

Students Evaluation of the Online Learning of the University in the Midst of COVID-19 Pandemic

Rafael M. Bachanicha, Grayfield T. Bajao, and Randy T. Gastardo
University of Cebu Lapu-Lapu and Mandaue, Mandaue City, Cebu, Philippines

ABSTRACT

During pandemic, online learning is the emerging trend in higher education. Schools and universities adapt to the new normal in education while consistently providing quality education. The objective of this study is to evaluate the online learning management of the University of Cebu Lapulapu and Mandaue Campus. The university adopted Learning Management System (LMS) to provide the essential learning materials in online learning.

The focus of this study is to evaluate the delivery of teaching objectives, evaluation process, learning progress, and students' engagement during the conduct of online classes. This study utilized a descriptive survey method to extract information from the students on how they evaluate the university's online learning. The study revealed that the indicator in the delivery of teaching objectives stating that the topics covered are well-explained and illustrated with real-life examples is highly effective. On the other hand, study variables such as evaluation process, learning progress and students' engagement are moderately effective. The assistance of the university to the teachers through providing new and updated laptops and sending them to seminars and workshops related to online learnings are the study's recommendations.

Keywords: student evaluation, online class, COVID-19, pandemic, University of Cebu

INTRODUCTION

Online learning is an upcoming trend in the education sector (Mathivanan et al., 2021; Liang, 2020) worldwide. This type of learning takes place on the internet, and this learning method has been simplified because of sophisticated and upgraded technologies. Higher education institutions also embrace online learning (Robinson, 2017; Tzavara, 2021; Watson et al., 2014). Because one can study at any time, even at midnight, online education is flexible and adaptable (Temperton et al., 2014; Barak et al., 2016). Compared to traditional education, it can help some people improve their grades. Some people benefit more from online education (Jia et al., 2019; Bilowus et al., 2013).

The pandemic brought by COVID-19, the University of Cebu Lapu-Lapu and Mandaue Campus adopted an online learning system using its Learning Management System (LMS). Online classes are categorized into synchronous and asynchronous classes. Asynchronous learning allows the student to learn at his own pace and in a set amount of time. During a one- or two-week period, the student can access and complete lectures, readings, homework, and other learning resources at any time. Synchronous learning implies that students will virtually attend a class session each week at the same time as the instructor and classmates, even though they will be learning from a distance. The class is a one-time, weekly commitment that cannot be changed. They will have readings and assignments to complete outside of class time, just like in an on-campus class, to help prepare for the discussion. Students' preparation, combined with the instructor's devoted agenda, guarantees that each class session is productive.

Students who take online classes do not need to travel to a different city or commute long distances, and they can stay where they are and keep their current job while pursuing an online degree to advance their careers. Online education is also beneficial to digital nomads or people who live a technology-enabled or location-independent lifestyle (Mancinelli, 2020;

Satterstrom, 2019). They can watch lectures and complete coursework from any location. Online education allows students to learn from various mentors and teachers (Martin et al., 2019; Arkorful et al., 2015) in various fields, broadening their knowledge and perspective. It reduces student anxiety because many students can communicate more effectively through online education than traditional classes. With E-learning, students can study from home or any other location most convenient for them (Azlan et al., 2020).

In the aftermath of the COVID-19 pandemic, most schools and universities have shifted to online learning (Rashid et al., 2020; Gonzalez et al., 2021). Because students are not permitted to attend school and educational institutions are closing their doors, online education is the new trend in education (Jain, 2017; Kansal et al., 2021). The University of Cebu Lapu-Lapu and Mandaue campuses are among those that have adopted online learning. Classes are held online. The university implemented a learning management system (LMS) that allows teachers and students to communicate in every class.

The benefits of online education to students are numerous and undeniable (Nurovic et al., 2021). Pursuing an online course is an excellent educational option, especially when traditional learning situations present numerous challenges, such as commuting or distance. However, as with everything, there are some fundamental drawbacks to online education that can be inconvenient (Adedoyin). Plagiarism is a common mistake among students who spend too much time on the computer (Ljubovic et al., 2020). It can also cause vision problems because we spend almost the entire day sitting near the laptop. Online education may also hamper physical development (Bhamani et al., 2020). Without someone to push them, it can be difficult for a person to be accountable for their learning online.

Moreover, students are cut off from their classmates when they study online. In some cases, extra time may be required to comprehend the learning process. Cheating is more accessible in an online exam than in a classroom exam, so it is not recommended during exams. Online education also provides a great deal of autonomy, benefiting learning. There are numerous distractions on the internet in advertisements, which may interfere with learning. There is also significantly less self-assessment in online education.

With these drawbacks in online learning, this study will look into students' experience with the university's online learning modalities and thoroughly examine the teacher's capabilities in handling online classes.

