 – 2.50	Disagree (D)
1.00 – 1.75	Highly Disagree (HD)

Table 3.2 revealed the time management of the respondents. The statement “I do my online activities in order of priority” ranked highest with a weighted mean of 2.95 with an interpretation of “Agree” on the statement. It means that the respondents were being meticulous in their time management that they completed their task in order of priority. However, the statement “I always get my activities done on time.” ranked lowest with a weighted mean of 2.28 and the only statement with an interpretation of “Disagree” on the statement, which means that

the respondents cannot finished their activities on time due to the weak internet connection at their home. The table revealed that even if the respondents prioritized their online class, there were difficulty in finishing it on time due to poor internet connection at home. Majority of the respondents “agree” on the statements “I do my online activities in order of priority”, “I spent enough time planning”, “I am satisfied with the way I use my time”, “I avoid spending too much time on trivial matters”, “I am able to meet deadlines without rushing at the last minute”, “I make constructive use of my free time”, I spend enough time on work related studies”, “I feel that I use my time effectively”, and “I prepare a daily or weekly "to do" list that I update regularly” with an overall average weighted mean of 2.74 which means that the respondents had the ability to efficiently manage their time in a way that helps them finish required tasks by or before the given deadline.

**Table 3.2**  
**Time Management of the Respondents**  
**N = 87**

STATEMENTS	WM	DI	RANK
I do my online activities in order of priority.	2.95	A	1
I always get my activities done on time.	2.28	D	10
I spent enough time planning.	2.69	A	8
I am satisfied with the way I use my time	2.80	A	4.5
I avoid spending too much time on trivial matters.	2.82	A	3
I am able to meet deadlines without rushing at the last minute.	2.66	A	9
I make constructive use of my free time	2.86	A	2
I spend enough time on work related studies.	2.76	A	7
I feel that I use my time effectively.	2.80	A	4.5
I prepare a daily or weekly "to do" list that I update regularly.	2.77	A	6
<b>AVERAGE WEIGHTED MEAN</b>	<b>2.74</b>	<b>A</b>	

Legend:

Range	Description
3.26 – 4.00	Highly Agree (HA)
2.51 – 3.25	Agree (A)
1.76 – 2.50	Disagree (D)
1.00 – 1.75	Highly Disagree (HD)

Table 3.3 revealed status on the internet connection of the respondents. The statement “I use my mobile phone to connect the internet connection at home” ranked highest with a weighted mean of 2.94 which means that the respondents used smartphones as their gadgets in online education. The said item was the only item fell into the description of “agree” on the statement. While the statement “I do not see any problem with my internet connection in our home” ranked the lowest with a weighted mean of 2.05, which fell into the “disagree” category on the statements, which means that majority of the respondents’ encountered problems with their internet connection at home. It revealed that majority of the respondents used smartphones as the gadgets they used for their online education. Further

they also have been facing internet connection problems. Majority of the respondents “disagree” on the statement “I feel satisfied with the internet connection in our place”, “I have Wi-Fi connection at home”, “I have sufficient access of high speed internet in our place”, “I can easily open my activities because I have good internet connection”, “I work well with my activities because I have good internet connection”, “I believe I can easily submit all my activities because I have good internet connection”, “I am able to easily access the internet as needed for activities”, “I am connected to the internet with a fairly fast, reliable connection for online learning”, and “I do not see any problem with my internet connection in our home” with an overall weighted mean of 2.31 which means that the internet connections of the respondents is the major problem that the respondents were facing while doing online learning.

**Table 3.3**  
**Internet Connection of the Respondents**  
**N = 87**

STATEMENTS	WM	DI	RANK
I feel satisfied with the internet connection in our place.	2.25	D	6
I have Wi-Fi connection at home.	2.28	D	4
I have sufficient access of high speed internet in our place.	2.20	D	9
I can easily open my activities because I have good internet connection.	2.23	D	7
I work well with my activities because I have good internet connection.	2.26	D	5
I believe I can easily submit all my activities because I have good internet connection.	2.31	D	3
I am able to easily access the internet as needed for activities.	2.39	D	2
I use my mobile phone to connect the internet connection at home.	2.94	A	1
I am connected to the internet with a fairly fast, reliable connection for online learning.	2.22	D	8
I do not see any problem with my internet connection in our home.	2.05	D	10
<b>AVERAGE WEIGHTED MEAN</b>	<b>2.31</b>	<b>D</b>	

Legend:

Range	Description
3.26 – 4.00	Highly Agree (HA)
2.51 – 3.25	Agree (A)
1.76 – 2.50	Disagree (D)
1.00 – 1.75	Highly Disagree (HD)

Table 4 revealed the academic performance of the respondents for A.Y 2019 – 2020. Fifty-four (62%) academically performing “good” in their online education. Thirty-three out of 87 respondents with a percentage of 38% were “Very good”. In general, the respondents’ level of academic performance was “good” which was within the range of 1.6 – 2.5. Thus, none of the respondents got the description of “Excellent”, “fair” and “failure”.

**Table 4**  
**Academic Performance of the Respondents**  
**N = 87**

<b>Range</b>	<b>Equivalent</b>	<b>Description</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>(1.0 – 1.2)</b>	<b>100 – 95</b>	<b>Excellent</b>	<b>0</b>	<b>0.0%</b>
<b>(1.3 – 1.5)</b>	<b>94 – 90</b>	<b>Very Good</b>	<b>33</b>	<b>38.0%</b>
<b>(1.6 – 2.5)</b>	<b>89 – 80</b>	<b>Good</b>	<b>54</b>	<b>62.0%</b>
<b>(2.6 – 3.0)</b>	<b>79 – 75</b>	<b>Fair</b>	<b>0</b>	<b>0.0%</b>
<b>(3.1 – 5.00)</b>	<b>Below 75</b>	<b>Failure</b>	<b>0</b>	<b>0.0%</b>

