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ISSUES ENCOUNTERED ON FLEXIBLE LEARNING AMONG COED STUDENTS OF ESSU GUIUAN: INPUTS FOR INTERVENTION PROGRAM

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Abstract:

Education is not an easy process; it requires a lot of patience and a vast array of resources. Without these aids, it would be very difficult for students to understand and retain new information. With the coming of the pandemic, all of the schools around the world had to adjust its existing modes of instruction, both to ensure safety while promoting learning amongst individuals. This study aimed in determining the issues encountered in online learning by the College of Education students of Eastern Samar State University Guiuan Campus. Results of the study concluded that the main issues come from lack of learning resources, knowledge in the use of technology by both teachers and students, very low internet connectivity and not enough time given in the learning and studying of given materials via online. Based on the result of the study, improved blended learning scheme should be develop to meet the demands of all parties, as well as increase the number of online resources. Recommendations also includes extra understanding and patience by both teachers and time management on the part of the students.

Keywords — College of Education, Online Learning, Issues, ESSU – Guiuan, Students, New Normal, Pandemic

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I. INTRODUCTION

The word learning is associated with schools, universities, students, teachers, tutors, and other academic related ideas. In addition, it is a term with a wide range of definition. However, studying the different definitions of learning by various experts of the field, the following facts has been extracted: learning is a modification of behaviour; it is the organization of behaviour; and it is the confirmation of a new process (Physicscatalyst, 2019). In other words, learning is a broad term which includes all activities affecting people in their growth process and mental development. This concept of learning, as it is associated with schools and other academic related ideas, is linked to education. The term education relates to learning as it is a process of inviting truth and possibility coupled with encouragement and allocation of time for its discovery (Smith, 2021). Education serves as a spark for people to keep on learning as they grow to whoever they choose to be.

People strive to get effective education and learn. In education, there are teachers, tutors, and other educators to help students in their learning processes. These educators have the task to *educe* (related to the Greek notion of *educere*) which means to develop potential both in themselves, and others or the students (Smith, 2021). It is the focus of educators to create environment and relationships conducive to learning rather than forcing knowledge into themselves and their students.

With the pandemic Coronavirus Disease 19 (Covid-19) still running around the world, the learning environment has changed. In addition, there have been changes in the way people work and live. These changes are called the new normal and they can slightly vary depending on where you are in the world. The concept of new normal include mask and gloves being commonplace, queuing being the norm, public transport being different, being hypervigilant of coughs and sneezes, holidays celebrated in homes, a change in the sport landscape, and others (Chong, 2020). There is also a dynamic change in education. Learning in education had transitioned from face-to-face lectures to online classes. This transition happened in line with the social distancing protocol since Covid-19, as Shereen et al. (2020) said, is a highly transmittable viral infection.

Covid-19 has made a huge impact in the education system especially in the Philippines. The education system in the country has adapted a type of learning called blended learning. The term blended learning is defined as a combination of some or all of these kinds of classes such as face-to-face, online, and modular (Chong, 2020). In other words, it is the incorporation of both online learning and offline learning methodologies.

Offline learning includes modules and whatever technology that conveys lessons, seatwork, and assignments (Paramount Direct, 2020). Online learning, on the other hand, is when students study with or without their teacher and classmates through an application or technology. It is a type of learning experience that is enhanced through using computers and/or the internet both inside and outside the facilities of the academic organization (Racheva, 2017). Despite online learning having an apparent advantage in access and freedom of location, it also has issues. These issues and problems encountered are the focus of this research. Specifically, the research aims to know the issues encountered in online learning of Eastern Samar State University (ESSU) Guiuan's College of Education (CoEd) students.

Statement of the Problem

The study aimed to identify and understand the status of the issues encountered related to the use of online learning of ESSU Guiuan CoEd students. Specifically, the study wants to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
   - age ;
   - gender ;
   - course of the students;
   - year level;
   - classload ;
   - marital status;
2. What is the status of the CoEd students on issues encountered in terms of:
   - Technological Issues
   - Accessibility Issues
3. Is there significant relationship between students' demographic profile and issues related to:
   - Accessibility
   - Technology
4. What intervention program can be formulated based on the results of the study

Significance of the Study

The result of this study will greatly benefit the following:

Students. The study may be beneficial to students since the research focuses on the problems encountered and issues in the use of online learning of ESSU Guiuan CoEd students. It will give insights on how to address these issues and how to facilitate their own learning which may help students improve their education and enhance their learning.

