Gauging Academic Performance towards Professional and Instructional Development through Online Learning

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Abstract - This research will assess in gauging academic performance towards professional and instructional development plan through online learning in the College of Teacher Education at the University of Cebu Main Campus, Cebu City during the academic year (2nd semester) 2021-2022. The design that was used in this research was descriptive-correlational employing quantitative approach to assess the academic performance towards professional and instructional development among respondents were the student and of the research locale. A descriptive correlational study was referred by the researcher is mainly involved in describing relationships among variables, without seeking to establish a causal connection. Findings of this study revealed that there was no significant relationship correlation between the students' academic performance and student satisfaction in the quality of online learning. A Pearson product-moment correlation was run to determine the relationship between satisfaction of the students on the quality of online learning and their academic performance. There was no statistically significant correlation between academic performance and student satisfaction but a weak, negative correlation on the online learning which was statistically significant with a level of statistical significance of 0.05 (2-tailed).

Keywords: Educational Development, Online Learning, Descriptive-Correlational Method, Student Satisfaction, Academic Performance, Professional and Instructional Development Plan.

Introduction

Academic performance pertains to the extent to which a student has achieved their short-term or long-term goals. As the School Year 2020-2021 shifted, where academe decided to look for the effective modality to be implemented in every school. These include different learning delivery modalities that apply for their respective institution such as Online Learning, Modular Distance Learning, Blended Learning, Radio-Based Instruction, and TV-Based Instruction. Most colleges and universities require to utilize alternative educational delivery methods to move the classroom online. Online is when the student's study with their teacher and classmates through an application that uses a webcam and interact at the same online environment with the instructor and other participants.

However, today's tools in learning in the informative generation the languages, new source and new technology keep emerging, discovering and adapting is essential through online learning. Both teachers and students learn about other cultures, people, and events from the media. The greatest impact Learning setting presented the biggest problem, whereas technical literacy and competency posed the least amount of difficulty, on the quality of the teaching and learning experience both teachers and students. Though, maintaining professional behavior both in class and online will help build positive model appropriate actions towards professional learning networks.

To help faculty develop and teach online courses requires that instructional guide, professional development opportunities, and instructional material are carefully design to address all components of the learning
and teaching processes including pedagogy, course management, technology and the social dynamics (Caplow, 2006; Grant & Thornton, 2007; Keeler & Horney, 2007; McQuiggan, 2007).

Instructors need to employ new techniques and technologies to ensure that their courses make the best of the online medium and course content is effectively delivered online. Online teachers also benefit from the flexibility and accessibility of the method from the comfort of their own homes and do not need to be at a specific place at a specific time to teach or to interact with their students. With this, the researcher would like to assess the status on the online learning development in the College of Teacher Education at the University of Cebu Main Campus, Cebu City. The study seeks to gauge towards professional and instructional development for teachers and students.

Methods and Materials

The design that was used in this research was descriptive-correlational employing a quantitative approach to assess the academic performance towards professional and instructional development among respondents were the student and of the research locale. A descriptive correlational study as referred by the researcher is mainly involved in describing relationships among variables, without seeking to establish a causal connection.

The respondents of the study were the 15 selected teachers of College of Teacher Education in University of Cebu. The respondents are chosen through the use of non-random purposive sampling. The inclusion criteria are as follows: a) that they are teachers of BSEd and BEEd, that they had been in the profession for more than a year and c) that they are willing to participate and cooperate in the said undertaking. Two hundred (200) from BSEd and two hundred (200) from BEEd students at the College of Teacher Education both from the Bachelor of Elementary Education and Bachelor of Secondary Education programs in the University of Cebu – Main Campus. are also respondents of this study.

The Statistical treatments used for this study were: 1.) Proportion will be used to analyze the profile of the respondents in terms of their age, gender, civil status, course and specialization. 2.) Weighted mean will be used to determine the level of perception on the acquisition of the indicators for teachers and students. 3.) The formula for Pearson Product Moment Correlation Coefficient will be used, which in this study the student satisfaction in measuring the quality of online learning and the approaches employed by teachers in online teaching. 4.) Pearson's correlation coefficient \( r \) is a measure of the strength of the association between the two variables.

The main questionnaire of this study is divided into three parts. The first part solicits information about the profile of the teachers including information teachers in terms of their age, gender, civil status, highest educational attainment, length of service, and number of training of online teaching attended and teaching methods/strategies/modalities used.

