

## LEARNING BARRIERS OF ALTERNATIVE DELIVERY MODE OF LEARNING AMONG THE LSPU CTE STUDENTS SPECIALIZING SOCIAL SCIENCE

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**ABSTRACT :** The (Covid-19) pandemic, online and modular learning are evidently a new norm to be adopted. With the abrupt closure of campuses across the country aimed to control the spread of COVID-19, students migrated to a wide assortment of living situations, a large number of which presented difficulties to learning. As schools closed, many students entered stressful domestic situations that aren't conducive to learning. Thus, the primary goal of this study is to figure out what the students' face as barriers to distance learning on learner's life skills. The main reason that inspires the research to conduct this study is to investigate the problems encountered by the students on the implementation of distance learning. The study covers 105 respondents from the major of Social Science students in Laguna State polytechnic University Sta. Cruz main Campus. The descriptive method of research was used in the study to analyze and interpret the data being gathered from the respondents. Result reveals that students are experiencing barriers on distance learning. The barriers of distance learning are communication, cost and access to internet, credibility, motivation and family support, these were all highly experienced by the respondents. The acquisition of learners' life skills in terms of critical thinking skill, interpersonal skill and self-management skills were all highly insufficient, while technical skill was interpreted as average insufficient. The barriers of distance learning have an effect on learner's life skills, accordingly the research hypothesis expressing that there is no significant effect between barriers of distance learning and learner's life skills. Researcher recommends further investigation of students' barriers to help other educators and institutions develop course materials and strategies properly. However, the understanding and alleviating technology issues are significant, particularly with the fast development of innovation.

**KEYWORDS:** *learning barriers, delivery mode of learning, modular learning, learning skills, distance learning.*

### I. INTRODUCTION

COVID-19 has turned into a worldwide threat to health emergency. Almost 36 million individuals all over the world have been infected and over one million died. As a result, billions of students throughout have been affected by the pandemic. Over 28 million Filipino students across all academic levels are among those who must remain at home and adhere to the Philippine government's quarantine regulations (UNESCO, 2020). To meet the demands of students, particularly the 3.5 million tertiary-level students enrolled in nearly 2,400 HEIs across the country certain Institutions established some proactive strategies to ensure that the education continues despite the shutdown. Modified types of online learning are included in these rules, to facilitate student activities. Asynchronous, delayed time activities such as pre-recorded video lectures and time-independent evaluations are examples of online learning (Azad 2020).

On the other hand, The Laguna State Polytechnic University one of the premier University in Laguna decided to cope and embrace the new normal in teaching through the use of multiple learning modalities such as distance learning and blended learning, either in addition to or in place of face-to-face learning. Self-Learning Modules will be made available in print, offline, and online digital formats to assist learners, parents, and teachers in implementing these delivery modalities.

However, findings further revealed that the COVID-19 pandemic had the greatest impact on the quality of the learning experience of the students most especially their mental health. This creates learning barriers among the students to adjust to online learning because it is a new environment.

Based on Azad stated that there are barriers to transferring the curriculum into online due to a lack of knowledge in online teaching.

According to Verde (2020) there are factors considered in the following sections are the type of University, whether it is public or private, and the type of studies pursued, since there will be some in which an online model has already been implemented naturally by universities using different learning modalities in education and these are the following:

### Presence Learning

*Presence learning* consists of both the students and the teacher sharing the same physical classroom. Previous studies have emphasized the educational benefits of the use of this teaching practice (Valero et al., 2021). This type of teaching methodology could not be applied from March to September 2020 due to the declaration of a State of Alarm by the government of the nation. However, as of September 2020, this teaching modality became eligible, and the educational centers were reopened.

The non-face-to-face teaching model is becoming increasingly popular in the field of higher education. Universities traditionally oriented to face-to-face teaching, regardless of whether they are public or private, are embracing this model. Although they maintain their main face-to-face structure, they offer students some distance-based degrees and master's studies (Ben-Chayim and Offir, 2019)

A face-to-face University that decides to include non-face-to-face teachings in its degrees and master's studies must combine its traditional procedures with the new requirements of non-face-to-face teaching (Chick et al., 2020). The universities that have already had this experience, even though they have been mostly presential, have been able to adapt more quickly to the suspension of in-person activity.