Teachers. The result of the study may help teachers understand the problems of their students in a more precise way. It gives teachers insights on the problems of students in terms of online learning and how it is affecting their education.

Administration. The results of the study may help the administration in identify issues within the educational system and how to address them. In addition to this, the research may give the administration hints on facilitating management, improving student learning, and enhancing teacher and student performance.

Schools. The study may be beneficial to other schools aside from ESSU Guiuan. Other branches of ESSU may benefit from the results since other schools are also using online learning in the current pandemic. It may give them ideas on their own students' issues and problems in terms of using online learning.

Future Researchers. This study may serve as a basis for further study on using innovative technologies for learning and teaching process. This may also serve as a source of another research problem and can be replicated using additional variables in another setting and different respondents

Scope and Delimitations

The study is limited in terms of participants since the research is focused on the ESSU Guiuan CoEd students. This significantly reduce the generalizability of the results of the research to a more encompassing population of students in schools other than ESSU Guiuan.

Another limitation of the study is its location. Since the research's participants study in ESSU Guiuan, the study is restricted to the geographical location of this university. This limitation is related to the issues that arise in the particular location. Other places may have different problems that they encounter. In addition, the culture and upbringing of the students in Guiuan, Eastern Samar is different than that of other location. These differences may bring up different issues and perceptions of a problem.

The study is also limited to the internet status of the geographical area. Since the research is focused on online learning, the connectivity of the internet plays a major role. With this in mind, given that the area has problems in terms of internet connection stability, the result of the research may be slanted to the problems that can arise with an unstable network.

Definition of Terms

In order to facilitate understanding of the content of this study, the following terms are conceptually and operationally defined.

Asynchronous Online Learning. Asynchronous learning means that the instructor and the students in the course all engage with the course content at different times. The instructor provides students with a sequence of units which the students move through as their schedules permit. Each unit might make use of assigned readings or uploaded

media, online quizzes, discussion boards, and more. The instructor guides the students, provides them with feedback, and assesses them as needed.

Blended Learning. It is a style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.

New normal is the current state of the world brought about by the changes and transitions necessary to adapt to the pandemic.

Online learning is when students study with their teacher and classmates through an application or an online platform that uses webcam (Paramount Direct, 2020).

Pandemic is an outbreak of a disease throughout the world (Intermountain Healthcare, 2020).

Synchronous Online Learning. Synchronous learning means that the instructor and the students in the course engage with the course content and each other at the same time, but from different locations. The instructor interacts with students in real time by means of tools such as zoom or google meet, audio, video, and presentations, to hold live classes

II. REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents relevant literatures about education, the pandemic and the new normal, learning methods in the new normal including modular and online platforms, and common issues of online learning. The chapter also reviews related studies that may support this research.

Related Literatures

Education

People work hard to attain quality education that gives them opportunities to develop their potential and an environment conducive to learning. They want to change or improve their thinking and their ability to do things. Given this, most of them still have a misconception of education equating it to having completed a particular course or obtaining a qualification (ACS Distance Education, 2021). Degrees and qualifications, however, can be obtained in the absence of good education. They are not always the same with education that is effective.

Effective education is a learning experience and schools, universities, and other academic institutions can provide this. In such environments (e.g. academic institutions), the help and guidance given by educators are essential to facilitate the attainment of effective and good education. This is because teachers, tutors, and other educators has the task to provide a nice learning environment and to develop potential both in themselves and their students (Smith, 2021). Educators are significant in the learning experiences of students or individuals who are striving to attain quality education and developing their potential.

Student Concerns in Learning and Education. Learning and developing potential of the students are not without concerns. Students also have issues in education and learning. These academic concerns may include issues such as learning difficulties, underachievement, lack of attention from teachers, bullying, misunderstanding of topics, lack of financial means, disinterest in the topics, procrastination and time management issues (GoodTherapy, 2019). All of these can affect or influence the performance of the student in the classroom negatively. They can also affect the students in other areas of their lives (GoodTherapy, 2019).

Student issues regarding learning and education can be in multiple categories. They can be problems relating to finance, social life, health, well-being, behaviour, or intellectual capability. The concerns may include everything mentioned above and/or more, however, there are things students can do to avoid or reduce the negative effects of their academic problems. Students can do the following to reduce the negative effects or their issues: eat right and stay healthy; get into a healthy sleeping habit; resolve relationship conflicts; spend time with classmates and professors; know your financial resources and develop appropriate spending plan; dedicate ample amount of time to studying; balance your academic and social life; and consider seeing a professional counsellor to help you in your issues (PUFW, 2021).

The issues and concerns that students face in their academic life are factors that affects their performance in school. In turn, they also influence the education that they are supposedly receiving from universities and other academic institutions. These issues, however, have changed in focus since the Covid-19, a disease officially announced by WHO as a pandemic on March 11, 2021 (Lockett, 2020), have spread throughout the world. This is because the pandemic had made the education system change to follow the protocols of protecting public health. In other words, it transitioned from face-to-face lectures to online classes to minimize spread of the disease. In turn, the education of the students is now, as of year 2021, mostly done online. This change is called the new normal.

Pandemic and the New Normal

New normal is a term used to describe the changes brought about by the pandemic Covid-19. The novel coronavirus or Covid-19 is a highly transmittable viral infection caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) that emerged in Wuhan, China and continued to spread around the world (Shereen et. al., 2020). In relation to this, infectious diseases that have become a pandemic can greatly increase mortality over a wide geographical area and it can cause large disruption in terms of social, economic, and political status (Madhav et. al., 2017). Due to this potential negative effects and the pandemic's high transmissibility, social distancing became a protocol to minimize infection all around the world. Different institutions and organizations including education

has adapted this protocol and it has led to the current state of the world called the new normal.

The changes that had occurred in people's lives or the new normal can slightly vary depending on where you are in the world. The concept of new normal may include mask and gloves being commonplace, queuing being the norm, public transport being different, being hypervigilant of coughs and sneezes, holidays celebrated in homes, a change in the sport landscape, and others (Chong, 2020). In addition to this, the education system has also changed to adapt to the protocols that helps protect public health and minimize infection. Schools and universities have moved from purely face-to-face lectures to online classes (Chong, 2020). Online lectures, zoom meetings, minimal face-to-face interaction, and modular learning are now the normal in the current educational setting. In other words, the learning methodologies of the education system have been changed to adapt to the pandemic.

Learning Methods in the New Normal

In the Philippines, the new normal in the education system can be summarized as blended learning. This type of learning is a combination of some or all of these kinds of classes such as face-to-face, online, and modular. Blended learning have been incorporate in most schools now (Chong, 2020) and this means that the education system is utilizing both online and offline learning methodologies.

Online learning is when students study with their teacher and classmates through an application that uses webcam or other online platforms. It is a type of learning experience that is enhanced through using computers and/or the internet both inside and outside the facilities of the academic organization (Racheva, 2017). With most of the educational activities and materials being online, technology has been a significant in this type of learning especially the internet. In relation to this, online learning can be an advantage to the students since it is a type of distance learning conducted in a virtual learning environment with electronic study content designed for asynchronous (self-paced) or live synchronous (e.g. live web-conferencing) online teaching and tutoring (Racheva, 2017). This means that students are often given the freedom of where they are geographically during online classes. In addition, through the self-paced characteristics of online learning, the student can accomplish their tasks and other educational activities in their own time provided that they submit on the deadline (Paramount Direct, 2020).Offline learning, on the other hand, is similar to regular classes without the face-to-face interaction of teachers and students. It is when the teacher provides the students with whatever technology that helps facilitate taking lessons, seatwork or assignments (Paramount Direct, 2020). In the Philippines, offline learning mostly consists of modules. This form of distance learning uses self-learning modules based on the most essential learning competencies provided by DepEd (Manlangit et al., 2020). These modules include motivation and assessment section that serve as a complete guide of both teachers' and students' desired competencies. In addition, teachers monitor the students' progress through home visits while strictly following social or physical distancing protocols. Teachers also distribute modules to ensure that no student gets left behind even if they have to cross rivers and risk their lives (Navarosa & Fernando, 2020).The Philippines has adapted blended learning or a combination of online and offline learning methodologies. This change in the education system are not without problems. In the first place, this type of learning will take a toll on teachers who are at the same time struggling with the pressure of adjusting to the new normal, securing and navigating technological resources, and writing and delivering educational materials on time (Navarosa & Fernando, 2020). In addition, this sudden change in the education system can be difficult to adapt to since education seems very much the same as it has been for plenty of years (Purdue, 2021).

Issues of Modular and Online Learning

In the Philippines, the preferred learning delivery of parents for their children is modular learning rather than online. This type of learning, however, poses problems for teachers (Malipot, 2020). In terms of modular learning, management of logistics can be an issue. Teachers are tasked to make activity sheets that comes with the module, but they often access the copy of these modules too late forcing them to base the activity sheets on past year's lessons (Malipot, 2020). In addition, even if the modules are accessible, the reproduction cost is often a problem and may force schools to find ways to raise funds.

Another issue lies in the modules themselves. Errors in the modules cause significant concerns for teachers. Since the beginning of the academic year 2020, which began on October 5 after being delayed by the pandemic, there have been a multitude of complaints about the errors in the learning module materials being distributed to the students by DepEd (The Manila Times, 2020).

Online learning, on the other hand, has its own issues. An example can be traced down to the stability of internet connection. This is because the Philippines ranked eleventh slowest in download speed among 87 countries (Ragandang, 2020). In the Philippines, especially in remote areas, the problem with internet speed exacerbates when regular face-to-face classes transitioned online (Navarosa &Fernando, 2020). With a slow or unstable internet connection, students and teachers find it hard to progress in their educational goals. A slow internet connection will make it difficult for teachers and students to attend online classes, submit requirements, or upload modules. In addition, the lack of internet connection stability hinders communication between teachers and students online. These are examples of issues that can be generally encountered in online learning in the Philippines. However, the research would like to more of these issues and how to address them. Specifically, the research would focus on the problems encountered and issues regarding the use of online learning of ESSU Guiuan CoEd students.

Summary of the Literature

Education is a process of inviting truth and possibility coupled with encouragement and giving time for the discovery (Smith, 2021). It is a word commonly associated to schools and colleges. In relation to this, a lot of people still have a misconception of education equating it to having completed a particular course or obtaining a qualification (ACS Distance Education, 2021). A degree or a qualification, however, does not necessarily equate with effective education.

To have an effective education, teachers, tutors, and other educators exist to facilitate this. These teachers and tutors has a task to educe (related to the Greek notion of educere) which means to develop potential both in themselves, and others or the students (Smith, 2021). In other words, educators like teachers, tutors, speakers, etc., need to focus on the creation of an environment and relationships conducive to learning rather than trying to drill knowledge into themselves and their students.

During the process of learning and developing potential, students can encounter issues or concerns. These academic concerns may include issues such as learning difficulties, underachievement, lack of attention from teachers, bullying, misunderstanding of topics, lack of financial means, disinterest in the topics, procrastination and time management issues (GoodTherapy, 2019). These issues, however, can be remedied or alleviated by doing interventions (PUFW, 2021).

The issues mentioned above are general concerns that a student may have in their academic life, but in the current year (2021), these issues may be skewed in a different way because of the new normal. The new normal in education makes the academic concerns of the students centered on technology and the educational system. Specifically, their issues lie in modular learning and online learning. The combination of these learning methodologies is called blended learning and it has been incorporated in most schools (Chong, 2020). In the Philippines, modular learning have issues related with logistics, funding, and the general management of the modules (Malipot, 2020). Online learning, on the other hand, has issues related to the internet connection (Navarosa & Fernando, 2020) since the Philippines ranked eleventh slowest in download speed among 87 countries (Ragandang, 2020). There may also be other issues on the use of online learning that are not mentioned above and these concerns are the focus of the research.

With all these in mind, the research would focus on the issues concerned with the use of online learning of the students and how to remedy them. Specifically, the research would like to know the problems encountered and issues regarding the use of online learning of ESSU Guiuan CoEd students.

Theoretical Framework

This study will anchor on constructivist learning model to support online learning experience. The view that students construct their knowledge from individual experiences and from thinking through these experiences is called "constructivism" (Windschitl and Andre, 1998; Loyens, Rikers, and Schmidt, 2009). The constructivist model of learning opposes the objectivist idea that the best way to transmit knowledge is dissemination from expert to learner. Instead, proponents of the constructivist model of learning argue that the learner should have more control over the learning process and that individuals learn better when they discover things on their own (Leidner and Jarvenpaa, 1995). It can be argued that there are circumstances in which it would be more efficient for an instructor to simply tell an answer to the student, instead of guiding the student to find the answer on his/her own. However, constructivist proponents believe that the process of determining the correct answer for oneself, or at least formulating an idea and thinking about the question, is a very important aspect of the learning process.

The constructivist model of learning provides students more control over the educational process and a hands-on style of learning. Giving students more control of the learning process allows students to discover information themselves. Self-discovery has been shown to increase the student's perceived retention of course material. This style of education better prepares the student for situations that will be encountered outside of the university, where there will not be a professor to guide him/her through a problem.

Conceptual Framework

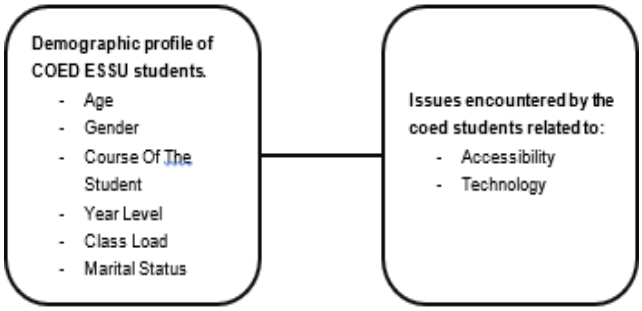

Figure 1. Conceptual Framework of the Study

III. METHODOLOGY

This chapter presents the research design, respondents of the study, sampling techniques, research instrument, data gathering procedure, treatment of data, as well as the ethical consideration in this study.

Research Design

To determine the status of the CoEd students on the issues related to online learning specifically on accessibility and technology issues, the researchers used quantitative design and correlational method. Quantitative research was

utilized to collect the numerical data needed to answer the research questions and test the hypothesis.

Furthermore, a correlational approach was employed in this study to evaluate the relationship between the variables. Correlation is used to classify the degree of correlation between variables. Creswell (2012) states that in a correlational study design, investigators utilize the correlation statistical test to define and evaluate the degree of connection between two or more variables or sets of scores.

Respondents and Sampling Methods

The respondents of the study were the teacher education students specifically from the Bachelor of Elementary Education (BEED), Bachelor of Secondary Education (BSED), BTVTED and BTLED program from school year 2020 – 2021 in ESSU - Guiuan.

The respondents of the study were selected through stratified random sampling. There are a total of fifty (50) respondents from both BEED and BSED program and twenty – five respondents coming from the BTLED and BTVTED program. Therefore, there are total of 150 College of Education students from the four programs who participated in this study.

Research Instrument

This study used a researcher-made questionnaire as a principal tool in gathering data to achieve the research objectives. The researcher developed a questionnaire containing questions regarding online learning. Questions on the issues and suggestions for improvement were also included. The survey was made to be precise and clear so that the participants would be able to understand it easily.

Data Gathering Procedure

To gather the needed data for this study, a communication letter was given to both the Campus Administrator and the Dean of the College of Education in ESSU - Guiuan asking permission to conduct the study and administer a survey questionnaire to COED Students. In administering the questionnaire, the researchers used a survey questionnaire in google form. The researchers forwarded the google form links to the students. After receiving the questionnaire from the respondents, the data gathered were tallied.

All data collected from the survey using google form were counted, tabulated, coded, and analyzed using descriptive statistics, notably frequency and percentage statistics. The frequency statistics simply count the number of times each variable occurs. Percentage statistics, on the other hand, are computed by dividing the frequency of each variable by the total number of respondents and multiplying by 100 percent.

Measurement of Variables

To facilitate the computation of data, specified scales will be used with its equivalent interpretation. For demographic of the respondents, scales were based on the given data and were coded accordingly. Similarly, the researcher adopted the Likert – Type Scale for different variables.

Age is characterized as follows:

Code	Description
1	15-20 yrs. old
2	21-25 yrs. old
3	26-30 yrs. old
4	30 above

Gender is characterized as follows:

Code	Description
1	Female
2	Male

Course is characterized as follows:

Code	Description
1	BEED
2	BSED
3	BTLED
4	BTVTED

Year Level is characterized as follows:

Code	Description
1	1st Year
2	2nd Year
3	3rd Year
4	4th Year
5	Irregular

Classload is coded as follows:

Code	Description
1	9 – 15 Units
2	16 – 24 Units
3	25 – 30 Units

Marital Status is coded as follows:

Code	Description
1	Single
2	Single Parent
3	Married/Live - in Partner
4	Married/Live - in Partner with children
5	Widow/Widower

Accessibility Issue is coded as follows:

Scale	Description	Interpretation
1.00-1.80	Never	Highly Significant
1.81-2.60	Rarely	Significant
2.61-3.40	Sometimes	Moderately Significant
3.41-4.20	Often	Less Significant
4.21-5.00	Always	Not Significant

Technological Issue is coded as follows:

Scale	Description	Interpretation
1.00-1.80	Never	Highly Significant
1.81-2.60	Rarely	Significant
2.61-3.40	Sometimes	Moderately Significant
3.41-4.20	Often	Less Significant
4.21-5.00	Always	Not Significant

Data Analysis

Data from the survey will be tallied, tabulated, and analysed using the Statistical Packages for the Social Sciences (SPSS) software (SPSS Window Version 21). Descriptive and inferential statistics will be used, including correlation analysis to determine the extent of association between and among variables.

IV. RESULTS AND DISCUSSION

The data obtained, the results of the statistical analysis performed, and the interpretation of findings are provided in tables in the order of the specific study topic concerning the problems experienced by College of Education students on online learning for the school year 2020 - 2021.

Table 1. Demographic Profile of the Respondents

Age	f	%
15 – 20	82	55%
21 – 25	62	41%
26 - 30	6	4%
31 above	0	0
Total	150	100%
Gender	f	%
Female	115	77%
Male	35	23%
Total	150	100%
Course	f	%
BEED	50	33%
BSED	50	33%
BTLED	25	17%
BTVTED	25	17%
TOTAL	150	100%
Year Level	f	%
1st Year	3	2%
2nd Year	23	16%
3rd Year	89	59%
4th Year	35	23%
Irregular	0	0
Total	150	100%
Class load	f	%
9 units – 15 units	36	24%
16 units – 24 units	80	53%
25 units – 30 units	34	23%
Total	150	100%
Marital Status	f	%
Single	141	94%
Single Parent	0	0
Married/Live – in Partner	0	0
Married/Live – in Partner with Child	9	6%
Total	150	100%

As indicated in table 1, the majority of students in the College of Education varied in age from 15 to 20 years old, accounting for 82 respondents or 55% of all respondents. Then came 62 respondents or 41% of all respondents between the ages of 21 and 25. While just 6 or 4% of all responses are between the ages of 26 and 30, and none are above the age of 31. The 32% consists of first year students, while the 17% and 5% consists of returnees, shifters and other irregular students.

The College of Education of Guiuan Campus consists of 115 female respondents or 77% of the total population with the remaining of 35 male respondents or 23% of the total respondents. Still, there were more female students who agreed to become respondents of the study.

Also, as shown in table 1, 50 respondents or 33% of the respondents are both from Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSED) programs, while 25 respondents or 17% of the total respondents are from the Bachelor of Technical – Vocational Teacher Education (BTVTED) and Bachelor of Technology and Livelihood Education (BTLED) program.

In terms of year level, 89 or 59% of respondents are already in their third year of the course in which they are enrolled, while only 3 or 2% percent of all respondents are in their first year, 35 or 23% percent are in their fourth year, 23 or 16% percent are in their second year and none from the respondents are irregular students.

Furthermore, 80 or 53% of the respondents have 16 – 24 units class load, while 36 or 24% of the respondents have 9 – 15 units and 34 or 23% of the respondents have 25 – 30 units class loads. Thus, majority of the respondents are regular students, meaning that they have average loading/ units as mandated by the Commission on higher Education and as stated in their curriculum offering. The College of Education of the Campus adheres with the strict implementation of the admission and retention policies, so those with less than 15 units and those with a maximum of 30 units are either returnees or shifters, these consists of a very few students per course.

Lastly, majority with 141 or 94% of the respondents are single while 9 or 6% of them are married or with a partner and child.

Table 2. Technological Issues Experienced by Students

Issues Experienced by the Students	Mean	Description	Interpretation
Instructor discomfort or lack of familiarity with required technologies or applications	3.02	Sometimes	Moderately Significant
Own discomfort of lack of familiarity with required technologies or applications	3.22	Sometimes	Moderately Significant
Access to reliable internet service	3.54	Often	Significant
Unclear expectations around which technologies and applications I am required to use	3.19	Sometimes	Moderately Significant
Adequate digital replacements for face – to – face collaboration tools (e.g., whiteboards)	3.34	Sometimes	Moderately Significant
Access to other computer hardware (e.g., printer, scanner)	3.18	Sometimes	Moderately Significant
Access to reliable communication software/tools (e.g., Zoom, Skype, Google)	3.28	Sometimes	Moderately Significant
Access to specialized software (e.g., Adobe products)	3.14	Sometimes	Moderately Significant
Access to a reliable digital device (e.g., laptop, mobile device)	3.46	Often	Significant
Adequate knowledge to effectively navigate canvas	3.32	Sometimes	Moderately Significant
Overall Mean	3.27	Sometimes	Moderately Significant

While most of the respondents agreed that the biggest technological issue was access to reliable internet service, this however, is not localized as the entire country has the same issue. Other issues agreed upon by the respondents included (1) instructor discomfort or lack of familiarity with required technologies or applications, (2) own (student's) discomfort of lack of familiarity with required technologies or applications, (3) unclear expectations around which technologies and applications the students are required to use, (4) adequate digital replacements for face – to -face collaboration tools, (5) access to other computer hardware such as printers or

The respondents strongly agreed that they had accessibility issues on the following; (1) do not require accessibility accommodations, (2) no access to class notes or lecture recordings, (3) challenges with application software used, (4) no access to or compatibility with accessibility tools, and (5) limited access to tutoring. Meanwhile, the respondents agreed on the following remaining items; (1) Need additional time for classwork and exam, (2) need live question and answer with professors, (3) accommodations request ignored by professor, (4) access to assistive technology hardware or software, and (5) availability or live captioning on video conferencing.

Table 3. Accessibility issues experienced by students

Accessibility issues experienced by students	Mean	Description	Interpretati
Do not require accessibility accommodations	2.98	Sometimes	Moderatel Significan
Need additional time for classwork and exam	4.03	Often	Significan
No access to class notes or lecture recordings	3.34	Sometimes	Moderatel Significan
Challenges with application software used	3.72	Often	Significan
Need live question and answer with professors	3.54	Often	Significan
Accommodations request ignored by professor	2.88	Sometimes	Moderatel Significan
No access to or compatibility with accessibility tools	3.12	Sometimes	Moderatel, Significant
Limited access to tutoring	3.52	Often	Significant
Access to assistive technology hardware or software	3.26	Sometimes	Moderately Significant
Availability of live captioning on video conferencing	3.26	Sometimes	Moderately Significant
Overall Mean	3.36	Sometimes	Moderately Significant

Scale	Description	Interpretation
4.21-5.00	Always	Highly Significant
3.41-4.20	Often	Significant
2.61-3.40	Sometimes	Moderately Significant
1.81-2.60	Rarely	less Significant