The second part dealt with the profile of the learners of the research locale who will serve as respondents of this study to determine their age and gender. The second part of the questionnaire is adapted from a standardized questionnaire of (Westra's 2016) study on “Faculty and Student Perceptions of Effective Online Learning Environments” in Minnesota State University Mankato. This tool used the approaches employed by teachers in online teaching the researcher modified the standardized questionnaire which dealt with the learning environment of the respondents.

The third part of the tool a questionnaire adapted from a standardized questionnaire Evaluating Student Satisfaction with Blended Learning in a Gender-Segregated Environment (Naaj, Nachouki, & Ankit 2012). However, the researcher was able to modify the content of the tool to suit the condition of the respondents' circumstances. The items were based on the outcome of the literature review, addressing elements integral to student satisfaction in blended learning environments.
Results

Table 1 Approaches employed by teachers in online teaching

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Overall Mean</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stimulating Student Interest</td>
<td>3.87</td>
<td>Very Evident</td>
</tr>
<tr>
<td>Fostering Student Collaboration</td>
<td>3.45</td>
<td>Very Evident</td>
</tr>
<tr>
<td>Establishing Rapport</td>
<td>3.58</td>
<td>Very Evident</td>
</tr>
<tr>
<td>Encouraging Student Involvement</td>
<td>3.83</td>
<td>Very Evident</td>
</tr>
<tr>
<td>Structuring Classroom Experiences</td>
<td>3.97</td>
<td>Very Evident</td>
</tr>
<tr>
<td>Grand Mean</td>
<td>3.74</td>
<td>Very Evident</td>
</tr>
</tbody>
</table>

Ranges for the mean Description

- 3.25 – 4.00, Very Evident
- 2.50 – 3.24, Moderately Evident
- 1.75 – 2.49, Slightly Evident
- 1.00 – 1.74, Almost Not Evident

On the Online teaching the instructors identify on what to teach, and through what methods, to review the online learning technologies available and identify and encourage the student’s interest and collaboration of the activity. However, not all online courses are structured the same way: where some allow a great deal of scheduling flexibility, others strive to create a positive classroom experience through online course environment online.

As revealed in table 1 the summary of approaches employed by teachers in online teaching as to stimulating student interest with the mean of 3.87 as very evident, fostering student collaboration mean 3.45, establishing rapport 3.58 as very evident, encouraging student involvement 3.83 as very evident and structuring classroom experiences mean 3.97 as very evident, with the grand mean of 3.74 as very evident being applied in with the teacher respondents.

ASPECTS ON THE ASSESSMENT OF STUDENTS SATISFACTION ON THE QUALITY OF ONLINE LEARNING

Table 2 Aspect of Students Satisfaction in the Online Learning

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Overall Mean</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interaction</td>
<td>2.79</td>
<td>Agree</td>
</tr>
<tr>
<td>Instruction</td>
<td>2.93</td>
<td>Agree</td>
</tr>
<tr>
<td>Course Management</td>
<td>3.29</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>Technology</td>
<td>2.97</td>
<td>Agree</td>
</tr>
<tr>
<td>Grand Mean</td>
<td>2.99</td>
<td>Agree</td>
</tr>
</tbody>
</table>

Ranges for the mean Description

- 3.25 – 4.00, Strongly Agree
- 2.50 – 3.24, Agree
- 1.75 – 2.49, Disagree
- 1.00 – 1.74, Strongly Disagree

The aspect of student’s satisfaction in the online learning in terms of interaction which mean is 2.79, instruction 2.93, and technology 2.97 this implied that the student responses agree on this facet of students’ satisfaction. Moreover, the aspect of course management which mean is 3.29 student respondents strongly agree. It delivers and manages instructional content, classifies and evaluates individual learning or learning needs. To meet the objectives through assessing and monitoring the learning process through online learning.

In the summary of the category the grand mean of the aspect of student’s satisfaction in the online learning. The evidence that student satisfaction is positively related to the sum of student attitude and learning outcome that results from gathering all the benefits that a student hopes to receive from online learning environment system.
Table 3 Academic performance of BEED students’ respondents in online learning

<table>
<thead>
<tr>
<th>Course</th>
<th>1.0 – 1.5</th>
<th>1.6 – 2.0</th>
<th>2.1 – 2.5</th>
<th>2.6 – 3.0</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
<td>F</td>
</tr>
<tr>
<td>BEED</td>
<td>39</td>
<td>31.20</td>
<td>62</td>
<td>49.60</td>
<td>20</td>
</tr>
</tbody>
</table>

The academic performance of BEED students’ respondents in online learning which had a range grade of 1.0-1.5 had a frequency of 39 or 31.20%, grade of 1.6-2.0 had a frequency of 62 or 49.60%, grade of 2.1-2.5 had a frequency of 20 or 16.00%, grade of 2.6-3.0 had a frequency of 4 or 3.20%, the overall rating frequency of BEED was 125 or 100%.