*Source: BISU Student Manual*

Table 5 explains the correlation between the level of students' satisfaction in online learning and the academic performance of the BSOA graduating students. It reveals that there was no significant relationship between the status of online learning towards the academic performance of the respondents, since the p-value 0.065 was greater than 0.05. Thus, the null hypothesis is accepted. However, there is a low negative correlation between online learning and the GWA of the respondents. This means that the higher the GWA, the lower the online learning projected by the students. Low negative correlation between online learning and the grades of the students implies that there were other contributing factors that affect the academic performance of the students. This also means that one student can have a satisfactory academic performance in school but still not confident in learning online because of the weak internet connection at their home. Further, there were also other factors that affect the status of academic

performance of the students, other than online learning. Thus, it is important to note that the grades that were used in research was on A.Y 2019 – 2020 when the online learning has started. According to the study conducted by Artino (2008), in online learning, students assume greater responsibilities and autonomy, especially in asynchronous learning environments. Online learning provides students with flexibility, and its learner-centeredness requires students to employ more self-regulatory skills (Artino, 2007; Bothma & Monteith, 2004; Jonassen et al., 1995; King et al., 2000). Integration of two data sets revealed that satisfaction in an online learning and use of social media had no relationship to the academic performance of the students, while the use of technology, the number of subjects taken online, program of study, flexibility and time convenience, and self-confidence positively influenced the academic performance of students. However, lack of support, language and linguistic differences, and lack of self-regulated learning skills affected the academic achievements of students negatively.

**Table 5**  
**Correlation between the Level of Students' Satisfaction in**  
**Online Learning and the Academic Performance of the Respondents**  
**N = 87**

<b>Source</b>	<b>Formula Used</b>	<b>Test – value (<i>r</i>)</b>	<b>P- value</b>	<b>Decision</b>	<b>Interpretation</b>
Level of students' satisfaction in Online Learning towards the Academic Performance	Pearson Product Moment Correlation Coefficient	-0.199	0.618	Accept Null Hypothesis	There is no significant relationship between the Level of students' satisfaction in Online Learning and the Academic Performance.

Note: Reject P-value <0.05

## **Chapter 3**

### **SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS**

This chapter presents the summary of the findings. Conclusions and recommendations were also drawn based on the analysis and interpretation of data. The recommendations were provided as bases or directions for the future researchers who would undertake a related studies.

#### **Summary of Findings**

The study aimed to assess the status of online learning towards the academic performance of the BSOA graduating students of Bohol Island State University – Bilar Campus.

Specifically, it sought to find out the profile of the respondents in terms of age, sex, civil status, the academic information in terms of internet load allowance, and gadgets used, and the level of students' satisfaction towards online learning in terms of experience in online education, time management, internet connection and the academic performance of the respondents.

After collecting the questionnaires, the data were tabulated, analyzed, and interpreted. The formula used in this study were percentage, frequency, weighted mean score, and Pearson Correlation. The responses of the respondents were collected and tallied in tables. To determine the profile and the academic information of the respondents, percentage and frequency were used. To determine the factors of online education, weighted mean score was used; and

Pearson Correlation was used, while to determine the relationship between the level of students' satisfaction in online learning and the academic performance of the respondents.

Based on the results of the study, the respondents highest age frequency were within the the age bracket of 21 and 22. This shows that majority of the respondents were pioneers of the Kto12 curriculum. Most of them were females and singles.

Majority of the respondents spent P500-600 in a month for their load allowance in their online learning. The respondents used smartphone as their gadgets in their online learning.

As to their experience in their online education, majority participated in virtual meetings despite their poor internet connection. Few of the respondents were discouraged in online learning because of poor internet connection.

As to the time management of the respondents, the respondents prioritized their time management well in order of priority. The disadvantaged of time management was that even if they prioritized their time management or many activities, they still could not finish it on time because of its poor internet connection.

As to Internet connection of the respondents, results revealed that the respondents are having difficulties in connecting in their online class because majority of them have a very poor internet connection at their home.

In terms of Academic Performance of the respondents, results revealed that online learning has a good impact to the academic performance of the respondents.

The computed values reveal that there was no significant relationship between the level of students' satisfaction in online learning towards the academic performance of the respondents. Thus, the null hypothesis was accepted.

## **Conclusion**

Online Learning is an education that takes place over the internet. And the Academic performance is the measurement of student's achievement across various academic subjects. Poor internet connection is the big hindrance for the respondents in their online learning but it never stops them to prioritize their activities on time. Making constructive used of their free times and avoid spending too much time on trivial matter. Their motivation in learning online may be weak but still, they experience satisfaction in learning online.

The common used gadgets in online learning is the smartphones since it is easier to used and more affordable to buy. Hence, because of the online modality in learning, smartphones have become a necessity for every student in order to attend classes and perform school – related tasks and activities.

There is no significant relationship of the status of online learning and the academic performance of the respondents. However, there is a low negative correlation between online learning and the GWA of the respondents. This means

that the higher the GWA, the lower the online learning projected by the students. Low negative correlation between online learning and the grades of the students implies that there are other contributing factors that affect the academic performance of the students. This also means that one student can have a satisfactory academic performance in school but still not confident in learning online because of the weak internet connection at their home. Further, there are also other factors that affect the status of academic performance of the students, other than online learning.

### **Recommendations**

After a thorough examination of the findings and conclusions based from responses of the respondents, the following are the offered recommendations.

1. Teachers must motivate the students to be comfortable with this new educational platform or online learning.
2. Students must make their own “to do” list and update it regularly. They must manage their time thoroughly and avoid distractions to enable them in completing their activities on time.
3. Poor internet connection at home is unavoidable, students can try installing Wi-Fi or booster in their home or used pocket Wi-Fi for much better experience.
4. Online learning is stressful, but it can be help if the students can set realistic goals and be motivated to do online learning.

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## APPENDIX A-1



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



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

*MISSION: Committed to provide quality and innovative education in strategic sectors for the development of Bohol and the country.*

April 28, 2022

**Dr. MARIETTA C. MACALOLOT**

Campus Director  
BISU-Bilar Campus  
Zamora, Bilar, Bohol

Greetings of goodwill;

We, the undersigned Bachelor of Science in Office Administration 3<sup>rd</sup> year students of Bohol Island State University-Bilar Campus will be conducting a thesis entitled **“The Status of Online Learning towards the Academic Performance of BSOA Graduating Students”**.