### Distance Education

Distance education, also known as online learning, is a type of education developed using technology that allows students to attend classes in remote locations (Hodges et al., 2020). It can also be defined as a type of education that joins professors and students from different locations. Although they maintain their main face-to-face structure, they offer students some distance-based degrees and master's studies. On the one hand, several authors have recognized that online teaching can be synchronous when the students and the teacher connect to the classes at the same time and can have real-time interactions. On the other hand, in asynchronous teaching, the teacher and the students do not have to coincide in the class. Usually, the class is recorded, and the students can view it at any time (Adedoyin and Soykan, 2020; Ali, 2020; Bao, 2020).

This type of teaching, which was already followed before the pandemic, was not affected by the pandemic (Hwang, 2018). Distance education is characterized by having an existing organizational infrastructure, which allows the educational objectives of online learning to be developed (Singh and Hardaker, 2014).

We must not confuse this type of teaching, i.e., distance education, with the *Emergency remote education*. In exceptional situations that impede the normal functioning of institutions and face-to-face educational centers, teachers may be forced to quickly adapt their pedagogical activity to a virtual environment. This is known here as emergency non-face-to-face teaching. In Spain, from March to June 2020, all teaching methods were entirely online. The emergency remote teaching required by the pandemic was often quickly improvised, without guaranteed or adequate infrastructure support (Evans et al., 2020). Given this lack of infrastructure, the main source of advice and early support for non-expert distance teachers was focused on providing the technological tools available in each institution and was considered adequate to support the change.

### Blended Learning

This model is based on a combination of classroom education and online education in various forms (Lightner and Lightner-Laws, 2016). There is no unanimity of criteria, since the meaning is ambiguous, causing confusion, and gives rise to a certain lack of rigor between the different types of blended learning (Misseyni et al., 2018). It is necessary to distinguish between hybrid teaching, mirror classrooms, blended teaching, and the new methodology proposed in this study, i.e., online guides in the classroom.

### Hybrid Learning

*Hybrid education* assumes that half of the students in a class attend the classroom and the other half follow the class from home, partially online and partially face-to-face (Misseyni et al., 2018; Bao, 2020).

The use of the *hybrid-flexible (HyFlex)* instructional methodologies is relatively recent in higher education (Beatty, 2019). As has been previously reported in descriptive case studies, the *HyFlex* techniques are implemented by an instructor. Previous research has shown efforts to include this methodology, although few studies report the impact on student learning and the associated metrics of interest, such as qualifications, retention, pass rate, and time to graduation (Beatty, 2019).

From September 2020, in Spanish universities that followed this methodology, groups of face-to-face students and online students alternated to achieve social distance without having to modify the structure of the classrooms.

Mirror Rooms With the accumulated incidence of COVID-19, one of the options used in Spanish University education was the so-called “*Mirror Rooms*,” which allows face-to-face classes but at a safe distance, ensuring a distance of at least 1.5 m between the chairs. To maintain the safety distance measures in the case of not having large enough classrooms, the group of students is divided into two subgroups. Half of the group is in a classroom, with the teacher, while the other half is in an adjoining classroom, watching the class by live videoconference. The advantage of this typology compared with hybrid education, in which half of the students follow the class from home, or compared with a blended education, in which the face-to-face education is alternated with online teaching, is that, in *Mirror Rooms*, the students do not depend on their resources or the connection in their homes, since the entire process is carried out in the educational center, including the online part. They have their classmates in class for support and motivation and are able to continue enjoying contact with classmates and a University environment ([Misseyanni et al., 2018](#)).

The drawbacks of this type of methodology are the need to have enough classrooms, in addition to the technical resources necessary to broadcast the class live and personnel who can control these mirror classrooms. Another disadvantage supposes students do not have any engagement directly with the lecturer, who will be in standing in another classroom, being a similar situation to that in asynchronous online classes. In University studies, this methodology may be feasible, but not so much in other educational stages, in which it will not be easy for students to be alone in a class and pay attention.

### A “Semi-Preential Learning” Blended System

The approach of the blended system is mostly carried out with the alternation between face-to-face classes and online education, either by videoconference or by independently following, i.e., individually or in groups, the tasks begun in class in person. A variety of this model is splitting up students and having those groups take turns going to class. According to the study by Cândido, in the semi-present context, students alternate online activities with face-to-face meetings ([Cândido et al., 2020](#)). This means fewer contact hours for each subject, which will be compensated with work from home. For example, if we work on projects, students can take part in the classroom and stay at home when they cannot go to the school in person.