LITERATURE REVIEW

The COVID-19 pandemic is not the first time higher education institutions have implemented digital technology-based programs (Palvia et al., 2018). However, the resulting lockdowns have accelerated the process of university digitalization and forced universities to offer online programs on a much larger scale. Online business education, in particular, is becoming more common as a result of the changing needs of a student population and increased competition in the education market. Compared to their more traditional classroom counterparts, e-learning and teaching business online face unique challenges. Effective online teaching promotes the concepts of a lean organization from managers' perspectives, and it necessitates teacher and student preparation and training, as well as consistent planning (Reese, 2015). The COVID-19 pandemic, on the other hand, exposed the shortcomings of the existing systems and forced their revision. The pandemic has sparked debate about online curricula and whether they should become a component of universities' and business schools' competitive advantage and a permanent feature of their development strategy (Basilaia et al., 2020).

Online education is appropriate for those who, for various reasons, are unable to attend or obtain traditional education (Alenezi et al., 2015; Singh et al., 2021). Currently, approximately 6.1 million college students are enrolled in online courses, and this number is growing at a rate of approximately 30% per year. Because it provides flexibility, online

education provides many benefits for both individuals and businesses (Allen, 2016). Online education benefits both individuals and businesses because it provides a variety of advantages, including flexibility (Yuan et al., 2013). It shows that, regardless of where people live, they can achieve the same level of education by taking similar online courses.

The emergence of new technologies, the widespread adoption of the internet, and the increasing demand for a skilled workforce in a digital economy are driving the growth of online education (Valenduc et al., 2016). The advancement of digital technologies facilitates the transition from traditional learning to learning embedded in our daily lives. What was previously limited by time and physical location, e-learning ensures that anyone with a mobile device can access knowledge. The advancement and use of mobile learning technologies (such as smartphones, tablets, and microcomputers) are accelerating as their accessibility grows in both developed and developing countries (Tshabalala et al., 2014).

One of the essential aspects of online learning is its inherent flexibility, but there is a catch: one must be highly self-motivated (Powell et al., 2015; Muir et al., 2019). The most successful online students devise various strategies for staying on top of their coursework (Bailey et al., 2015). Setting aside time each week to study and creating a workspace with few distractions can benefit.

RESEARCH OBJECTIVES

This study investigates how students rate online instruction and recommends how the institution can capitalize on the growing trend of holding classes online. Because this is now a requirement, efficiency and effectiveness are more important than ever.

METHODOLOGY

Research Design

This investigation utilized descriptive-survey method of research to determine the student's evaluation of the online learning system of the University of Cebu Lapulapu and Mandaue Campus, College of Hospitality and Tourism Management.

Research Environment

The study was conducted in the University of Cebu Lapu – Lapu and Mandaue Campus originated at the College of Hospitality and Tourism Management. The College offers a Bachelor of Science in Hospitality Management (BSHM) and a Bachelor of Science in Tourism Management (BSTM). Additionally, online Social Media Platforms will be used further to reach the survey instrument to intended respondents.

Respondents

The respondents of this study were the BSHM and BSTM students of the College of Hospitality and Tourism Management of the University of Cebu Lapulapu and Mandaue Campus.

Instrumentation

This study utilized a self-assembled study survey to determine the students' evaluation of the university's online learning system.

Treatment of Data

Frequency, simple percentage and weighted mean were used to treat the accumulated information.

RESULTS AND DISCUSSION

Table 1 shows the profile of the respondents in terms of age, gender, course, and year level. As to age, 40.74% of the respondents are between 19-20 years old, 33.33% are between 21-22 years old, dominated by females equivalent to 70.37%. Regarding students' courses, 62.96% are BSHM while 37.04% are BSTM students. Most of the respondents are third-year college equivalent to 46.29%. It implies that most of the respondents are in the higher year level and can assess and evaluate the university's online learning. It further implies that these students have solid basic knowledge of the different teaching pedagogies practiced by their teachers from different subjects and year levels.

Table 1: Profile of the respondents

	Frequency	Percentage
Age		
• 19-20	22	40.74
• 21-22	18	33.33
• 23-24	9	16.67
• 25-26	5	9.26
		100.00
Gender		
• Male	16	29.63
• Female	38	70.37
		100.00
Course		
• BSHM	34	62.96
• BSTM	20	37.04
		100.00
Year Level		
• 2nd	20	37.04
• 3rd	25	46.29
• 4th	9	16.67
		100.00

Presented in Table 2 is the evaluation of students in terms of delivery of teaching objectives. The study revealed that the indicator stating that the topics covered are well-explained and illustrated with real-life examples got the highest mean of 3.50 and was interpreted as highly effective. It implies that teachers are well-versed in presenting the topics by giving real-life experience. This finding indicates that as a teacher, one should also share its experience related to the field because it is solid proof that the teacher teaches students not only on the theories in books but also in real-life experience.