Table 4 The overall academic performance of BSED based on students’ respondents in online learning

<table>
<thead>
<tr>
<th>BSED</th>
<th>1.0 – 1.5</th>
<th>1.6 – 2.0</th>
<th>2.1 – 2.5</th>
<th>2.6 – 3.0</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td></td>
<td>143</td>
<td>36.24</td>
<td>197</td>
<td>47.04</td>
<td>57</td>
</tr>
</tbody>
</table>

The overall academic performance of BSED based on students’ respondents in online learning which had a range grade of 1.0-1.5 had a frequency of 143 or 36.27%, grade of 1.6-2.0 had a frequency of 197 or 47.04 %, grade of 2.1-2.5 had a frequency of 57 or 12.89%, grade of 2.6-3.0 had a frequency of 15 or 3.83 %, the overall rating frequency of 287 or 100 %.

Academic Performance Both BSED and BEED

Testing relationship between the level of satisfaction of the students on the quality of online learning and their academic performance

Table 5 Correlations of Student Satisfaction and Academic Performance

<table>
<thead>
<tr>
<th></th>
<th>Student Satisfaction</th>
<th>Academic Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Satisfaction</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>412</td>
</tr>
<tr>
<td>Academic Performance</td>
<td>Pearson Correlation</td>
<td>-0.027</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>0.585</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>412</td>
</tr>
</tbody>
</table>

A Pearson product-moment correlation was run to determine the relationship between the level of satisfaction of the students on the quality of online learning and their academic performance. There was no statistically significant correlation between the two variables (r = -0.027, n = 412, p = 0.585).

As presented in the statistical result Online learning can help these students become more independent learners, from pursuing an online course but instead provide the guidance to design and accommodate a variety of learning styles among students. However, the perseverance and opportunities for students eager and willing to learn despite in different dilemma, the determination to achieve a good grade is the fortitude and desire towards effective learning.
At presents quite a challenge to the instructor making the first shifts online. Instructors need to adapt intelligently with a keen sense of sensitivity to the online teaching. The challenges encountered by the teachers in online teaching in terms of: the first statement, technical difficulties with online teaching tools 2.67, followed with time-consuming resources, recording instruction and posting it online and technical dimensions of this take time as well. 2.67, then internet connection is either unstable or the current data plan is not enough to cover the progressive online teaching needs 2.73, technology literacy using a learning management system or any other digital tool out of nowhere without additional training 2.60 and lastly, uncontrollable noise background from the environment (neighbors, pets, vehicles and etc.) 2.93 as moderate problem encountered by teacher respondents. However, the gadget’s shortage & crashing systems that usually happens at the most unexpected moment 2.47, as minor problem with the overall mean of 2.68 as moderate problem met by teacher respondents in online teaching.

**Discussions**

Based on the results of this research, it found out that there was a positive response about the efficiency of the virtual classrooms at this particular community college and the interaction between instructors and students. Both teachers and students said that structured classroom experiences were regularly used; this information is significant for professors who teach in online courses. Effective online classrooms were found to regularly use structure, such as scheduling course work, describing how content goes together (alignment), teaching course material, assessing course material, and providing timely and pertinent feedback.

Approaches employed by teachers in online teaching, with the grand mean of 3.74 as very evident being applied in with the teacher respondents, an improved teaching and learning objectives may be made easier by better training of faculty in the pedagogy of online instruction and by having a better grasp of what students anticipate from online courses. The students’ recognition of the components of an efficient online classroom and the training a faculty member has received may also be related. To ascertain whether any correlations exist, more investigation is required in this area.

Students Satisfaction in the online learning, despite of the dilemma encountered by the students the lack of resources and internet access, lack of contact in online classrooms, distractions at home, a lack of activities, and
trouble creating a schedule for online learning were the difficulties cited by students as obstacles to online education. Based on the results, which have a mean of 2.99 students' responses agreed on high-quality online education confirms that student adjusted new way of learning through online. It indicates how students judge the value of the educational curriculum overall. Students' expectations about the amount of time and space allotted for online learning, as well as their own level of motivation and perceptions of others, such as their classmates and the teacher, are the key facets of these worries.