#### Online Guide in the Classroom

Another new approach to blended learning education that is proposed in this study is what we have called the “*Online guide classroom*.” This new methodology has been made evident by the new reality of the pandemic. A person who has been in contact with another person who has tested positive for COVID-19 should take the contagion test and stay at their home until the results of the test are known. In this situation, teachers, who physically have no symptoms and are well, have noticed how their teaching has been interrupted, being a detriment to their students.

In an *Online guide classroom*, the teacher stays at home, or another location, and teaches through a computer, and the students physically travel to the campus to follow the video conference. The advantage of this type of teaching is that, if the teacher is in the previous situation, is in quarantine and might have been exposed to COVID-19, or is even unable to attend a class, e.g., for other activities, e.g., assisting a Congress in another country, students will not miss class. In addition, students will be able to continue enjoying University life and to carry out group work in person with their classmates. This option is particularly necessary for science students who need to work in the laboratories for their lessons ([Anderton et al., 2021](#)). The classroom will need to meet certain technical requirements to be able to project the videoconference, e.g., microphones and cameras incorporated in the classroom, i.e., the same hybrid-learning technical resources that prior research suggests ([Hwang, 2018](#)), as well as staff or students responsible for connecting these devices.

## II. METHODOLOGY

An investigation was carried out with the purpose of analyzing whether the change in the teaching–learning methodology, due to COVID-19, diminished in any way the quality of the education and/or the satisfaction of the students.

Throughout, the academic year 2020–2021, no student was able to attend their classes in the same way they did at the beginning of the previous year, since the pandemic was still in force; however, in our study, all students surveyed had experienced all scenarios because they were all University students who were currently in their second year of University studies. Therefore, the two groups surveyed were able to answer the study questions based on their experience of classes without restrictions in the previous year, before the pandemic broke out, and to compare that with the current restrictions.

Students, as well as the teacher, had to adapt to the situation that was being experienced around the world and to change their teaching–learning methodology in order to continue learning. The main objective since the beginning of all these changes was to preserve the natural progress of the classes and ensure that the changes in methodology did not affect the quality of the education and the satisfaction of the students.

To analyse whether this objective was being achieved, students were analysed in regard to their satisfaction, the quality of the education, and the feelings of the students during these new conditions and education modalities.

However, based on the study by Moore cited that there is favourable evidence of online learning among students during the pandemic. The majority reported that they became independent, adapted to online learning, and became more self-motivated, reinforcing that online pedagogy certainly has its benefits in encouraging students to work independently and enhance their self-efficacy

Another study conducted by Oliver (2020) stated that ICT is important in higher education pedagogical practices for the students to learn for the alternative mode of learning since there is a decline of the face –to- face classroom learning and the rise of learning in a work-based setting, with the students able to access programs from anywhere and in any time within the country.

Moreover, Ferguson (2020) declared that teaching mathematics in e-learning environments is ineffective. Their findings revealed that online math lessons are full of difficulties that can cause barriers in education. The weaknesses of the delivery mode of teaching in distance education can cause the students to manage their time wisely and work independently.

Eberle and Hobrect (2021) revealed that a lack of internet connectivity and the overlap of learning and home areas provide negative consequences to students. It serves as a barrier in their learning of and many students cannot cope with their learning activities.

Pham (2022) cited that the result of the COVID-19 outbreak in Vietnam’s higher education has undergone significant changes. When the schools are closed the new delivery mode of teaching plays an important role in the lives of the students and the teachers.

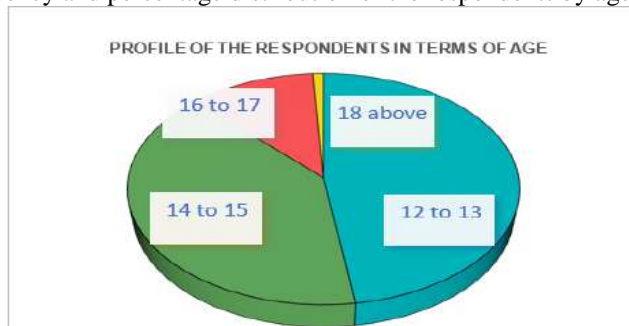
Through this, teachers must upgrade themselves with new teaching forms and strategies in response to considerable problems and students must adapt to a new distance learning environment. The researcher wanted to find out the learning barriers of alternative delivery mode to the students specializing in Social Science

**III. RESULTS AND DISCUSSION:**

The presentation of the significant findings followed the order as per the assertion of the problem specifically: to determine the profile level of the respondents as to age, gender, grade level, and family income; level of the barrier of distance learning in terms of communication, cost and access to internet, credibility, and motivation; level of the learners' life skills in terms of critical thinking, interpersonal, self-management and technical skills; and determine if there is a significant effect between the barriers of distance learning and learner's life skills.

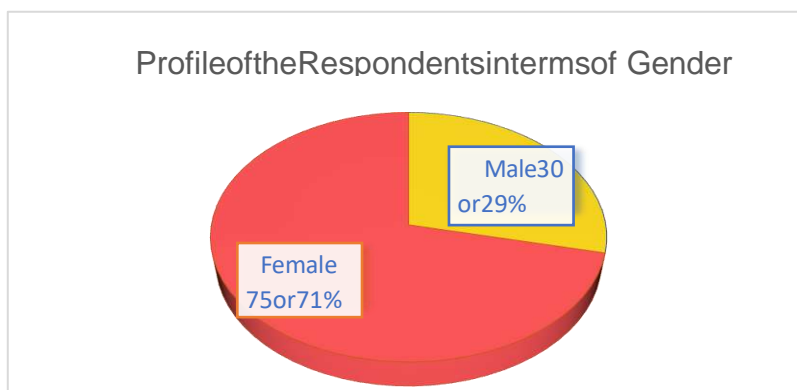
**Profile of the Learners**

Figure 3 presents the frequency and percentage distribution of the respondents by age.



**Figure 3. Level of Learner’s Profile in terms of Age**

It is seen from the figure that out of 105 students 1 or 1 percent fell within the age section of 18 or above years old; 12 or 11 percent were within the age section of 16 to 17 years of age; 42 or 40 percent were inside the age bracket of 14 to 15 years of age, and 50 to 48 percent of the respondents fell within the age bracket of 12 to 13 years of age.



#### Figure 4. Level of Learner's Profile in terms of Gender

Development is recognized by one's self not those forced by others. It was avowed by Calaramo as referred to by Mercado (2011) that as an individual develops by age, his actual wellbeing weakens, yet as an individual grows older, his experiences incrementally increase.

Figure 4 presents the frequency and percentage distribution of the respondents by gender.

It can be noted from the figure that most of the respondents are female with 75 of 105 students or 71 percent of the respondents and just 30 or 29 percent were males.

As indicated by Nalus 2010 sex is a socio-social component of being a man or a woman. Men and women are brought into the world with comparative limits and possibilities; the general public characterizes explicit role change in the two of them. The gender roles change over the long haul and shift across societies when discussing the exhibition of a person in his picked work.

Figure 5 presents the frequency distribution of the profile of the respondents in terms of grade level.

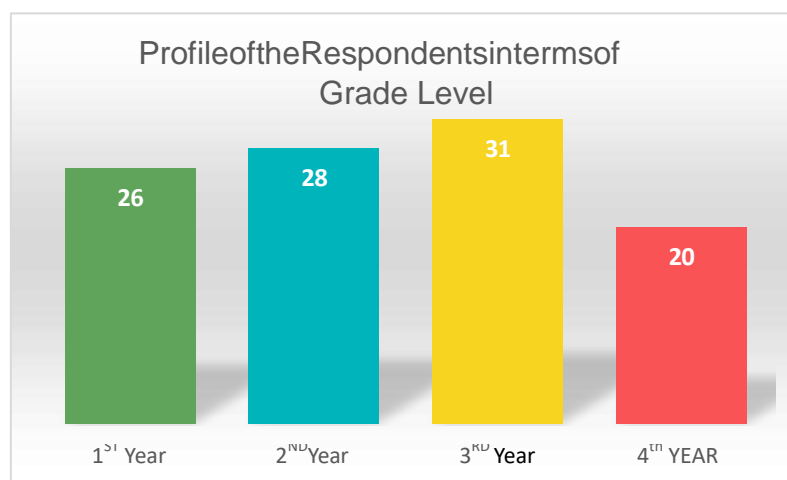


Figure 5. Level of Learner's Profile in terms of Grade Level

Figure 5 shows the distribution of respondents according to grade level. There were 105 Junior High schools in the Science section. It can be gleaned from the figure that the majority of them are from grade 9 with 31 respondents, on the other hand, the least number of respondents came from grade 10 with 20 respondents.

Figure 6 presents the frequency distribution of the profile of the respondents in terms of family income.

In this research, respondents' family income is sorted into five ranges of income. As introduced in Figure 6, 38 of the respondents fell within the range of P3000 – P5000 family income, and also 33 fell within the range of P5000 – P10000 family income. That large number of respondents have low income and below the basic salary of workers.

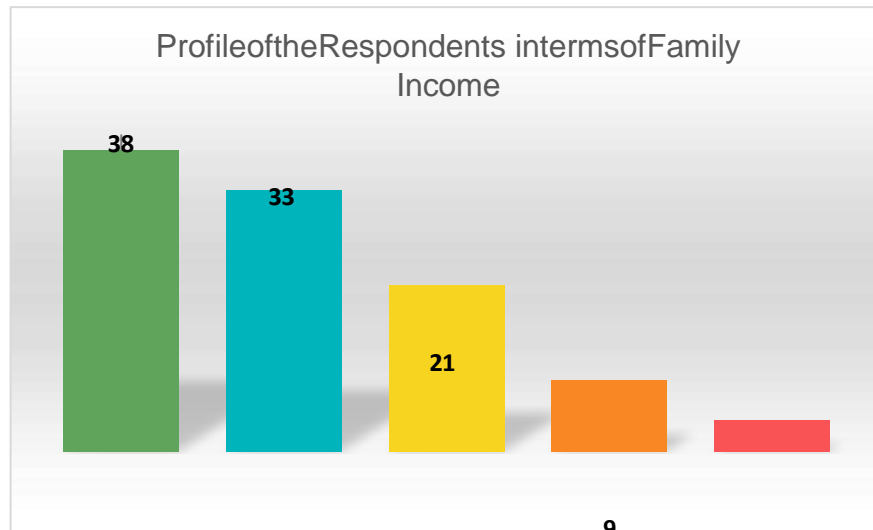


Figure 6. Level of Learner’s Profile in terms of Family Income

The discoveries of the investigation made by Adzido and so forth (2016) incompletely infer that the family income of students could influence their learning process, motivation, and academic execution in the long run. Accordingly, the solid monetary status of families improves students' motivation, learning process, and subsequently better academic execution. Nonetheless, a few respondents emphatically contended that family income status is anything but a fundamental indicator of better academic performance.

**Barriers of Distance Learning**

The barrier of distance learning regarding communication, cost and access to the internet, credibility, and motivation was dealt with measurably utilizing mean and standard deviation joined by a 5 point-Likert scale made by the researcher. The table shows the indicative statement, mean, remark, and interpretation.

Table 2. presents the of barrier to learning in terms of communication.

The result shows that communication *highly* hinders distance learning as shown by the grand (M=3.73, SD=1.02). This means that communication is one of the barriers of distance learning that may affect the acquisition of life skills for learners.

It can be seen from the table that the statement “too inhibiting to express candid emotions and idea in online classes. (Hindi masyadong maipahayag ang totoong emosyon at ideya sa online klase.)” obtained the highest (M=3.97, SD=0.95) which indicates that the respondents *agreed* that communication is a barrier to distance learning. Students were not able to express their ideas and emotions during an online class. However, "lack of peer collaboration (kakulangan ng pagtutulongan ng kamag - aaral)” got the lowest (M=3.48, SD=1.02) which means that the respondents *agreed* that lack of collaborative communication is also barred. This meant that students were not able to learn due to a lack of collaboration among their classmates.

**Table 2. Level of barrier of distance learning in terms of Communication**

Statement	Mean	SD	Remarks
<b>I have experienced the...</b>			
1. Lack of peer collaboration.	3.48	1.02	Agree
2. Too inhibiting to express candid emotions and idea in online classes.	3.97	0.95	Agree
3. Get tired and bored from staying too long in online classes through communication with teachers and classmates.	3.76	1.02	Agree
4. Shy or lack confidence for online learning.	3.80	1.02	Agree
5. Distance learning courses do not get the practice of verbal interaction with professors and other students.	3.62	1.03	Agree
<b>Grand Mean Interpretation</b>	<b>3.73</b>	<b>1.02</b>	<b>Agree High</b>

In accordance with this basis on the view of examination of Abu Bakar, and so on (2020), it is assumed that



distance learners confronted communication difficulties. These difficulties frequently cover each other and expanded the intricacy and uneasiness of distance students. In distance learning, such boundaries impact real communication and upset the accomplishment and learning experience of distance learners. Communication hindrances are a huge test in distance learning, which impact the distance on students' performance and accomplishments.