With this, we humbly ask your approval to allow us to conduct the study and gather the data needed.

If approval is granted, the data /results of this study will remain absolutely confidential and to be used on educational purposes only

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

Very truly yours,

**SUAREZ, MERIEGRACE H.**  
**BOLONGAITA, JUCIL C.**  
**CALAMBA, KRISTEL C.**  
**DANO, RHEA JHEAN O.**

Noted:

**JOAN MAE G. LAGUMBAY**  
Adviser

APPROVED:

**MARIETTA C. MACALOLOT, Ph.D**  
Campus Director

## APPENDIX A-2



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



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*MISSION: Committed to provide quality and innovative education in strategic sectors for the development of Bohol and the country.*

April 28, 2022

**Arlen B. Gudmalin, Ph.D**

Dean, CTAS  
 BISU-Bilar Campus  
 Zamora, Bilar, Bohol

Greetings of goodwill;

We, the undersigned Bachelor of Science in Office Administration 3<sup>rd</sup> year students of Bohol Island State University-Bilar Campus will be conducting a thesis entitled **“The Staus of Online Learning towards the Academic Performance of BSOA Graduating Students”**.

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If approval is granted, the data /results of this study will remain absolutely confidential and to be used on educational purposes only

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**SUAREZ, MERIEGRACE H.**  
**BOLONGAITA, JUCIL C.**  
**CALAMBA, KRISTEL C.**  
**DANO, RHEA JHEAN O.**

Noted:

**JOAN MAE G. LAGUMBAY**  
 Adviser

APPROVED:

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



## APPENDIX B

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



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

*MISSION: Committed to provide quality and innovative education in strategic sectors for the development of Bohol and the country.*

### QUESTIONNAIRE FOR THE RESPONDENTS

Dear Respondents;

Greetings!

The undersigned Bachelor of Science in Office Administration 3<sup>rd</sup> year students of Bohol Island State University-Bilar Campus will be conducting a thesis entitled, **“The Status of Online Learning towards the Academic Performance of BSOA Graduating Students.”**

In line with this, we would like to ask your help to answer the questions below. Rest assured that the information you will supply will be handled with greatest confidentiality.

Thank you very much!

- I. Please fill in the needed information. Choose your answer in the provided underlined.

**Name** \_\_\_\_\_

**Age:** \_\_\_\_\_ **Gender:** \_\_\_\_\_ **Marital Status:** \_\_\_\_\_

### Internet Load Allowance

How much allowance do you spend on your internet load within a month?

- 500 – 600
- 600 – 800
- 800 – 1000
- 1000+

### Gadget used

What gadget do you use in your online class?

- Laptop
- Desktop
- Tablet
- Smartphone

**Direction: Please put a check (✓) to the objects provided. Read carefully and answer honestly the questions below.**

### LEGEND:

NUMBER RATING	DESCRIPTION	DESCRIPTIVE INTERPRETATION
4	Highly Agree	Manifest High Level of Satisfaction
3	Agree	Manifest Moderate Level of Satisfaction
2	Disagree	Manifest Low Level of Satisfaction
1	Highly Disagree	Not Satisfied at all

STATEMENTS	Highly Disagree (1)	Disagree (2)	Agree (3)	Highly Agree (4)
<b>3.1 Experience in Online Education</b>				
I am fully satisfied in learning online.				

I participate in our virtual meetings attentively.				
I feel comfortable in learning online.				
Online learning help me develop the ability to do my own activities.				
Online learning help me develop my understanding.				
I find online learning motivating.				
Since doing online learning, I feel more confident in answering my activities.				
The activities in online learning is easy to access.				
Online learning help me develop my knowledge in communicating.				
I find it easy to meet deadlines by using online learning.				
Overall, I am satisfied with the quality of online learning.				
<b>3.2 Time Management</b>				
I do my online activities in order of priority.				
I always get my activities done on time.				
I spent enough time planning.				
I am satisfied with the way I use my time.				
I avoid spending too much time on trivial matters.				
I am able to meet deadlines without rushing at the last minute.				
I make constructive use of my free time.				
I spend enough time on work related activities.				

I feel that I use my time effectively.				
I prepare a daily or weekly "to do" list that I update regularly.				
<b>3.3 Internet Connection</b>				
I feel satisfied with the internet connection in our place.				
I have WIFI connection at home.				
I have sufficient access of high speed internet in our place.				
I can easily open my activities because I have good internet connection.				
I work well with my activities because I have good internet connection.				
I believe I can easily submit all my activities because I have good internet connection.				
I am able to easily access the internet as needed for activities.				
I use my mobile phone to connect the internet connection at home.				
I am connected to the internet with a fairly fast, reliable connection for online learning.				
I do not see any problem with my internet connection in our home.				

**APPENDIX C****Raw Data****PROFILE OF THE RESPONDENTS**

<b>Respondents #</b>	<b>AGE</b>	<b>SEX</b>	<b>CIVIL STATUS</b>
1	3	2	1
2	2	2	1
3	2	2	1
4	3	2	1
5	2	2	1
6	3	2	1
7	2	2	1
8	2	2	1
9	2	2	1
10	3	2	1
11	3	2	1
12	1	2	1
13	3	2	1
14	2	2	1
15	2	2	1
16	2	2	1
17	2	2	1
18	1	2	1
19	4	2	1
20	3	2	1
21	2	2	1
22	2	2	1
23	4	2	1