According to Pragholapati (2020), each student’s interests and circumstances must be taken into account when determining how learning at home give significance on the activities like assignments given to students do not need to be evaluated as is customary in the classroom; rather teachers could use qualitative evaluations that inspire students to be more motivated in participating during class activity.

Academic performance of students’ respondents in online learning, although self-study is a possibility with online education, the biggest difficulty for the student is how to deliver practical courses. Since most subjects are centered on the curriculum, learning them online is difficult. Students believe that using an online education system alone makes it difficult to achieve competencies. Making online education more engaging, connecting activities to actual events, offering clear information, and adding virtual tools could all help.

Looking at the academic performance of BEED students who participated in the online learning the first in range grade of 1.6-2.0 had a frequency of 32 or 49.60%, second, grade range of 1.0-1.5 had a frequency of 39 or 31.20%, third range grade of 2.1-2.5 had a frequency of 20 or 16.00%, fourth range grade of 2.6-3.0 had a frequency of 4 or 3.20%, and lastly the grade of 2.6-3.0 had a frequency of 4 or 3.20%.

Based on responses from students in online learning, the overall academic performance of BSED had a primary range of grades 1.6 to 2.0, next with a frequency of 197 or 47.04%, from 1.0 to 1.5, third base with a frequency of 143 or 36.27%, 2.1 to 2.5, fourth rank with a frequency of 57 or 12.89%, and 2.6-3.0, lastly with a frequency of 15 or 3.83%.

However undergraduate students were being taught online as a result of the suspension of classroom instruction in many colleges. This method of instruction offers a different approach to engaged interactions between teachers and students or between the students themselves. It did not contribute negative effect on students’ academic performance.

From the respondent of 412 students were found to agree on several characteristics of student satisfaction with online learning, according to one of the studies. Academic achievement and student satisfaction with the competence of online learning did not significantly correlate with one another. The association between the students' contentment with the quality of online learning and their academic success was examined using a Pearson product-moment correlation. Academic success and student happiness did not correlate statistically significantly, but there was a modest, negative association for online learning that was statistically significant at the level of statistical significance of 0.05. (2-tailed).

Challenges encountered by the teachers in online teaching, there are consequently 15 full-time teachers who clearly use the strategies used by teachers in online instruction. On the difficulties teachers have when teaching online, the teacher runs into a moderate issue.

The survey's findings imply that for online instructors to support students to their full potential, they may require additional training in a variety of subjects. The outcomes also demonstrate the need for more thorough research to identify the online educational strategies that increase student involvement, tenacity, and performance. Thus, the significance of offering preservice and in-service instructors who are instructing and assisting students in online learning settings professional learning opportunities, as well as the necessity of a qualified online teaching workforce.
CONCLUSION

The study have implications for students who are taking online courses. Though students may not have intensive training in online instruction, it shows from the results that students have strong expectation in the online learning, and this viewpoint may be related to learning styles, preferred learning situations, or personal reference. As well as the idea that students find online environments effective environments in which to learn.

Faculty may not recognize that students are aware of the teaching methods and styles used in online learning situations; Categorically, the approach encourages motivation on aspects of teaching that are directly connected with the quality of student learning and concepts for personal and professional growth through essential element of teaching excellence.

It also revealed that challenges and issues encountered by teachers online will not hamper to overcome those dilemmas but instead provide on the solution to address the problem that would enhance and wholly prepare the students for the teaching profession.

Recommendations

Based on the conclusions derived from the findings of the study, the following are recommended: First, the faculty of the College of Teacher Education be given more opportunities such as trainings or seminars to be familiar with the updates on the online teaching in the innovative use of synchronous and asynchronous collaboration tools in online courses. Second, Professional conferences can be opportunities for benchmarking approaches in the expertise and valuing techniques/strategies through online learning to stakeholder as well as other universities. Third, the students will be given supplementary activities like seminar – workshops that would cover additional information and mastery in the online learning from the professional and major subjects they were already enrolled in; fourth, topics similar to this research to include a bigger pool of respondents and future researchers to consider the results of this study as bases for studies they might conduct in the future; finally, it is recommended that a professional and instructional development program be adopted in the college.

References:


