

**PERCEPTION ON EFFECTIVENESS OF ONLINE DISTANCE LEARNING
AND ACADEMIC PERFORMANCE OF FOURTH-YEAR
PARAMEDICAL STUDENTS**

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MISAMIS UNIVERSITY

**PERCEPTION ON EFFECTIVENESS OF ONLINE DISTANCE LEARNING
AND ACADEMIC PERFORMANCE OF FOURTH-YEAR
PARAMEDICAL STUDENTS**

An Undergraduate Thesis

Presented to the Faculty of College of Nursing, Midwifery and Radiologic Technology
Misamis University, Ozamiz City

In Partial Fulfillment of the
Requirements for the Degree
Bachelor of Science in Nursing

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June 2023

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DECLARATION

We hereby state that this research study titled “Perception on effectiveness of online distance learning and academic performance of fourth-year paramedical students” is a product of our own effort. All information sources used in this output have received the appropriate credit.

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APPROVAL SHEET

In partial fulfillment of the requirements for the degree of Bachelor of Science in Nursing, this thesis entitled **“PERCEPTION ON EFFECTIVENESS OF ONLINE DISTANCE LEARNING AND ACADEMIC PERFORMANCE OF FOURTH YEAR PARAMEDICAL STUDENTS,”** has been examined and is recommended for acceptance and approval.

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ABSTRACT

Online distance learning, an educational approach, was established for the continuation of learning due to the COVID-19 pandemic. Depending on the structure and method of delivery of the curriculum, learners may succeed in their academic journey. This study examined the perception on effectiveness of online distance learning and academic performance of fourth-year paramedical students. A descriptive-correlational research design was utilized in this quantitative study. It took place in one of the Higher Education Institutions in Ozamiz City, Philippines. There were 93 fourth-year paramedical students selected to participate in the study through stratified random sampling. In data gathering, a modified questionnaire was utilized, and the grade point average employed by HEIs from the second semester of the academic year 2021–2022 was used by the researchers to evaluate the academic performance of the students. The collected data was examined using the Frequency and Percentage, Mean and Standard Deviation, and Pearson Product Moment Correlation Coefficient tests. The findings of the study showed that students perceived online distance learning as effective in terms of usage, time allocation, and learning comprehension. The respondent's academic performance during online distance learning was very satisfactory. It also showed no significant relationship between the respondents' perception of the effectiveness of online distance learning and their academic performance. There is no significant relationship since the perception of the students does not vary from their performance or how they spent their time during their online distance learning.

Keywords: academic performance, learning comprehension, online distance learning, paramedical student, time allocation

ACKNOWLEDGEMENTS

The researchers would like to express their gratitude to the one and only living God, the Lord Jesus Christ, for bestowing them with the knowledge and wisdom they needed to complete their research paper, for teaching them patience and perseverance, and most importantly, for giving them the strength they needed. God alone deserves all the honor.

The researchers also want to send a message of their profound gratitude to the following:

Dr. Sammy B. Taghoy, for reviewing their manuscript with attention to detail, for sharing his thoughts and suggestions that enabled them to finish their research paper, and for lending his full cooperation throughout the course of their study.

Dr. Jesus G. Ocapan, their research adviser, for thoroughly reading and reviewing their manuscript, for sharing his knowledge on the difficult-to-understand thesis concepts, for offering suggestions and comments that assisted the researchers develop their thesis paper, for his constant reinforcement of the task at hand and his encouraging words, and most importantly for his heartfelt support that keeps them going.

Dr. Genelyn R. Baluyos, who diligently analyzed their data, offered statistical analysis for their study, and, most significantly, patiently addressed all of their questions about the ideas of statistical techniques that they found challenging to comprehend.

Instructors Chona J. Robles and Maricar M. Mutia for their support and assistance as well as for sharing their knowledge and ideas on how to create their research paper in a more scholarly manner.

To their parents, who not only gave them the financial support and basic necessities they needed but also gave them their undivided attention, love, and care, which all contributed to making this work possible.

To the researchers, for many sleepless nights in order to complete their research paper, and to their hard work that has now come to fruition.

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Chapter 1

Rationale of the Study

Online distance learning, or ODL, has emerged as a tool for carrying out the learning process (Opara 2020). ODL is an educational medium that allows educators and learners to share information while they are geographically apart. Additionally, it facilitates educators' and learners' communication via various channels and at different times. This implies that distance learning will allow for both synchronous (online chats, video conferencing) and asynchronous (emails, web-based servers) teaching and learning.

The coronavirus pandemic has seriously altered the educational process across the world (Samat et al., 2020). It was true when Opara (2020) indicated that the incidence of coronaviruses led to the adoption of online learning because of the closure of educational institutions. ODL will make it possible for the educational process to proceed despite the pandemic because neither the participants' physical presence nor their geographic location poses a concern. Prior to implementation, Belgica et al. (2020) stated that the Department of Education (DepEd) has encountered a barrage of criticism about whether DepEd and other educational institutions are capable of handling new changes. Regardless, these institutions never doubted the success of ODL in the Philippines.

In continuation, Belgica et al. (2020) presented that ODL uses the instructor as a facilitator to encourage dynamic engagement using a variety of technologies accessed through the internet. It is said to provide numerous advantages over face-to-face and blended education, including adaptability and convenience while learning at any time, anywhere, without real-time physical engagement at school. Although it is a fair strategy, numerous problems surface that influence educators as well as learners. Some students

may find ODL challenging to connect with their peers due to technical issues and external distractions.

Al-Balas et al. (2020) presented that medical student relayed various advantages of ODL, including effective planning, adaptability, and improved collaboration between students and their instructors. Alternatively, poor quality of teaching and internet connectivity were notable problems. Participants highlighted troubles using technology and poor internet connectivity and quality. The result showed that these participants experienced unsatisfactory distance learning. Despite their dissatisfaction, they also believed that online distance learning could be beneficial in delivering theoretical foundations but not clinical skills and learning. These participants suggested that a mix of traditional and e-learning, or what is commonly referred to as a hybrid approach, can be the best strategy for medical education.

Likewise, AlQhtani et al. (2021) reported that half of the respondents, who are medical students, expressed satisfaction with the accessibility of resources for instructors and students, as well as the availability of online support. This implies that online assignment submission and online teacher support could be advantageous after the pandemic. On the downside, almost all respondents reported that ODL is slightly less effective in helping them understand real hospital scenarios and theoretical knowledge. This is because, at this level of their studies, students need to have real interactions and examinations with their patients to come up with a comprehensive health assessment. These procedures are essential to ensuring that students succeed and become competent doctors in the future.

In terms of technological usage in ODL, Costley (2014) discussed how technology enhances student learning. Technology makes students more engaged, so they frequently retain more information. Technology is beneficial for practical learning and can be incorporated into all academic subjects. It encourages every student to work along with their peers and seize the opportunity to learn from one another. These collaborations ignite motivation and foster learning among themselves.

In ODL, time management is emphasized so that students and teachers may practice working efficiently. Regardless of employment level, everyone sets aside time for whatever they need to complete since it is a fundamental idea that keeps things going in the right direction. However, some research has demonstrated how time allocation affects students' academic performances. Suardinata (2021) predicts that the allocation of learning time will be decreased to 2 hours of lessons per week upon the implementation of ODL. Because of this, students who learn online frequently feel as though they don't have enough time because the learning material hasn't always been delivered, and the learning period has already ended. Setiawan et al. (2020) explained the limitations experienced by teachers by adapting to the allotted time in this type of learning style. The unfamiliarity of educators with this current strategy has restrained them from completing materials on time, resulting in a recurring time shortage during lectures.

Also crucial to the learning process is the students' comprehension. Comprehension is defined as "comprehending spoken, written, or visual text" by the DepEd (2021). Abbas (2021) found that the usage of a modular distance learning method by students had an impact on their challenges with reading comprehension due to both internal and external variables. It demonstrated how the students felt reading

comprehension was challenging while using a modular distance learning method. Conversely, Punaji et al. (2021) indicated that the utilization of excellent online media services increased active participation and abilities in reading comprehension among students. The completeness of online learning components enhances students' learning potential.

Hijazi & Naqvi (2006) described academic performance as a diversified design composed of a learner's potential, attitudes, and effort that sustain academic achievement in the classroom. Similarly, as described by Lamas (2017), academic performance involves reaching set goals in the curriculum in which a student is enrolled. The results of an evaluation are presented through grades that may signify passing or failing examinations, lectures, and programs. Furthermore, academic success is gauged using the grade point average and is defined as the level of knowledge achieved in a subject.

According to the Philippine Educational System, the 40-week academic school year starts in June and lasts until the end of March. Fall, winter, and summer periods make up the three semesters under which all institutions of higher education function. The grade point average (GPA) a student has after a semester reflects how well they performed academically. The Glossary of Education Reform (2013) described a GPA as a figure that reflects the typical value of all cumulative final grades obtained throughout a course. The GPA of a student is calculated by summing up the final grades received and dividing the result by the total number of grades given. Academic distinctions, including class rank, Latin honors, and the honor roll, are frequently decided based on a student's GPA.

Despite significant research on the effectiveness of ODL, there is limited research that specifically highlights student perceptions of the effectiveness of ODL, particularly in paramedical courses here in the Philippines. Thus, this study aims to establish an understanding of the relationship between the perception on effectiveness of online distance learning and academic performance of fourth-year paramedical students. The following statement summarizes how this study is important for curriculum developers, the university, parents, and students: (a) It will aid curriculum developers in assessing the applicability and adaptability of ODL post-pandemic by determining the student's perception on effectiveness of ODL and its relationship to their academic performance. This will also assist in analyzing and evaluating the need for curriculum revision to provide quality paramedical education that caters to students' diverse and individual learning styles. (b) Through the use of ODL, the university will be able to accomplish one of its goals, which is to foster global citizenship, by establishing solid relationships and alliances with regional, national, and international organizations. (c) It will help the students gauge the level of their competence in regard to the knowledge and skills they have procured throughout the academic year. The students can evaluate the value of online learning platforms that allow for ongoing access to lectures and course materials to improve their post-pandemic pursuits. (c) Finally, it will assist parents in making decisions that support the endeavors of their children.

Theoretical Framework

This study utilized the Self-Perception Theory by Darly Bem (1967) and the Theory of Online Collaborative Learning by Harasim (2012) in describing the

perceptions on effectiveness of online distance learning and academic performance of fourth-year paramedical students.

The Self-perception theory is an alternate explanation for cognitive dissonance, where certain situations cause self-described attitudes to develop because of the person's perceptions of their actions. The theory demonstrates students who believe they are academically competent are more likely to remain focused and interested in their schoolwork, including assignments, projects, and presentations. They also do better on achievement exams. Students who lack confidence in their abilities, on the other hand, are likely to become less engaged and active throughout the course. This demonstrates how varied academic objectives and motivation depend on students' level of confidence. They set their academic goals higher the more they felt confident in their academic abilities.

Moreover, academic self-perception enhances interaction and collaboration among learners. Learning interaction, which is the underpinning of all online learning, must also be properly defined and researched. Interaction includes not only students interacting with one another but also strengthening the relationship between educators and learners. Conversely, the theory of online collaborative learning, or OCL, emphasizes how the internet can be used to create learning environments that promote teamwork and knowledge acquisition.

According to Harasim, OCL is a new paradigm for education that focuses on knowledge development, Internet use, and collaborative learning as strategies to adapt formal, non-formal, and informal learning for the Information Age. OCL encourages

students to collaborate in solving problems through discussion as an alternative to memorization of the correct answers; an instructor has a vital part in this process.

Roe (n.d) alluded that teachers will participate in the knowledge community and see to it that fundamental ideas, standards, and rules are fully incorporated into the educational process.

Harasim (2012) alluded to the fact that idea generation, idea structuring, and intellectual fusion are the three stages of knowledge formation using discussion in a group. In the idea generation activity, each student takes part in a peer discussion of a particular subject or issue. Through the process of brainstorming, students can offer their initial perspectives and communicate their perspectives to produce variations of alternative viewpoints. This leads to idea organizing, which is the second stage of discourse. At this point, pupils start to engage in social interaction and thoroughly consider the numerous concepts that have been presented. They can organize connections between many concepts and find relationships in order to clarify, criticize, elaborate, or reject particular viewpoints.