Furthermore, in the article made by Dabaj, F. (2021). It is still accepted by some that better communication is accomplished when the sender and beneficiary communicate vis-à-vis. Consequently, remembering this they reject or oppose imparting by means of technology.

Table 3 shows the weighted mean of barriers to distance learning in terms of cost and access to the internet.

**Table 3. Level of barrier of distance learning in terms of Cost and Access to Internet**

	Statement	Mean	SD	Remarks
<b>I have experienced the...</b>				
1.	Difficulty in communication through the internet.	4.19	0.85	Agree
2.	Difficulty in accessing reliable information.	3.81	0.93	Agree
3.	Online learning costs too much.	3.55	1.13	Agree
4.	Lack adequate Internet access.	3.14	1.10	Agree
5.	Lack of consistent platforms, browsers, and software.	3.46	1.04	Agree
<b>Grand Mean Interpretation</b>				<b>Agree High</b>

Most of the indicative statements under cost and access to the internet received remarks of agree. "Difficulty in communication through the internet. (Nagkakaprotektasakomunikasyongamitanginternet.)" received the highest (M=4.19 SD=0.85) which the respondents agreed with and show that cost and access to the internet is a barrier to distance learning. Students with poor internet connections were struggling to keep up with their lessons during online classes. Nonetheless, "lack of adequate Internet access. (walangsapatnakayahansapaggamit ng internet.)" got the lowest (M=3.14, SD=1.10) which implies that the respondents were neutral whether lack of adequate web access hampers distance learning. It demonstrates that some of the students are all around prepared in technological aspects and others are attempting to adapt.

The outcome shows that cost and access to the internet highly hinder distance learning as demonstrated by the grand (M=3.63, SD=1.10). This implies that cost and access to the internet are among of the obstructions of distance learning that may influence the procurement of life skills for students.

The cost and access have become the primary issue in joining the online learning stage. This is upheld by Marcial et al. (2015) tracking down that the most serious barrier is the issue of cost and access to the web.

In the article written by Kevin Coss (2020) he expressed those numerous cases in the US battle with poor connectivity, slow network, or no network, making tremendous hindrances for certain students as they attempt to adjust to online learning. His examination investigates how business, strategy, and calculated elements can adjust to make the fast web available to students, however to individuals in general.

Table 4 reveals the weighted mean of barriers to distance learning in terms of credibility

**Table 4. Level of barrier of distance learning in terms of Credibility**

	Statement	Mean	SD	Remarks
<b>I have experienced the...</b>				
1.	Lack of proper assessment. Not closely monitored if there's progress or improvement.	3.70	0.79	Agree
2.	Lack of support and reassurance.	3.40	1.05	Agree
3.	Teachers might find little time to talk about trivial details of a given topic, which are otherwise important to helping me understand better a given concept.	3.98	0.82	Agree
4.	Can't understand the topic without the guidance of my parents/teachers.	3.64	0.99	Agree
5.	Course materials not always delivered on time.	3.23	1.05	Agree
<b>Grand Mean Interpretation</b>				<b>Agree High</b>

As projected in Table 4, "Teachers may find little time to talk about trivial details of a given topic, which are otherwise important to helping students better understand a given concept. (Ang mgaguro ay maaaring makapaglaan ng kaunting oras upang pag-usapan ang mgamaliit na detalye ng isang paksa, namaaaring mahalaga upang matulungan akon amaunawaan ang isang naibigay na konsepto.)" achieved the highest

( $M=3.98$ ,  $SD=0.82$ ) it exhibits that the respondents agreed that credibility is inadequate in gaining student's life skills.

On the other hand, "Course materials are not always delivered on time. (Ang mgamateryalessakurso ay hindipalagingnaihahatidsaoras.)" obtained the lowest ( $M=3.23$ ,  $SD=1.05$ ) with a remark of neutral. A few students can get their course material on schedule, the explanation for this was they are close to the school and their parents/ guardians are generally available. Then again students whose both parents are inaccessible and live a long way from school experienced getting the materials late.

The result shows that credibility highly hinders distance learning as shown by the weighted ( $M=3.59$ ,  $SD=0.58$ ). This suggests that credibility is one of the blocks of distance learning that may impact the acquisition of life skills for students.

As referenced by Sahar El Turk, and Isabelle D. Cherney, (2016). The third factor out of 10 that they researched was sorted as academic hindrances and included the accompanying five boundaries: absence of authority over students cheating, powerlessness to get a handle on obvious signals from students, the trouble of passing on ideas in certain fields on the web, online students may not learn just as vis-à-vis students, and questions about the nature of internet learning results.

Table 5 reveals the weighted mean of barriers to distance learning in terms of motivation and family support.

**Table 5. Level of barrier of distance learning in terms of Motivation/Family Support**

Statement		Mean	SD	Remarks
<b>I have experienced the...</b>				
1.	Lack of instructional materials that suit the interests of the learners and its appropriateness with the instructional tasks.	3.31	1.11	Neutral
2.	Online learning environment that is not inherently motivating.	3.70	1.02	Agree
3.	I can easily get confused during online class sessions.	3.83	1.04	Agree
4.	Lack of support from family and friends.	2.79	1.14	Neutral
5.	Fear family life will be disrupted.	3.60	0.96	Agree
<b>Grand Mean Interpretation</b>		<b>3.45</b>	<b>1.12</b>	<b>Agree High</b>

The table presents the mean level of barriers to distance learning in terms of motivation. It further indicates that statement 4 "lack of support from family and friends. (Kakulangan ng suportamulasapamilya at kaibigan." got the lowest ( $M=2.79$ ,  $SD=1.14$ ) received a remark of neutral. It specifies that particular students feel that they receive enough support from their family while others do not. Statement no. 3 "I can easily get confused during online class sessions. (Madalingmalitosamgasesyonsa online naklase.)" got the highest ( $M=3.83$ ,  $SD=1.04$ ). It further indicates that the respondents agreed that motivation is a hindrance in distance learning. Unmotivated students cannot focus and concentrate during their online classes.

The result shows that motivation highly hinders distance learning as shown by the grand ( $M=3.45$ ,  $SD=1.12$ ). This suggests that credibility is one of the barriers to distance learning that may impact the acquirement of life skills for students.

A further study by Lin et al. (2017) was done and it was discovered that the students had low degrees of intrinsic and extrinsic motivation in their online learning course. The analysts expounded on the low motivation and examined that it may have been brought about by an absence of real-time communication with educators and schoolmates.

### Life Skills of the Learners

Learner's Life Skills concerning the critical skill, interpersonal skill, self – management skill and technical skills were dealt with measurably utilizing mean and standard deviation joined by a 5 point-Likert scale made by the researcher.

The table shows the indicative statement, mean, remark, and interpretation.

It can be seen from the table that the statement "lack of clear expectations/instructions. (Kakulangan ng malinawnapananaw/ tagubilin.)" obtained the highest ( $M=3.58$ ,  $SD=0.95$ ) which indicates that the respondents



agreed that critical thinking skills is absent in learners' life skill. Students we're not able to understand clearly the instructions given during online class.

However, "lack of language skills for online learning. (Kakulangan ng mgakasanayansawika para sa online napag – aaral.)" got the lowest ( $M=3.48$ ,  $SD=1.04$ ) which means that the respondents have a neutral response. It denotes that some of the students can easily adjust to online learning language while others are having a difficult time dealing with it.

**Table 6. Level of the learners' life skills in terms of Critical thinking skill**

	Statement	Mean	SD	Remarks
<b>I have experienced the...</b>				
1.	Inability to understand course materials	3.43	0.99	Agree
2.	Less commitment to education.	3.53	0.87	Agree
3.	Lack of prerequisite knowledge.	3.54	0.95	Agree
4.	Lack of language skills for online learning.	3.38	1.04	Neutral
5.	Lack of clear expectations/instructions.	3.58	0.95	Agree
<b>Grand Mean Interpretation</b>		<b>3.49</b>	<b>0.97</b>	<b>Agree High</b>

The result shows that critical thinking skills are *highly* deficient in learners' life skills as shown by the grand ( $M=3.49$ ,  $SD=0.97$ ). This means that the critical thinking skills of students as of today's distance learning are not enhanced, since more of their activities were focused on the lower level of cognitive knowledge.

The fast development of data and communication innovation has made an expanding measure of accessible data. Individuals should have critical thinking skills so that they can examine and look at data just as build contentions. Everyone has the necessity to think basically in regular day-to-day existence. (Atabaki et al., 2015). Moreover, critical thinking will urge students to think further and have the option to take care of issues in school or with regard to regular daily existence in the light of the fact that critical thinking is not just required in the study hall yet additionally in regular day to day existence. (Jacob,2012)

Table 7 represents the level of learner's life skills in terms of interpersonal skills.