<b>24</b>	4	2	1
<b>25</b>	3	2	1
<b>26</b>	3	2	1
<b>27</b>	2	2	1
<b>28</b>	3	2	1
<b>29</b>	5	2	1
<b>30</b>	5	1	1
<b>31</b>	3	2	1
<b>32</b>	2	2	1
<b>33</b>	3	2	1
<b>34</b>	2	2	1
<b>35</b>	4	2	1
<b>36</b>	4	2	1
<b>37</b>	4	2	1
<b>38</b>	2	2	1
<b>39</b>	2	2	1
<b>40</b>	3	2	1
<b>41</b>	3	2	1
<b>42</b>	2	2	1
<b>43</b>	3	2	1
<b>44</b>	4	2	1
<b>45</b>	2	2	1
<b>46</b>	3	2	1
<b>47</b>	1	2	1
<b>48</b>	3	2	1
<b>49</b>	2	2	1
<b>50</b>	2	2	1
<b>51</b>	2	2	1
<b>52</b>	3	2	1
<b>53</b>	3	2	1

<b>54</b>	3	2	1
<b>55</b>	5	1	1
<b>56</b>	2	2	1
<b>57</b>	2	2	1
<b>58</b>	4	1	1
<b>59</b>	2	2	1
<b>60</b>	2	2	1
<b>61</b>	3	2	1
<b>62</b>	2	2	1
<b>63</b>	3	2	1
<b>64</b>	2	2	1
<b>65</b>	2	2	1
<b>66</b>	2	2	1
<b>67</b>	2	2	1
<b>68</b>	2	2	1
<b>69</b>	2	2	1
<b>70</b>	3	2	1
<b>71</b>	3	2	1
<b>72</b>	6	2	1
<b>73</b>	2	2	1
<b>74</b>	3	2	1
<b>75</b>	4	2	1
<b>76</b>	3	2	1
<b>77</b>	3	2	1
<b>78</b>	2	2	1
<b>79</b>	3	2	1
<b>80</b>	2	2	1
<b>81</b>	3	2	1
<b>82</b>	3	2	1
<b>83</b>	6	1	1

<b>84</b>	3	2	1
<b>85</b>	3	2	1
<b>86</b>	4	2	1
<b>87</b>	3	2	1

**LEGEND:****AGE**

1 – 20  
 2 – 21  
 3 – 22  
 4 – 23  
 5 – 24  
 6 – 25

**SEX**

1 – Male  
 2 – Female

**CIVIL STATUS**

1 – Single  
 2 – Married  
 3 – Separated  
 4 – Divorced  
 5 – Widowed

**APPENDIX C-1**  
**ACADEMIC INFORMATION OF THE RESPONDENTS**

<b>Respondent's #</b>	<b>Allowance</b>	<b>Gadget</b>
1	2	1,4
2	2	4
3	1	4
4	4	4
5	1	1,4
6	2	4
7	1	4
8	4	4
9	1	1,4
10	2	4
11	1	4
12	1	4
13	1	4
14	1	1,4
15	3	1,4
16	1	1,4
17	1	4
18	2	4
19	4	4
20	1	4
21	1	4
22	2	4
23	1	4
24	3	4
25	1	4
26	1	1,4
27	1	4
28	1	4
29	1	4
30	1	4
31	1	4
32	1	4
33	1	1,4
34	1	4

35	1	4
36	1	4
37	1	4
38	2	4
39	3	4
40	1	4
41	1	4
42	1	1,4
43	1	4
44	1	4
45	4	4
46	1	4
47	1	4
48	1	4
49	3	1,4
50	1	4
51	4	4
52	1	4
53	2	4
54	1	4
55	4	4
56	1	1,4
57	1	4
58	3	4
59	3	4
60	3	4
61	1	4
62	1	4
63	3	1,4
64	1	4
65	1	1,4
66	2	1,4
67	1	4
68	1	4
69	1	4
70	1	4
71	1	4
72	1	4
73	2	1,4
74	1	4

<b>75</b>	<b>3</b>	<b>4</b>
<b>76</b>	<b>2</b>	<b>4</b>
<b>77</b>	<b>2</b>	<b>1,4</b>
<b>78</b>	<b>3</b>	<b>4</b>
<b>79</b>	<b>3</b>	<b>4</b>
<b>80</b>	<b>1</b>	<b>4</b>
<b>81</b>	<b>1</b>	<b>4</b>
<b>82</b>	<b>1</b>	<b>4</b>
<b>83</b>	<b>1</b>	<b>4</b>
<b>84</b>	<b>1</b>	<b>4</b>
<b>85</b>	<b>1</b>	<b>4</b>
<b>86</b>	<b>1</b>	<b>4</b>
<b>87</b>	<b>1</b>	<b>1,4</b>

**LEGEND:****ALLOWANCE**

- 1 – 500-600
- 2 – 600-800
- 3 – 800-1000
- 4 – 1000+

**GADGET**

- 1 – Laptop
- 2 – Desktop
- 3 – Tablet
- 4 - Smartphone

**APPENDIX C-2**  
**EXPERIENCE IN ONLINE LEARNING OF THE RESPONDENTS**

<b>RN</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Q5</b>	<b>Q6</b>	<b>Q7</b>	<b>Q8</b>	<b>Q9</b>	<b>Q10</b>	<b>Q11</b>
1	3	4	3	3	3	3	2	2	3	3	3
2	2	4	2	3	2	2	3	3	3	3	1
3	2	2	2	2	2	2	2	3	2	3	2
4	3	4	3	4	3	3	4	4	4	4	3
5	3	2	3	2	2	2	2	3	2	2	2
6	3	3	3	3	3	2	3	3	3	3	3
7	4	4	4	4	3	3	3	3	3	3	3
8	4	4	2	3	4	3	4	4	4	4	4
9	3	3	2	3	3	2	3	3	3	3	2
10	2	3	2	3	3	3	3	3	3	3	2
11	3	3	2	3	2	3	3	3	3	3	2
12	3	4	3	3	3	3	3	3	4	3	4
13	2	2	2	3	3	3	3	3	2	3	2
14	2	3	2	2	2	2	2	2	2	2	2
15	2	3	2	3	2	2	2	3	3	3	2
16	3	3	3	3	4	3	2	3	3	3	2
17	2	3	2	2	2	2	2	2	2	2	2
18	3	4	3	4	4	4	3	3	3	3	4
19	2	3	2	2	2	2	3	3	3	3	2
20	3	2	3	3	3	3	3	3	3	3	3
21	2	2	3	2	2	2	2	2	2	3	2
22	2	2	2	2	2	2	2	2	2	3	2
23	2	2	2	2	2	2	2	2	2	2	2
24	3	3	3	3	3	2	2	2	3	2	3
25	2	3	3	1	2	3	3	2	2	2	2
26	3	3	3	3	3	2	2	3	3	2	3
27	3	3	3	3	3	4	4	3	3	3	3
28	3	3	3	3	3	3	3	3	3	3	3
29	3	3	3	3	3	3	3	3	3	3	3
30	2	3	2	2	2	2	2	3	2	3	2
31	3	2	2	3	3	2	3	3	3	3	2
32	2	3	2	2	1	1	1	3	3	3	2
33	3	4	2	3	3	3	3	3	3	3	3
34	4	3	4	2	2	3	3	4	2	3	4
35	2	3	2	3	3	3	2	2	3	3	3
36	2	3	2	2	2	2	2	3	3	3	3
37	2	4	2	3	2	2	3	3	2	3	3