Therefore, personal comprehension develops into collective intelligence. To deepen the debate and knowledge of the subject, the instructor institutes a new logical terminology that the students apply. This stage's discourse moves on to the third, which is intellectual fusion. The members combine their direct points of view and thoughts to form stances on the subject. The results of this phase are combined. An assignment, essay, or other group work could be used to present this intellectual synthesis and agreement.

The most relevant of the two is the theory of online collaborative learning, which discusses the importance of internet infrastructures that cultivate teamwork and knowledge formation among students. Our study revealed that the use of recorded video discussions and demonstrations, as well as audio and visual content from YouTube or other platforms, increased student's understanding during discussion. Interaction between the students and instructors was also sufficient. On the other hand, the perception of the effectiveness of online distance learning had no significant relationship with the academic performance of the students. They succeed academically regardless of how they perceive themselves to be during ODL, which contradicts the self-perception paradigm.

Conceptual Framework

This study was conceptualized using two sets of variables: the independent variable (perception on effectiveness of online distance learning) regarding ODL usage, time management, and learning comprehension, and the dependent variable (academic performance) regarding the second semester GPA of the Academic Year (S.Y) 2021-2022.

Online Distance Learning. According to Caprara (2022), virtual learning can provide more accessible access to knowledge and instruction at any time and from any location, and it has led to the rise in popularity of online education. Erney (2015) described online distance learning as an educational experience that occurs when there is a physical distance between the teacher and the students. Bebawi (2003) discussed that distance learning is influenced by the use or absence of technologies used in its delivery. Bebawi defined online distance learning as the creation and transmission of the computer,

the global economic integration of people's actions and ideas, and the utilization of technology to facilitate access to knowledge and ideas for a larger audience. The use of sound, recordings, computers, and telecommunications to create a diverse method of delivering instruction are commonly associated. The network connects the distance learning instructor and student. Examples of these networks are wireless cable networks, digital subscriber lines (DSL), satellite, and cable modern systems.

Usage of ODL Coursera (2022) elaborates extensively that in an ODL setting, Students go after a digital program that is taught by educators who provide lectures via video or audio on the Internet. ODL involves the use of two modalities, synchronous and asynchronous. According to Mick & Middlebrook (2015), synchronous and asynchronous digital modalities can be employed separately or interchangeably. Participants in asynchronous classes engage in "non-real-time" interaction. They do not communicate and work at the same time. Media like text, photos, and recorded audio/video can be used to communicate between students and their professors.

In contrast, synchronous classes take place at the "same time." Similar to a regular onsite course setting, it necessitates immediate communication between teachers and students. Additionally, they must meet at the designated time for the activity. The participants communicate and see each other in actual time using text and real-time audio and recordings—Time Allocation. The International Bureau of Education (2016) states that time allocation is described as the amount of time that must be spent teaching a certain subject or discipline in accordance with official regulations, requirements, or recommendations. As stated in Kot (2019), time allocation is a crucial factor in information acquisition and skill development, and it is a "key measure of student

engagement" in academic activities. As an indicator of students' effort, it is considered by Stinebrickner & Stinebrickner (2008) to be "the most essential input in the education production function." A prior study found a positive relationship between academic achievement and the amount of time spent on academic activities. Bratti and Staffolani (2013) investigated The effect of time utilization on undergraduate academic attainment based on evaluations from 370 first-year Marche Polytechnic University (Italy) undergraduate economics students. They dealt with endogeneity using a two-step maximum likelihood estimator and discovered that time allocation was a reliable predictor of student's academic success.

According to the findings, time spent on independent study was really beneficial to academic achievement across all courses, whereas the duration of time spent at lectures had a beneficial effect on performance solely in quantitative courses.

According to Horta et al. (2022), time allocation enables a more thorough evaluation of the potential effects that the pandemic crisis possibly had on concentration and academic achievement. This study discovered no evidence of the pandemic's effect on research., at least not in terms of time allocation. No different effects were discovered when comparing male and female academics in terms of time spent on academic pursuits, which is also at odds with some findings. This is contrary to the research findings of Cahyanti et al. (2022) that, when dividing the time allotted for instruction, teachers frequently face challenges because prepared lesson plans and actual instruction frequently diverge.

Learning Comprehension. In ODL, comprehension is a crucial process that has a big influence on academic results. DepEd (2021) described comprehension as a dynamic

and complex process that involves the construction of meaning from the text as well as intellectual practices that involve thinking critically and solving problems. McKee (2012) explained that being able to understand a text is called comprehension, assessing the material, and accurately interpreting the message. An individual determines the meanings that the writer means to transmit and determines how they are related to prior knowledge throughout the cognitive process of reading comprehension.

Additionally, the reader should be able to deconstruct, evaluate, and reorganize the ideas and information in a written paragraph. Kintsch et al. (2005) alluded that psychologist, on the other hand, have been more interested in the mechanisms involved in converting the text into meaning in the mind rather than in the texts themselves, their structure, and meaning. McNamara et al. (2009) discussed comprehension as essential for the creation of long-lasting memories of experiences and having significant effects on the choices and behaviors we make in relation to the information presented in events, texts, or films. A creative problem solver takes more time to understand an issue before coming up with a solution than a less creative one.

Academic Performance. From an ethical point of view, Martinez (2007) asserts that "the product given by the students, and it is typically conveyed through school grades" is academic performance. Likewise, Narad and Abdullah (2016) stated that academic performance is the information obtained and assessed by a teacher using grades and learning objectives that students and instructors establish and must meet within a given time frame. They highlighted that it illustrates and assesses how well teachers, students, and schools have achieved their learning goals. According to Yusuf et al. (2016), Academic performance is a student's conduct that may be measured and observed

over a specific period. He went on to add that it consists of the performance of the students on assessments, such as tests, quizzes, midterms, mock examinations, and final exams. Martha (quoted in Abaidoo, 2019) highlighted that a student's academic achievement is determined by how well they do on assignments, examinations, and exams.

Moreover, Eldger (2007) also suggested three axioms for good performance: reflective practice, absorption in an enriching environment, and performer mentality. It postulated six components' levels of performance: knowledge competence, level of skills, level of identity, personal factors, and fixed factors, in which the author described "perform" as the ability to generate results and "performer" as an individual or group that collaborates, whereas a student's performance level was the place a student was at in their academic path. By pointing out the areas that need improvement, this model will assist students in improving their academic performance.

Semester Grade. Merriam-Webster defined a semester as a school year that is frequently split into 18-week or 26-week instruction periods. The grade point average (GPA) a student has after a semester reflects how well they performed academically. According to the University of Batangas, GPA measures each student's overall academic performance. Regular GPA computations will be done on a semester-by-semester basis and then annually. The results are shown on the student's report card and transcript of records. This study utilizes one of the HEI's second-semester grade point averages for the S.Y 2021–2022. The HEI used a 5-point scale to interpret the GPA. The interpretations and the corresponding ratings are presented as follows: excellent (1.0–1.50), very satisfactory (1.51–2.0), satisfactory (2.01–2.50), fair (2.51–3.00), and poor (3.0 Below).

The next page presents the schematic diagram, which displays the two variables. The independent variable (perception of the effectiveness of online distance learning) and the dependent variable (academic performance).

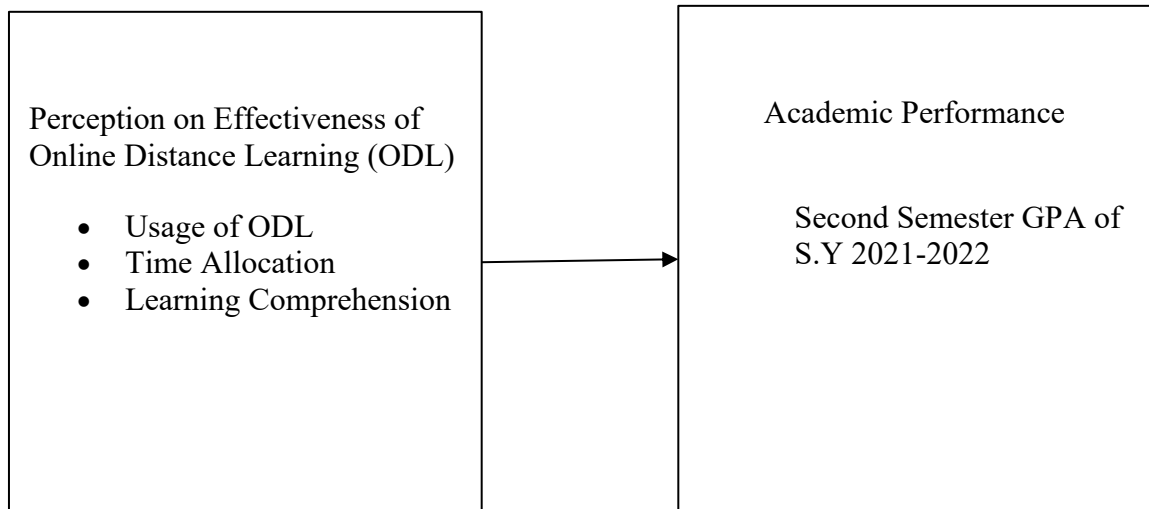


Figure 1. Schematic Diagram of the Study

Statement of the Problem

This study delves into the level of perception on effectiveness of online distance learning and academic performance of fourth-year paramedical students.

Specifically, it searches responses to the following questions:

1. What is the respondents' level of perception on effectiveness of online distance learning as to its usage, time allocation, and learning comprehension?
2. What is the respondents' academic performance as to their second semester GPA of S.Y 2021-2022?
3. Is there a significant relationship between the respondents' level of perception on effectiveness of online distance learning and their academic performance?

Hypothesis

Ho: There is no significant relationship between the respondents' level of perception on effectiveness of online distance learning and their academic performance.

Chapter 2

RESEARCH METHODOLOGY

This chapter gives an overview of the methodology used in the study. This includes the research design, research setting, respondents and sampling method, instruments, data gathering procedure, ethical considerations, and data analysis technique.

Design

This quantitative study used a descriptive-correlational design. According to Bhandari (2023), a quantitative study entails gathering and examining numerical data. Quaranta (2017) discussed that this descriptive-correlational design would describe the relationships between the variables instead of attempting to determine a cause-and-effect relationship. The descriptive-correlational design was suitable for this study, given that it explained the relationship between the perception of the effectiveness of online distance learning and the academic performance of fourth-year paramedical students.

Setting

The study was hosted in one of the Higher Education Institutions (HEIs) in Ozamiz City, Philippines. The HEI provides paramedical programs among its 43 offerings throughout its 13 colleges. It was the first HEI in Northwestern Mindanao to have been awarded autonomous status by the Commission on Higher Education (CHED).

Respondents and Sampling Method

The respondents of the study were ninety-three (93) fourth-year paramedical students. From the total population of paramedical students, a stratified random sampling was used. With this sampling method, each respondent had an equal chance of being included in the sample. This method has been used to guarantee that each variable in the research was represented equally. The sample size was determined using Slovin's formula. The respondents' distribution is shown below:

47 students from the College of Nursing

46 students from the College of Medical Technology

Instruments

The following research instruments were used in the information and data collection process.

- A. Perception on Effectiveness of Online Distance Learning Questionnaire. This is a modified questionnaire which is divided into three constructs namely usage of virtual learning, time allocation, and learning comprehension. The first construct used a 5-item standardized questionnaire that was modified from Basar et al. (2021). In contrast, the researchers created the questionnaires for the second and third constructs. It has been utilized to measure the students' perception on the effectiveness of online distance learning. Responses were categorized using the 4-point rating scale, which goes from 4 (strongly disagree) to 1 (strongly disagree). Furthermore, the remaining twenty-eight (28) students who were not

included as research respondents participated in a pilot test of the instrument. The respondents deemed the Cronbach's Alpha coefficient of 0.8929 to be credible.

B. The following continuum were used:

Weight	Responses	Continuum	Interpretation
4	Strongly Agree	3.25 - 4.00	Very Effective
3	Agree	2.50 – 3.24	Effective
2	Disagree	1.75 – 2.49	Least Effective
1	Strongly Disagree	1.00 – 1.74	Not Effective

C. Academic Performance. In determining the students' academic performance, the researchers used the grade point average utilized by the HEIs from the 2nd semester of the school year 2021-2022.

The following continuum was used.

Weight	Rating	Interpretation
5	1.0 - 1.50	Excellent (E)
4	1.51 - 2.0	Very Satisfactory (VS)
3	2.01 - 2.50	Satisfactory (S)
2	2.51 - 3.00	Fair (F)
1	3.0 Below	Poor (P)

Data Gathering Procedure

The researchers collected a quantitative type of data that was expressed numerically and analyzed through interpretations and categorizations. The researchers sought permission from the Dean of the Colleges of Nursing and Medical Technology to conduct the study. Upon approval of the letter request, the researchers distributed the questionnaires to the identified respondents. The respondents were given ample time to complete the questionnaires. Clarifications and other concerns were addressed by the researchers. The responses were totaled, and were given to the statistician for statistical treatment. The data were then examined and evaluated.

Ethical Considerations

The researcher informed all possible participants that they were free to choose whether to engage in the study and that there were no repercussions for doing so in order to preserve the ethical element of the research. This allowed the researcher to request the respondents' voluntary involvement. All respondents were provided with informed consent. Before the survey even began, an information sheet outlining the details of the research questionnaires was made available. Before the survey began, each prospective respondent was given a consent form as proof of their willingness to participate, which they will sign. The respondents were informed that even if they chose to participate, they may withdraw at any moment and that it was completely optional. All data were anonymously interpreted, with no identifiable information about the respondents on the questionnaires.

There was no evidence of harm in the studies or the questionnaire's content or design. The researcher guaranteed the confidentiality of the research data, the privacy of the respondents, and the anonymity of those taking part in the study. The information that was collected was carefully secured by the researchers. The respondents' rights to confidentiality were protected. They always observed as they guaranteed that all information and responses would be kept secure and that no one other than the researchers would have access to them.

Data Analysis Technique

In analyzing the data, the study used the following statistical tools:

Frequency and Percentage was used in determining the paramedical graduating students' academic performances.

Mean and Standard Deviation was used in determining the fourth-year paramedical students' perception on effectiveness of online distance learning and academic performance.

Product Moment Correlation Coefficient was used in exploring the significant relationship of fourth-year paramedical students' perception on effectiveness of online distance learning and academic performance.

Chapter 3

RESULTS AND DISCUSSION

This chapter displays the obtained data in table form, arranged in the order of the problem of the study.

Respondents' Level of Perception on Effectiveness of Online Distance Learning

Respondents' Academic Performance

Significant Relationship between the Respondents' Level of Perception on Effectiveness of Online Distance Learning and Their Academic Performance.

Respondents' Level of Perception on Effectiveness of Online Distance Learning

The respondents' level of perception on effectiveness of online distance learning was categorized based on usage of ODL, time allocation, and learning comprehension. The data are presented in Table 1.

Online distance learning has been considered effective by the students ($M=2.70$, $SD=0.63$). The analysis showed that students perceive ODL to be beneficial when used in class ($M=2.66$, $SD=0.53$). They gained comfort in using technological communication devices like tablets, laptops, and cell phones. The use of this technology has assisted students in adjusting to online learning and can be seen as equally successful as traditional instruction. Interaction between students and instructors was also essential for ODL to be considered efficient. The time allotted for ODL was likewise effective ($M=2.81$, $SD=0.72$). Students perceive that instructors allot enough time for tasks to be finished within or before the deadlines. Using various online platforms and submitting assignments online has successfully taught the learners time management. In ODL,

learning comprehension is similarly successful ($M=2.63$, $SD=0.63$). The students' perception is that they can retain the information they learn online and use it in a real clinical scenario. They had also increased their understanding by using recorded video discussions and demonstrations, as well as audio and visual content from YouTube or other platforms. Students were now able to engage in more thorough independent study due to the online storage of lecture slides.

The findings of the study supported the conclusions of Baczek et al. (2021), who found that medical students believed using online distance learning was an effective way to gain knowledge, and this was widely approved. The ability to immediately access updated, standardized content resources during lecture discussions is made possible by e-learning's flexibility, which has been identified as ODLs most significant benefit. In parallel to this, Darius (2021) demonstrated that students would rather learn lectures by watching videos provided by professors. They learned effectively because PowerPoint presentations are always available. Analogously, the best digital strategy for efficient learning was determined to be the utilization of animations during discussion. Al-Balas' study (2020) demonstrated how the instructor's involvement in ODL helped students complete their intended course objectives. The majority of students reported that their instructor made sure to use multimedia to address their questions effectively.

Going back to the Baczek study, medical students believed that e-learning was less successful at enhancing their clinical and social abilities. E-learning is most effective when used in conjunction with conventional instruction. There is no interaction between students and their clients, which has been their main issue. Distance learning cannot completely substitute for the experience of learning from real patients in a hospital

setting, which is necessary for the teaching of medicine. Al-Balas (2020) demonstrated that it will be difficult to develop appropriate clinical medical abilities through online distance learning. Many respondents stated that the most effective means of providing medical teaching in the future would be a blended learning approach—a combination of face-to-face traditional learning and online learning. The level of their satisfaction with the overall experience directly ties to the adoption of remote learning in the future.

Online distance learning is effective in terms of usage, time allocation, and learning comprehension by paramedical students. However, using this mode alone is ineffective in increasing paramedical students' clinical skills. Higher education institutions may implement blended learning, which combines online and in-person activities—focusing primarily on the instructors' and students' readiness to use the method and the availability of appropriate instruments to support the needs of electronic learning. To counteract isolation among students, it is also important to create instruments that support frequent human connections, facilitate social caring behaviors, and address potential psychosocial difficulties.

Additionally, administrators ought to promote an environment that strengthens the bond between students and teachers. Gardner (2019) stated that the requirements of the educator and the student must always come first when making decisions in a blended learning program. To co-create learning activities, programs adopting a blended learning approach value the social connections between students and teachers.

Instructors should prepare and have the necessary information before delivering their lectures, whether they are delivered online or in person. Setting goals and objectives is important when putting learning activities and assessments into practice. During blended

learning assignments, the instructor may also use a consistent, well-organized, and simple-to-follow plan to help students manage their time effectively. Educators can also increase students' engagement and motivation by offering a choice of materials that meet their visual and auditory preferences. The syllabus and other lecture materials must always be well-organized and accessible.

Table 1 Respondents' Level of Perception (n=93)

Variable	Mean	SD	Interpretation
Usage of ODL	2.6688	0.5312	Effective
Time Allocation	2.8122	0.7267	Effective
Learning Comprehension	2.6317	0.6327	Effective
<i>Overall Level of Perception</i>	2.7042	0.6302	Effective

Note: Level of Perception Scale: 3.25 – 4.0 (Very Effective); 2.50 – 3.24 (Effective); 1.75 – 2.49 (Least Effective); 1.00 – 1.74 (Not Effective)

Respondents' Academic Performance

The respondent's academic performance during the second semester of S.Y. 2021–2022 is presented in Table 2. The data in Table 2 provides an overview of the respondent's academic performance during the second semester of S.Y. 2021-2022. The overall academic performance was very satisfactory (Table 2, M = 1.9405). The data shows a majority of respondents had very satisfactory performance (f=59; % = 63.44), a significant number had satisfactory performance (f=22; % = 23.66). A couple numbers had excellent performance (f=8; % = 8.60) and a few (f=4; % = 4.30) also had fair performance.

The data indicated that, despite some research studies claiming that the pandemic has negatively affected students, the respondents were still able to perform at a satisfactory level. Lamas (2015) alluded that as students move through and finish their education, they perform at a satisfactory and above-average level. With regard to the use

of technology in online distance learning, Costley (2014) talked about how student learning was enhanced by technology. As students engage more because of technology, they frequently retain more information. However, the results of that study contradict Butt et al. (2021), which indicates that students prefer face-to-face learning and experience stress from online learning. Hence, students' academic performance has been affected, which has resulted in a drop in their grades.

Similarly, Al-Balas (2020) participants in their study reported difficulties due to issues of infrastructure, technology, access to the internet, and internet service quality. Early experiences of distance learning for medical students are generally dissatisfying. But, regardless of their dissatisfaction, students felt that traditional methods might be replaced with online distance learning in delivering theoretical knowledge but not clinical skills. In spite of what has just been said, Bryan-Green (2015) participants agreed that students in online competency-based programs were just as well prepared as those in traditional nursing programs. Overall, the data suggested that more experienced practitioners thought both online and traditional students were better prepared for clinical rotations.

Table 2 Respondents' Academic Performance (n=93)

Academic Performance	Frequency	Percentage
Excellent	8	8.60
Very Satisfactory	59	63.44
Satisfactory	22	23.66
Fair	4	4.30
Poor	-	-
Overall Performance	1.9405 - Very Satisfactory	
<i>Scale: 1.0 - 1.50 Excellent; 1.51 - 2.0 Very Satisfactory; 2.01 - 2.50 Satisfactory; 2.51 - 3.0 Fair; 3.0 Below Poor</i>		

Significant Relationship Between the Respondents' Level of Perception on Effectiveness of Online Distance Learning and Their Academic Performance

Table 3 presents the significant relationship between the respondents' level of perception of the effectiveness of online distance learning and academic performance. The data showed that all the variables had p-values greater than the 0.05 level of significance. As a result, the null hypothesis was accepted. There was no significant relationship between the respondents' level of perception of the effectiveness of online distance learning and their academic performance.

The usage of ODL presented no significant relationship with the academic performance of the fourth-year paramedical students, as shown by the p-value that is above the significance level of 0.05 ($r = 0.081$; $p = 0.441$). Similarly, time allocation ($r = 0.031$; $p = 0.770$) and learning comprehension ($r = 0.060$; $p = 0.565$) variables showed p values greater than the 0.05 significance level, which led to the interpretation of a non-significant relationship to the academic performance of the students.

The tabulated data revealed that there is no significant relationship between the respondents' level of perception of the effectiveness of online distance learning and their academic performance, for students' perceptions do not vary from their performance or how they spent their time during their online distance learning. Opara (2020) alluded to the fact that online distance learning has evolved into an instrument that carries out the process of teaching and learning. It is said to provide various benefits over blended and traditional learning, such as the flexible and accessible ability to learn at anytime, anywhere, without needing to be physically present at a school. In terms of how technology is used in online distance learning, Costley (2014) emphasized how technology presents opportunities for practical learning that can be integrated with every subject offered in schools, such as science, math, reading, and social studies. On the other hand, some research has demonstrated how time allocation affects students' academic performances. Suardinata (2021) predicts that the time allotted to learning will be reduced when online learning is implemented from 4 hours of lecture per week to 2 hours of lecture. Because of this, students who learn online frequently feel as though they don't have enough time because the learning material hasn't always been delivered, and the learning period has already ended. The student's perception of the effectiveness of online distance learning and their academic performance does not vary on their academic performance. Since it didn't become a hindrance in their learning, their learning varies based on their performance in their online class. Which students should not solely focus on what the teachers can give in their learning process during the online class. They should also include the learning resources that can be found in books and online sites, which can also aid in a better understanding of their acquisition of knowledge. Students

have accessible access to lessons, readings, instructional materials, and lecture discussions. It is very helpful for students who might need to go back and review a lecture or who need more time to think things through and comprehend topics that they might find hard before proceeding. Moreover, students must also set time management for their learning to finish assignments and activities on time.

Table 3 Significant Relationship Between Level of Perception on Effectiveness of Online Distance Learning and Their Academic Performance (n=93)

Variables	<i>r-value</i>	<i>p-value</i>	Decision	Remarks
Usage of ODL	0.081	0.441	Do not Reject	Not Significant
Time Allocation	0.031	0.770	Do not Reject	Not Significant
Learning Comprehension	0.060	0.565	Do not Reject	Not Significant

*Note: Probability Value Scale: ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant); $p > 0.05$ (Not Significant)*

Chapter 4

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

In accordance with the study's key results, this chapter provides a summary, recommendations, and conclusions.

Summary

This study looked into the level of perception of the effectiveness of online distance learning and the academic performance of fourth-year paramedical students. Specifically, it discussed the following: 1. The respondents' level of perception of the effectiveness of online distance learning as to its usage, time allocation, and learning comprehension; 2. The respondents' academic performances in terms of their theoretical and laboratory skills are as follows: 3. The significant relationship between the respondents' level of perception of the effectiveness of online distance learning and their academic performance.

This research was done at one of the Higher Education Institutions (HEIs) in Ozamiz City, Philippines. This quantitative research made use of a descriptive-correlational study approach. In data gathering, a modified questionnaire was utilized to determine the perception of the effectiveness of online distance learning among fourth-year paramedical students. The researchers utilized the grade point average used by Higher Education Institutions (HEIs) during the second semester of the academic year 2021-2022 to evaluate students' academic achievement. The collected data was examined through Frequency and Percentage, Mean and Standard Deviation, and Pearson Product Moment Correlation Coefficient tests. Ninety-three (93) students participated in the

study; forty-six (46) were from the College of Medical Technology and forty-seven (47) from the College of Nursing.

Students who are on online distance learning should utilize their resources and digital technologies in enhancing academic performance. The instant access to information through technology and the web can help acquire knowledge, not to mention the flexible and accessible environment where you can study anywhere, at any time. They have to use the various learning strategies at hand and make most of the learning resources available online to facilitate better knowledge acquisition and increase the level of their commitment to studying.

Findings

The findings of the study are summarized and presented:

1. Students evaluated blended learning as effective in terms of utilization, time allocation, and learning comprehension.
2. The learners overall academic achievement was very satisfactory.
3. There is no significant relationship between the students' perception on effectiveness of online distance learning and their academic performance.

Conclusions

Based on the data, the following conclusions were drawn:

1. Online distance learning has been considered effective by the students. It is perceived to be beneficial when used in class and the time allocated by the instructors for

each task was likewise effective. Additionally, learning comprehension in ODL is similarly successful.

2. The students have a very satisfactory academic standing in the second semester of the 2021–2022 academic year.

3. The students' perception of the effectiveness of online distance learning do not affect their academic performance.

Recommendations

The study's results and findings lead to the following recommendations:

1. The students who are involved in virtual learning should utilize the resources and digital technologies in enhancing academic performance. Instant access to information through technology and the web can help acquire knowledge, not to mention the flexible and accessible environment where you can study anywhere, at any time. They have to use the various learning strategies at hand and make most of the learning resources available online to facilitate better knowledge acquisition and increase the level of their commitment to studying.

2. The students must also set time management for their learning in order to finish assignments and activities on time.

3. During blended learning assignments, the instructor may also use a consistent, well-organized, and simple to follow plan to help students manage their time effectively.

4. The clinical instructors can also increase students' engagement and motivation by offering a choice of materials that meet their visual and auditory preferences. The syllabus and other lecture materials must always be well-organized and accessible.

5. The college should develop the availability and application of ODL resources to provide quality paramedical education that caters to students' diverse and individual learning styles.

6. The HEIs must support the college's needs, instructors, and students in the redevelopment of ODL resources for a quality paramedical education.

7. Future researchers should include a thorough evaluation on other variables, including the students' psychological, emotional, environmental, and economical situations that may significantly affect their academic performance on ODL. Second, they should conduct an analysis of ODL's application and efficiency on HEIs even after post-pandemic activities. Finally, future research should expand the scope of evaluation beyond student perspectives. To handle online-learning difficulties from a variety of perspectives and improve understanding, it should involve stakeholder groups in the field, such as teachers and administrators.

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Appendix A: Letter of Request



MISAMIS UNIVERSITY
Ozamiz City 7200, Philippines
College of Nursing, Midwifery and Radiologic
Technology
Tel No. +63 88 521-0367 / Telefax No. +63 88 521-2917
E-mail Address: mu@mu.edu.ph



CERTIFIED: ISO 9001:2015 Quality Management System – DNV
ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)
GRANTED: AUTONOMOUS STATUS by the Commission on Higher Education (CHED)

April 18, 2023

DR. SAMMY B. TAGHOY

Dean, College of Nursing, Midwifery and Radiologic Technology
Misamis University

Dear Dr., Taghoy:

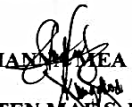
Good day!

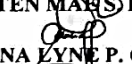
The undersigned are 4th year students of Misamis University, Ozamiz City taking up Bachelor of Science in Nursing and are currently working on research study entitled "PERCEPTION ON EFFECTIVENESS OF ONLINE DISTANCE LEARNING AND ACADEMIC PERFORMANCE OF FOURTH-YEAR PARAMEDICAL STUDENTS". This study aims to provide a broad understanding of the perception on effectiveness of online distance learning among fourth-year paramedical students. With this, we would like to ask approval from your good office to allow us to conduct the study. It will be conducted in one of the Higher Education Institution in Ozamiz City, Philippines from April to June 2023.

Rest assured that all information derived herein will be treated with utmost confidentiality.

Thank you very much and God bless.

Sincerely yours,

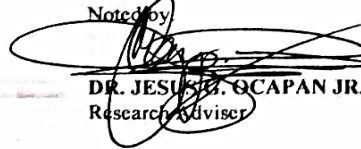

JHOANNA MAE D. BATON


KRISTEN MAE S. BUGAHOD

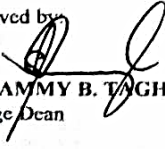

SHEENA LYNE P. CABAUG


KHAJARA P. CAWANAN
Researchers

Noted by


DR. JESUS B. OCAPAN JR.
Research Adviser

Approved by


DR. SAMMY B. TAGHOY
College Dean

Appendix B: Research Questionnaire

Perception on Effectiveness of Online Distance Learning Questionnaire

Directions:

Please fill out and check (/) the box next to the information that applies to you.
Utilize the rating scale to evaluate your perception on the effectiveness of virtual learning.

Strongly Agree - (4)

Disagree - (2)

Agree - (3)

Strongly Disagree - (1)

Indicators	Reponses			
	4	3	2	1
<i>Usage of Online Distance Learning:</i>				
1. I am comfortable using electronic communication equipment. (e.g., mobile phone, laptop, computer, tablet)				
2. There is no difference between online learning and traditional learning.				
3. I am motivated when using online learning compared with traditional learning.				
4. I can complete group assignments using online learning.				
5. Student-instructor interaction is important in online distance learning.				
<i>Time Allocation</i>				
1. Instructors allocate adequate time to each task. A maximum of 1 hour for each class activity and a maximum of 3 days for assignments.				
2. I never miss deadlines because the instructors give me				

enough time.				
3. Various online educational platforms assist me in effectively managing my time when working on activities.				
4. Online submission enabled me to complete my assignment on time and without rushing.				
5. I avoid multitasking because I schedule time for each activity.				
<i>Learning Comprehension</i>				
1. I can easily remember and retain the topics and concepts covered during classes online and can effectively use it in a real clinical setting.				
2. I can use laboratory instruments effectively during clinical internship, that were introduced and discussed online.				
3. Recorded video discussions and demonstrations improved my knowledge in performing appropriate and safe duties related to patient care.				
4. The comprehensiveness and availability of lecture slides was beneficial for me for more intensive self-study.				
5. I can learn from auditory content, such as lectures, recordings, and YouTube videos.				

Appendix C: Informed Consent Form



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RESEARCH INFORMED CONSENT FORM

Title

This study is titled “Perception on Effectiveness of Online Distance Learning and Academic Performance of Fourth-Year Paramedical Students” in partial fulfillment of the requirements for the degree of Bachelor of Science in Nursing.

Researcher

This study is to be conducted by Jhohanna Mea D. Baton, Kristen Mae S. Bugahod, Sheena Lyne P. Cabahug, and Khaiara P. Cawanan who is pursuing the degree in Bachelor of Science in Nursing at Misamis University College of Nursing, with Jesus G. Ocapan Jr. as the adviser. The researcher can be contacted through this mobile number 09611379944 or email address jhohannameah@gmail.com, solivenkristen@gmail.com, and khaiaracawanan@gmail.com.

Purpose of the Research

The goal of the study is to answer questions that provide a broad understanding of the perception on effectiveness of online distance learning and academic performance of fourth-year paramedical students.

Description of the Research

This quantitative study utilized a descriptive-correlational research design. It was conducted in one of the Higher Education Institutions in Ozamiz City, Philippines.

Potential Benefits

It will aid curriculum developers in assessing the applicability and adaptability of ODL post-pandemic by determining the students perception on effectiveness of ODL and its relationship to their academic performance. This will also assist in analyzing and

evaluating the need for curriculum revision to provide quality paramedical education that caters to students' diverse and individual learning styles. It will help the students gauge the level of their competence in terms of the knowledge and skills they have acquired throughout the academic year. The students can evaluate the value of online learning platforms that allow for ongoing access to lectures and course materials to improve their post-pandemic pursuits. Finally, it will assist parents in making decisions that support the endeavors of their children.

Confidentiality

In the conducted of the study, full confidentiality will be assured. No information that discloses your identity will be released or published without your specific consent to the disclosure and only imperatively necessary. The materials that contained the raw information derived from you will be destroyed after data processing within a given period.

Publication

The results of this study may be published in any form for public and scholarly consumption or used in classrooms instruction to enrich learning and generate more knowledge for future research.

Participation

Your participation in this study must be voluntary and you have the right to withdraw if you feel uncomfortable in the process of gathering information from you.

Informed Consent

Given the information above, I confirm that the potential harms, benefits, and alternatives have been explained to me. I have read and understood this consent form, and I understand that I am free to withdraw from my involvement in the study any time I deem it to be necessary or to seek clarifications for any unclear steps in the research process. My signature indicates my willingness to participate in the study.

Printed Name and Signature of the Research Respondent

Date

CURRICULUM VITAE

PERSONAL DATA

Name : Jhohanna Mea D. Baton

Date of Birth : November 14, 2002

Place of Birth : Tamola Tan Hospital, Oroquieta City

Home Address : Purok Juranta, Lobogon, Aloran, Misamis Occidental

Civil Status : Single



EDUCATIONAL BACKGROUND

Elementary : Lobogon Elementary School
Lobogon, Aloran, Misamis Occidental
2014

Secondary : St. Matthew's High School
Dalisay, Aloran, Misamis Occidental
2018

Senior High School : Misamis University Oroquieta Unit
Senator J. Ozamis St, Oroquieta City, Misamis Occidental
2020

College : Misamis University
Ozamiz City

CURRICULUM VITAE

PERSONAL DATA

Name : Kristen Mae S. Bugahod

Date of Birth : February 23, 2002

Place of Birth : Señor, Sinacaban, Misamis Occidental

Home Address : Purok Lower Rubia, Poblacion, Sinacaban,
Misamis
Occidental

Civil Status : Single



EDUCATIONAL BACKGROUND

Elementary : Señor Elementary School
Señor, Sinacaban, Misamis Occidental
2014

Secondary : Misamis University
Ozamiz City
2018

Senior High School : Misamis University
Ozamiz City
2020

College : Misamis University
Ozamiz City

CURRICULUM VITAE



PERSONAL DATA

Name : Sheena Lyne P. Cabahug
Date of Birth : October 11, 2001
Place of Birth : Panalsalan, Plaridel, Misamis Occidental
Home Address : Panalsalan, Plaridel, Misamis Occidental
Civil Status : Single

EDUCATIONAL BACKGROUND

Elementary : Panalsalan Elementary School
Panalsalan, Plaridel, Misamis Occidental
2014

Secondary : Looc National High School
Lao Proper, Plaridel, Misamis Occidental
2018

Senior High School : Misamis University
Ozamiz City
2020

College : Misamis University
Ozamiz City

CURRICULUM VITAE

PERSONAL DATA

Name : Khaiara P. Cawanan
Date of Birth : April 12, 2002
Place of Birth : Balucanan, Siay, Zamboanga Sibugay
Home Address : Balucanan, Siay, Zamboanga Sibugay
Civil Status : Single



EDUCATIONAL BACKGROUND

Elementary : Balucanan, Elementary School
Balucanan, Siay, Zamboanga Sibugay
2014

Secondary : Siay National High School
Pob. Siay, Zamboanga Sibugay
2018

Senior High School : Kabasalan Science and Technology High
School
F.L Dela Peña, Kabasalan, Zamboanga
Subugay
2020

College : Misamis University
Ozamiz City