Good teaching necessitates a unique blend of personal and professional qualities. Although there is a narrow line between disclosing a piece of oneself to build rapport and offering too much information, sharing prior experiences—telling personal stories—is perfectly justifiable when it aids learning and creates a good and engaging environment in the classroom (Hénard & Roseveare 2012). Storytelling has a long and illustrious history as a method of knowledge transfer. The oral tradition of storytelling has been used to convey information from one generation to the next. There were stories before there were pens and paper, chalkboards and whiteboards, overhead projectors and PowerPoint presentations, ePortfolios, and flipped classrooms. There were stories before there were ePortfolios and flipped classrooms (Vansina et al., 2017).

Other indicators got a weighted mean of between 3.32 – 3.35, interpreted as moderately effective. Generally, as rated by students, the delivery of teaching objectives got an aggregate mean of 3.33 and was interpreted as moderately effective.

Table 2: Delivery of teaching objectives

Delivery of Teaching Objectives	Mean	Interpretation
• The underlying principles, theories, and concepts of the topics studied are understood by the student.	3.32	Moderately Effective
• The student understands the significance of the topic at hand.	3.34	Moderately Effective
• Conversations between the teacher and students are loud and clear.	3.35	Moderately Effective
• The importance of the topics being covered was determined by the student.	3.32	Moderately Effective
• The topics covered are well-explained and illustrated with real-life examples.	3.50	Highly Effective
Aggregate mean	3.33	Moderately Effective

In terms of the evaluation process, Table 3 shows the rating of students. The finding shows that all indicators got a weighted mean of between 3.20 – 25, interpreted as moderately effective. The aggregate mean is 3.23 and is interpreted as moderately effective. It implies that students can quickly adapt to the evaluation process given after presenting topics. It is an indication that teachers are paying attention to the students' level of understanding when answering any quiz and complying with related tasks.

Table 3: Evaluation process

Evaluation Process	Mean	Interpretation
• The quiz is relevant, and it assists the learner in learning and grasping the material.	3.25	Moderately Effective
• Oral participation benefits students in terms of conceptualizing information and concepts.	3.20	Moderately Effective
• The Major Exams provide an opportunity to get a broad understanding of the topic being studied.	3.24	Moderately Effective
• Students can utilize the Reaction Papers to share any additional personal expertise or information they have about the subject.	3.23	Moderately Effective
• Reporting permits the student to investigate and expand on the assigned topic.	3.25	Moderately Effective
Aggregate mean	3.23	Moderately Effective

As presented in Table 4, all the indicators in the learning progress as rated by students are moderately effective. The aggregate mean is 3.22, interpreted as moderately effective. It indicates that students have a clear understanding of the presented topics. It also implies that students can comprehend the use of the teacher's language and its teaching strategies.

Table 4: Learning progress

Learning Progress	Mean	Interpretation
• Students can get a high score in quizzes.	3.22	Moderately Effective
• On critical tests, students can get good grades.	3.20	Moderately Effective
• Students can get high ratings in oral recitations.	3.21	Moderately Effective
• Topics that were discussed are easily understood and remembered by the student.	3.24	Moderately Effective
• Students can provide reflection on the topics covered and apply it on their lives.	3.21	Moderately Effective
Aggregate mean	3.22	Moderately Effective

Table 5 shows the student's engagement. The finding shows that the indicators students are welcome to ask questions about the topic at hand and the students are relaxed during the class discussion are moderately effective with a mean rating of 3.45 and 3.38, respectively. The finding implies that students participate in class discussions and express their thoughts openly. It further implies that students are not pressured to participate in class discussions and feel comfortable attending and participating in class discussions. One of the challenges of students in online learning is internet connectivity, but despite this, they are still actively eager to participate in every class discussion.

Table 5: Students' engagement

Students Engagement	Mean	Interpretation
• Students can give their opinions on the topic at hand.	3.20	Moderately Effective
• Students are welcome to ask questions about the topic at hand.	3.45	Highly Effective
• Students discuss their thoughts and feelings with one another.	3.22	Moderately Effective
• The students are relaxed during class discussion.	3.38	Highly Effective
• The students are enthusiastic and excited every time there is a class discussion.	3.25	Moderately Effective
Aggregate mean	3.30	Moderately Effective

CONCLUSIONS

Online learning is now the emerging trend in higher education. In this study, the online learning of the university is investigated. Based on the study's findings, the researchers concluded that the online learning of the College of Hospitality and Tourism Management of the University of Cebu Lapulapu and Mandaue Campus is moderately effective. The online learning was evaluated based on the delivery of teaching objectives, evaluation process, learning progress, and students' engagement.

RECOMMENDATIONS

Based on the study's findings, the researchers propose that there should be a series of seminars and workshops to be participated by the teachers on how to handle online classes and the learning materials to be used during a virtual meeting. The teachers should also be adept at using technology when conducting an online class. Lastly, the researcher highly recommended that the university assist teachers in owning a new and updated laptop, which will aid teachers in facilitating the online class.

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