<b>38</b>	2	3	2	2	2	2	2	3	2	2	2
<b>39</b>	2	3	1	1	1	1	2	2	1	2	2
<b>40</b>	3	2	3	2	2	3	3	3	2	2	2
<b>41</b>	2	3	2	2	3	2	2	2	2	2	2
<b>42</b>	3	3	3	4	2	2	2	4	2	4	4
<b>43</b>	3	4	3	3	3	3	3	4	3	3	2
<b>44</b>	2	2	2	2	2	2	2	2	2	2	1
<b>45</b>	2	3	2	2	2	2	2	3	3	2	2
<b>46</b>	2	3	2	3	2	3	3	3	2	1	3
<b>47</b>	2	3	2	2	2	2	2	3	2	2	1
<b>48</b>	3	3	3	3	3	3	3	3	3	3	3
<b>49</b>	3	2	3	4	3	3	3	3	4	3	3
<b>50</b>	3	3	3	3	3	3	3	3	3	3	3
<b>51</b>	3	2	3	3	3	3	2	4	3	2	3
<b>52</b>	2	2	2	2	2	3	1	1	2	2	2
<b>53</b>	2	2	2	4	3	2	2	3	2	3	2
<b>54</b>	2	2	3	2	3	2	3	3	3	3	2
<b>55</b>	3	3	3	3	3	3	3	3	3	3	3
<b>56</b>	2	3	3	3	3	3	3	2	3	3	2
<b>57</b>	3	3	3	3	3	3	3	3	3	3	3
<b>58</b>	2	3	2	2	1	2	1	3	1	1	2
<b>59</b>	3	3	2	2	2	2	2	3	2	2	2
<b>60</b>	3	3	3	2	3	2	3	2	2	2	3
<b>61</b>	3	3	3	3	3	3	3	3	3	3	3
<b>62</b>	2	2	2	2	2	2	2	2	2	2	2
<b>63</b>	3	3	2	2	3	2	2	2	3	2	2
<b>64</b>	2	3	2	2	2	1	2	2	3	2	2
<b>65</b>	2	3	2	2	3	2	2	3	2	2	2
<b>66</b>	3	3	2	2	2	2	2	3	2	3	3
<b>67</b>	2	3	3	3	3	3	3	3	3	3	3
<b>68</b>	3	3	2	3	3	3	2	3	2	2	3
<b>69</b>	3	3	3	2	2	2	3	3	3	3	3
<b>70</b>	2	3	2	2	2	2	2	2	2	2	2
<b>71</b>	3	3	3	3	3	3	3	3	3	3	3
<b>72</b>	1	2	2	2	2	2	2	2	2	1	1
<b>73</b>	1	3	2	3	3	2	2	2	3	3	2
<b>74</b>	3	2	2	2	2	2	2	2	2	2	2
<b>75</b>	2	3	3	2	2	2	1	2	2	2	2
<b>76</b>	3	3	3	3	3	3	3	3	3	3	3
<b>77</b>	3	4	3	2	3	2	3	3	3	2	3
<b>78</b>	3	3	2	3	2	2	3	3	3	3	3

<b>79</b>	2	4	3	2	2	2	3	3	2	3	2
<b>80</b>	2	3	3	2	3	3	3	3	2	2	3
<b>81</b>	3	3	3	3	2	3	3	4	2	3	3
<b>82</b>	2	2	2	2	2	2	3	2	2	2	2
<b>83</b>	2	3	2	2	2	2	3	3	2	3	2
<b>84</b>	2	3	2	2	3	3	3	3	3	3	3
<b>85</b>	2	2	2	2	2	2	3	2	2	2	2
<b>86</b>	3	3	2	3	2	2	3	3	3	3	3
<b>87</b>	3	3	2	3	2	2	3	3	3	2	3

### LEGEND

- 4 – Highly Agree
- 3 – Agree
- 2 – Disagree
- 1 – Highly Disagree

## APPENDIX C-3

## TIME MANAGEMENT OF THE RESPONDENTS

RN	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
1	4	4	3	3	3	3	3	3	3	3
2	3	3	2	2	2	1	3	2	3	1
3	3	3	3	3	3	3	3	3	3	4
4	3	3	3	3	3	3	3	3	3	3
5	2	2	3	3	3	2	2	2	2	2
6	3	3	3	3	3	2	3	2	3	3
7	3	4	3	3	3	3	3	3	3	3
8	4	4	4	3	3	3	4	4	3	4
9	3	3	3	3	3	3	3	3	3	3
10	3	3	3	3	3	3	3	3	3	2
11	3	2	2	3	2	3	3	2	3	3
12	4	3	3	3	3	4	4	3	3	3
13	3	3	3	3	3	3	3	3	3	3
14	3	4	3	3	3	3	3	3	3	3
15	3	4	3	3	2	4	3	3	2	4
16	3	3	2	3	3	2	3	3	3	3
17	3	3	2	2	2	2	2	2	2	2
18	4	4	3	3	3	3	3	2	3	3
19	3	3	3	3	3	3	3	3	3	3
20	3	4	4	3	2	3	3	3	3	3
21	2	3	3	3	3	3	3	3	2	3
22	3	3	3	3	3	3	3	3	3	3
23	2	2	2	2	2	2	2	2	2	2
24	3	3	3	3	3	2	3	3	2	3
25	3	3	3	3	4	3	3	3	3	3
26	3	2	2	2	3	2	3	3	2	2
27	3	3	3	3	3	4	3	3	3	3
28	3	3	3	3	3	3	3	3	3	2
29	3	3	3	3	3	3	3	3	3	3
30	3	3	2	3	3	3	2	3	3	2
31	3	3	3	3	2	3	3	3	3	3
32	3	2	2	3	3	3	3	3	3	3
33	3	2	2	2	2	2	3	2	2	3
34	3	3	2	3	3	3	2	2	3	3
35	3	3	3	3	2	2	3	3	3	2
36	3	2	3	2	3	2	3	3	2	3
37	3	3	3	3	2	2	2	3	3	2
38	3	3	2	2	3	2	2	2	3	2
39	3	3	3	3	3	3	3	3	3	3
40	3	3	3	3	3	3	3	2	3	2