Table 4. Relationship between the Demographic Profile

Table 4. Relationship between the Demographic Profile and Accessibility Issue

Variable 1	Variable 2 Accessibility	Correlation Coefficient	Interpretation	P – Value	Interpretation
Age		.126	Negligible Correlation	.308	Not significant
Gender		.017	Negligible Correlation	.840	Not significant
Course		.337	Low Correlation	.001	Significant
Year Level		.296	Low Correlation	.004	Significant
Class load		.173	Negligible Correlation	.216	Not significant
Marital Status		.253	Low Correlation	.002	Significant

demographic profiles and accessibility issue. On the other hand, with the P – values ranging from .004 to .001, the course, year level and marital status of the respondents, even with the interpretation of "significant" only had an interpretation of "Low Correlation".

Table 5. Relationship between the Demographic Profile and Technological Issue

Variable 1	Variable 2 Technological	Correlation Coefficient	Interpretation	P – Value	Interpretation
Age		.037	Negligible Correlation	.902	Not significant
Gender		.004	Negligible Correlation	.957	Not significant
Course		.156	Negligible Correlation	.309	Not significant
Year Level		.171	Negligible Correlation	.225	Not significant
Class load		.038	Negligible Correlation	.976	Not significant
Marital Status		.124	Low Correlation	.132	Not Significant

On the relationship between the demographic profile and technological issue, with the variables including age, gender, course, year level and class load, had P – values ranging from .976 to .309 which all showed interpretations of "Negligible Correlation" and "Not Significant". Marital Status, with the P-value of .132 had a different result of "Low Correlation" but still had an interpretation of "Not Significant". It can be agreed that there is not relationship between the demographic profile of the respondents and the technological issues that they encounter.

V. RESULTS AND DISCUSSION

This chapter presents the summary of findings, conclusions and recommendations derived from the results and findings of the study.

Summary of Findings

1. Most of the respondents of the study were of age, single and have regular loads or subject units.
2. Almost all of the respondents oftentimes have issues on reliable internet access.
3. Almost all of the respondents do not have enough mobile devices (as they only have smartphones) to attend to all of their scholastic needs.
4. Accessibility and technology has obtained overall mean scores of 3.27 and 3.36 respectively which interpreted as moderately significant related to the issues encountered by the COED students.
5. The demographic profile of the respondents specifically the course, year level, and the marital status though significant still has low correlation with accessibility issue.
6. There no significant relation between the demographic profile of the respondents and the technological issues they encounter.

Conclusion

1. It can be concluded that most of the respondents did not spend enough time accessing their learning materials or attended to their learning online as they often needs additional time for class works and exams.
2. Accessibility on the different software application such as google classroom and zoom are oftentimes a challenge to almost all of the respondents.

Recommendations

The following recommendations were drawn by the researchers based on the findings of the study. For the university;

1. For the faculty members to be extra understanding and patient with their students as their students have limited online resources.
2. For the faculty members to extend a helpful hand and attending to the queries of their students.
3. For the university to device an improved blended learning approach that can help meet both the demands and needs of the teachers and students.
4. For the university to continue training or giving trainings to teachers on the use of technology or devices that can help them with their instruction and in offering an increased number of online resources for their students to access.
5. For the university to device a way that can make a face – to -face instruction possible without compromising the health of everyone.
6. For the university to increase the number of online resources made available to students.

For the parents;

1. For them to understand that even though their children are at home, they still have online classes and a lot schoolwork and activities to attend to and therefore should manage housework assigned to their children. Meaning, give a schedule where their children can still help with household chores while balancing it with their studies.
2. For them to understand the importance of mobile and internet devices especially during this time of pandemic and therefore should try to acquire them for the benefit of their children – given of course that they can afford it.

For the students;

1. For them to help themselves in finding extra resources and be extra resourceful as the teachers as well as their parents do not and cannot have everything.

2. For them to also give extra efforts in their studies, increase their online learning access time, manage their time properly and control their time and patience.
3. For them to focus on essential things while in social media or while they have access to better internet connectivity, for example, spend more time on messenger reading the announcements and activities posted on their class group chats rather than doing tiktok or updating their social status on facebook, or accessing their yahoo or gmail accounts rather than watching youtube videos that cannot help with their skills or studies.

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