<b>85</b>	3	3	3	2	3	2	2	2	2	2
<b>86</b>	3	2	3	3	3	3	3	3	3	3
<b>87</b>	3	3	2	3	3	3	3	3	3	2

**LEGEND**

- 4 – Highly Agree
- 3 – Agree
- 2 – Disagree
- 1 – Highly Disagree

**APPENDIX C-4**  
**INTERNET CONNECTION OF THE RESPONDENTS**

<b>RN</b>	<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Q5</b>	<b>Q6</b>	<b>Q7</b>	<b>Q8</b>	<b>Q9</b>	<b>Q10</b>
1	2	3	2	2	2	2	2	4	2	1
2	2	1	4	2	2	2	2	1	1	2
3	2	1	2	2	2	3	2	3	2	2
4	3	3	4	4	4	3	3	3	4	3
5	2	2	2	2	2	2	3	3	3	3
6	2	3	2	3	3	2	3	3	3	2
7	3	4	4	4	3	3	3	3	3	2
8	4	4	4	4	4	4	4	4	4	3
9	3	3	2	3	3	3	3	3	2	3
10	1	3	1	1	1	2	1	3	1	1
11	4	1	3	1	3	3	3	3	3	3
12	3	1	4	3	3	4	3	3	3	3
13	2	1	2	2	2	2	2	3	2	1
14	3	4	3	3	3	3	3	4	3	3
15	3	1	3	3	3	3	3	3	3	2
16	2	1	2	2	3	3	3	3	2	2
17	2	2	2	2	2	2	2	3	2	2
18	2	3	2	2	2	2	2	3	2	2
19	3	3	3	3	3	3	3	3	3	3
20	3	3	3	3	3	3	3	3	3	3
21	2	2	2	2	2	2	2	3	2	2
22	3	3	3	3	3	3	3	3	3	3
23	2	2	2	2	2	2	2	2	2	2
24	3	2	3	3	3	3	3	3	2	2
25	1	1	1	1	1	2	1	3	1	1
26	3	3	3	3	3	3	3	3	3	3
27	2	1	2	2	2	2	3	3	3	2
28	3	2	2	3	3	3	3	3	3	2
29	3	3	3	3	3	3	3	3	3	3
30	1	1	1	1	2	1	1	3	1	1
31	3	3	2	2	3	2	2	4	3	2
32	3	1	3	3	3	3	3	4	3	4
33	2	3	2	2	2	2	2	3	2	2
34	4	1	3	4	3	3	3	4	4	4
35	2	1	2	3	2	2	3	3	2	2
36	2	3	2	2	2	2	2	3	2	2
37	2	1	1	1	1	2	2	2	1	1

38	3	3	3	3	2	2	3	3	2	3
39	3	4	3	3	3	4	3	4	3	3
40	1	1	2	2	2	2	2	3	2	1
41	2	2	2	2	2	2	2	2	2	2
42	3	3	3	3	3	3	3	3	2	3
43	2	2	3	2	3	3	3	2	2	1
44	2	1	1	2	2	2	2	4	2	1
45	3	3	3	3	2	2	3	3	3	3
46	2	3	2	2	3	3	3	3	2	2
47	1	1	1	1	1	1	1	3	1	1
48	3	3	3	3	3	3	3	3	3	3
49	3	4	2	3	3	3	3	3	3	3
50	1	1	1	1	1	1	1	3	2	2
51	1	3	1	1	1	1	1	2	1	1
52	2	2	2	2	2	2	2	2	1	2
53	1	1	1	1	1	1	2	3	1	1
54	2	3	1	1	1	2	2	3	1	1
55	3	2	2	2	2	3	3	3	3	3
56	2	3	2	2	3	3	3	3	2	2
57	2	2	3	2	2	2	3	3	2	2
58	3	4	3	3	3	3	3	3	3	3
59	2	3	2	2	2	2	2	4	2	2
60	2	3	1	1	1	1	2	3	1	1
61	2	2	2	2	2	2	2	3	2	2
62	1	1	1	1	1	1	1	4	1	1
63	3	3	3	3	3	3	3	3	3	2
64	2	2	2	2	2	2	2	3	2	2
65	2	3	2	2	2	2	2	2	2	2
66	2	2	2	2	2	2	2	2	2	2
67	1	2	2	1	2	2	2	3	1	1
68	2	3	3	3	2	3	3	3	2	2
69	3	2	3	3	3	3	3	2	2	2
70	2	2	2	1	2	2	2	2	1	2
71	2	1	2	2	2	2	2	3	2	2
72	1	1	1	1	1	1	1	4	1	1
73	3	3	3	3	3	3	3	3	3	2
74	2	3	2	2	2	2	2	2	2	2
75	1	3	1	1	1	1	1	3	2	1
76	2	2	2	2	2	2	2	2	2	2
77	2	3	3	3	3	2	3	3	3	2
78	3	2	3	3	2	3	3	3	3	2

<b>79</b>	2	2	2	2	2	2	3	3	2	1
<b>80</b>	2	2	2	2	2	2	2	3	2	2
<b>81</b>	1	4	1	2	2	1	2	3	2	1
<b>82</b>	2	2	3	2	2	2	2	2	2	3
<b>83</b>	3	3	2	2	2	2	2	2	3	2
<b>84</b>	3	2	2	3	3	3	3	3	3	2
<b>85</b>	1	1	1	1	1	1	1	1	1	1
<b>86</b>	3	2	2	2	2	2	2	3	2	2
<b>87</b>	2	3	2	3	3	3	3	3	2	2

### LEGEND

- 4 – Highly Agree
- 3 – Agree
- 2 – Disagree
- 1 – Highly Disagree

**APPENDIX C-5**  
**ACADEMIC PERFORMANCE OF THE RESPONDENTS**

<b>RESPONDENTS #</b>	<b>1<sup>ST</sup> SEMESTER</b>	<b>2<sup>ND</sup> SEMESTER</b>	<b>GWA</b>
1	1.45	1.6	1.525
2	1.45	1.56	1.505
3	1.5	1.6	1.55
4	1.51	1.68	1.595
5	1.6	1.7	1.65
6	1.71	1.8	1.755
7	1.43	1.61	1.52
8	1.58	1.6	1.59
9	1.55	1.63	1.59
10	1.63	1.63	1.63
11	1.51	1.71	1.61
12	1.41	1.51	1.46
13	1.6	1.66	1.63
14	1.53	1.68	1.605
15	1.45	1.5	1.475
16	1.48	1.55	1.515
17	1.48	1.58	1.53
18	1.63	1.85	1.74
19	1.48	1.71	1.595
20	1.83	1.88	1.855
21	1.65	1.6	1.625
22	1.63	1.68	1.655
23	1.76	1.4	1.58
24	1.5	1.71	1.605
25	1.55	1.61	1.58
26	1.41	1.51	1.46
27	1.41	1.53	1.47
28	1.73	1.71	1.72
29	1.7	1.68	1.69
30	1.71	1.85	1.78
31	1.53	1.6	1.565
32	1.75	1.76	1.755
33	1.83	1.85	1.84
34	1.63	1.68	1.655
35	1.73	1.65	1.69
36	1.76	1.76	1.76
37	1.48	1.66	1.57
38	1.53	1.76	1.645
39	1.5	1.61	1.555
40	1.75	1.68	1.715

41	1.68	1.63	1.655
42	1.73	1.8	1.765
43	1.43	1.5	1.465
44	1.65	1.68	1.665
45	1.51	1.68	1.595
46	1.65	1.61	1.63
47	1.7	1.78	1.74
48	1.55	1.66	1.605
49	1.6	1.61	1.605
50	1.71	1.8	1.755
51	1.5	1.63	1.565
52	1.85	1.86	1.855
53	1.53	1.6	1.565
54	1.73	1.78	1.755
55	1.96	1.96	1.96
56	1.46	1.53	1.495
57	1.46	1.61	1.535
58	1.81	1.8	1.805
59	1.56	1.61	1.585
60	1.63	1.65	1.64
61	1.6	1.76	1.68
62	1.45	1.51	1.48
63	1.63	1.78	1.705
64	1.5	1.68	1.59
65	1.7	1.88	1.79
66	1.43	1.6	1.515
67	1.51	1.71	2.61
68	1.66	1.65	1.655
69	1.81	1.75	1.78
70	1.75	1.71	1.73
71	1.56	1.56	1.56
72	2.15	1.68	1.915
73	1.4	1.66	1.53
74	1.76	1.71	1.735
75	1.73	1.6	1.665
76	1.65	1.63	1.64
77	1.46	1.53	1.495
78	1.55	1.6	1.575
79	1.55	1.78	1.665
80	1.6	1.73	1.665
81	1.66	1.85	1.755
82	1.83	2.25	2.04
83	1.75	1.65	1.7
84	1.7	1.65	1.675
85	1.55	1.73	1.64

<b>86</b>	1.81	1.9	1.855
<b>87</b>	1.65	1.6	1.625

**APPENDIX C-6**  
**CORRELATION BETWEEN ONLINE LEARNING AND THE ACADEMIC**  
**PERFORMANCE OF THE RESPONDENTS**

<b>RN</b>	<b>AWM</b>	<b>GWA</b>
1	2.77	1.525
2	2.22	1.505
3	2.46	1.55
4	3.32	1.595
5	2.32	1.65
6	2.77	1.755
7	3.22	1.52
8	3.71	1.59
9	2.84	1.59
10	2.38	1.63
11	2.68	1.61
12	3.19	1.46
13	2.48	1.63
14	2.80	1.605
15	2.75	1.475
16	2.67	1.515
17	2.13	1.53
18	2.92	1.74
19	2.82	1.595
20	3.00	1.855
21	2.36	1.625
22	2.70	1.655
23	2.00	1.58
24	2.71	1.605
25	2.22	1.58
26	2.71	1.46
27	2.83	1.47
28	2.87	1.72
29	3.00	1.69
30	2.09	1.78
31	2.71	1.565
32	2.63	1.755
33	2.50	1.84
34	3.03	1.655
35	2.51	1.69

<b>36</b>	2.42	1.76
<b>37</b>	2.21	1.57
<b>38</b>	2.43	1.645
<b>39</b>	2.65	1.555
<b>40</b>	2.35	1.715
<b>41</b>	2.19	1.655
<b>42</b>	2.97	1.765
<b>43</b>	2.86	1.465
<b>44</b>	1.94	1.665
<b>45</b>	2.32	1.595
<b>46</b>	2.55	1.63
<b>47</b>	2.10	1.74
<b>48</b>	2.90	1.605
<b>49</b>	3.03	1.605
<b>50</b>	2.47	1.755
<b>51</b>	2.51	1.565
<b>52</b>	1.77	1.855
<b>53</b>	2.18	1.565
<b>54</b>	2.28	1.755
<b>55</b>	2.87	1.96
<b>56</b>	2.81	1.495
<b>57</b>	2.70	1.535
<b>58</b>	2.54	1.805
<b>59</b>	2.42	1.585
<b>60</b>	2.42	1.64
<b>61</b>	2.60	1.68
<b>62</b>	1.87	1.48
<b>63</b>	2.69	1.705
<b>64</b>	2.33	1.59
<b>65</b>	2.26	1.79
<b>66</b>	2.25	1.515
<b>67</b>	2.84	1.61
<b>68</b>	2.68	1.655
<b>69</b>	2.68	1.78
<b>70</b>	2.20	1.73
<b>71</b>	2.67	1.56
<b>72</b>	1.84	1.915
<b>73</b>	2.75	1.53
<b>74</b>	2.26	1.735
<b>75</b>	1.96	1.655
<b>76</b>	2.67	1.64

<b>77</b>	2.81	1.495
<b>78</b>	2.71	1.575
<b>79</b>	2.65	1.655
<b>80</b>	2.58	1.665
<b>81</b>	2.60	1.75
<b>82</b>	2.30	2.04
<b>83</b>	2.55	1.7
<b>84</b>	2.81	1.67
<b>85</b>	1.83	1.64
<b>86</b>	2.61	1.855
<b>87</b>	2.68	1.625

### Correlation

	<i>Online Learning</i>	<i>GWA</i>
<b>Online Learning</b>	1	-0.199861292
<b>GWA</b>	-0.1998613	1
<b><math>r = -0.1998613</math></b>		

**APPENDIX D****Application for Thesis Defense**

Republic of the Philippines  
Bohol Island State University – Bilar Campus  
Zamora, Bilar, Bohol

**APPLICATION LETTER**

**NAME:** SUAREZ, MERIEGRACE H.

BOLONGAITA, JUCIL C.

CALAMBA, KRISTEL C.

DANO, RHEA JHEAN O.

**COURSE:** Bachelor of Science in Office Administration

**THESIS TITLE:** **THE STATUS OF ONLINE LEARNING TOWARDS  
THE ACADEMIC PERFORMANCE OF BSOA  
GRADUATING STUDENTS**

DEFENSE DATE: APRIL 28, 2022

TIME: 10:00 – 11:00 A.M

PLACE: BISU BILAR - CAMPUS

RECOMMENDING APPROVAL:

ARLEN B. GUDMALIN, Ph.D  
Thesis Coordinator

DONNA RUTH P. TALO, MsC  
Statistician

JOAN MAE G. LAGUMBAY  
Research Adviser

Approved by:

ARLEN B. GUDMALIN, Ph.D  
Dean, College of Technology and Allied Sciences

## CURRICULUM VITAE

Name : Meriegrace H. Suarez  
 Residence : Janlud, Batuan, Bohol  
 Date of Birth : October 07, 1999  
 Place of Birth : Tagbilaran City  
 Father's Name : Marciano M. Suarez  
 Mother's Na : Lanie G. Hingpit  
 Email Address : suarezmeriegrace07@gmail.com



***“badit”***

### EDUCATIONAL ATTAINMENT

Elementary Level : Janlud, Elementary School  
 Janlud, Batuan, Bohol  
 2011 – 2012

Secondary Level : Batuan National High School  
 Pob. Vieja, Batuan, Bohol  
 2017 – 2018

Collegiate : Bohol Island State University – Bilar Campus  
 Zamora, Bilar, Bohol  
 2021 – 2022

Course : Bachelor of Science in Office Administration

***“Only the event will teach us on its hours!”***

## RESEARCHER'S BIODATA

Name : Jucil C. Bolongaita  
 Residence : Bingag, Dauis, Bohol  
 Date of Birth : June 20, 2000  
 Place of Birth : Bingag, Dauis, Bohol  
 Father's Name : Cecilio P. Bolongaita  
 Mother's Name : Julieta C. Bolongaita  
 Email Address : capadajucil.bolongaita@gmail.com



***"cil"***

## EDUCATIONAL ATTAINMENT

Elementary Lev : Bingag Elementary School  
 Bingag, Dauis, Bohol  
 2011 - 2012

Secondary Level : Tabalong National High School  
 Tabalong, Dauis, Bohol  
 2017 - 2018

Collegiate : Bohol Island State University – Bilar Campus  
 Zamora, Bilar, Bohol  
 2021 - 2022

Course : Bachelor of Science in Office Administration

***"Just go with the flow and whatever happens, happens."***

**RESEARCHER'S BIODATA**

Name : Rhea Jhean O. Dano  
Residence : East Pob, Alburquerque, Bohol  
Date of Birth : February 25, 1998  
Place of Birth : East Pob, Alburquerque, Bohol  
Father's Name : Rogelio B. Dano  
Mother's Name : Deodora O. Dano  
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***"kiray"*****EDUCATIONAL ATTAINMENT**

Elementary Level : Alburquerque Central Elementary School  
East Poblacion, Alburquerque, Bohol  
2011 - 2012

Secondary Level : San Roque National Highschool  
East Poblacion, Alburquerque, Bohol  
2017 - 2018

Collegiate : Bohol Island State University – Bilar Campus  
Zamora, Bilar, Bohol  
2021 - 2022

Course : Bachelor of Science in Office Administration

***"When there is life, there is hope"***

## RESEARCHER'S BIODATA

Name : Kristel C. Calamba  
 Residence : Bugang Norte, Bilar, Bohol  
 Date of Birth : December 17, 1999  
 Place of Birth : Bugang Norte, Bilar, Bohol  
 Father's Name : Eddie D. Calamba  
 Mother's Name : Marife Caluyong Calamba  
 Email Address : kristelcalamba99@gmail.com



***“kitel”***

## EDUCATIONAL ATTAINMENT

Elementary Level : Bugang Elementary School  
 Bugang Norte, Bilar, Bohol  
 2011 – 2012

Secondary Level : Bilar National High School  
 Yanaya, Bilar, Bohol  
 2017 – 2018

Collegiate : Bohol Island State University – Bilar Campus  
 Zamora, Bilar, Bohol  
 2021 – 2022

Course : Bachelor of Science in Office Administration

***“When you know better, do better”***