**Table 7. Level of the learners' life skills in terms of Interpersonal Skill**

	Statement	Mean	SD	Remarks
<b>I have experienced the...</b>				
1.	Low concentration on study.	3.89	0.97	Agree
2.	Lack of faculty support.	3.08	1.04	Neutral
3.	Lack of instant feedback form peers and teachers.	3.39	1.02	Neutral
4.	Lack of communication skills for online learning.	3.64	0.92	Agree
5.	Difficulty contacting academic or administrative staff.	3.58	0.90	Agree
<b>Grand Mean Interpretation</b>		<b>3.49</b>	<b>1.01</b>	<b>Agree High</b>

As noticed in Table 7, the statement "low concentration on study. (mababangkonsentrasyonsapagaaral.)" accumulated a highest ( $M=3.89$ ,  $SD=0.97$ ) which indicates that the respondents agreed that interpersonal skill is lacking in learner's life skills. Students we're not able to utter ideas and concentrate during an online class. Despite this "lack of faculty support. (Kakulangan ng suporta ng guro.)" acquired a lowest ( $M=3.08$ ,  $SD=1.04$ ) interpreted as neutral, it connotes that a part of respondents feels the help of the teachers while a bit of respondent may feel that the help from teachers is not sufficient.

In learners' life skills in terms of interpersonal skill, the data being analyzed from the respondents' responses based on their discernment resulted to highly insufficient with the grand ( $M=3.49$ ,  $SD=1.01$ ). With this, students encounter problems with expressing their ideas and knowledge in distance online learning.

In accordance with Cole, Shelley, and Swartz (2014) who examined graduate and undergraduate fulfillment with online learning at a college it was found that an absence of connection with faculty and with classmates is the principal wellspring of learner's disappointment.

This is upheld in an investigation of advanced education students in Kenya led by Muuro, Wagacha, Oboko, and Kihoro (2014), who distinguished absence of feedback from faculty and absence of input from peers as major apparent difficulties by the students.

Table 8 shows the level of learner's life skills in terms of self – management skills.

It tends to be seen from the table that the statement "difficulty in time management. (nahihirapansapamamahala ng oras.)" got the most noteworthy ( $M=4.11$ ,  $SD=0.94$ ) it shows that respondents concurred that they experience issues in time management. Then again, "inability to create a balance between education and work. (kawalan ng

kakayahangbalansehin ang pag-aaral at trabaho.)" got the least ( $M=3.59$ ,  $SD=1.14$ ). Students who work part-time and study simultaneously are experiencing difficulty adjusting their time during this distance learning.

**Table 8. Level of the learners' life skills in terms of Self - Management Skill**

Statement		Mean	SD	Remarks
<b>I have experienced the...</b>				
1.	Inability to create balance between education and work.	3.59	1.14	Agree
2.	Inability to create balance between education and family or social life.	3.84	1.00	Agree
3.	Difficulty in time management.	4.11	0.94	Agree
4.	Significant interruptions during study at home.	3.80	0.97	Agree
5.	Afraid of feeling isolated.	3.70	1.11	Agree
<b>Grand Mean Interpretation</b>		<b>3.81</b>		<b>Agree High</b>

As the after effect of the survey with regard to student's life skills towards self-management, it shows that respondents self-management is highly insufficient with the grand ( $M=3.81$ ,  $SD=1.05$ ) in learners' life skills. Learners accept that they are struggling to get sorted out and to deal with their own time in today's new method of distance learning.

J. Xu (2013) acknowledged that time is additionally a significant part of learning. Without investing energy in an assignment, no advancement can be ever achieved. Nevertheless, students frequently do not sort out their learning time in the correct manner (e.g., they dawdle, disparage the measure of time expected to finish an undertaking, attempt to do excessively, waste their time).

In a separate investigation it was discovered that student's selfmanagement skill did not significantly predict fulfillment in online courses or learning results when remembered for underlying condition models or numerous relapses (Eom and Ashill, 2016)

Table 9 gives an idea about the level of learner life skills in terms of technical skills.

**Table 9. Level of the learners' life skills in terms of Technical Skills**

Statement		Mean	SD	Remarks
<b>I have experienced the...</b>				
1.	Insufficient computer skills	3.23	1.17	Neutral
2.	Difficulty in accessing software materials.	3.30	1.22	Neutral
3.	Lack skills for using the delivery system.	3.30	1.15	Neutral
4.	Unfamiliar with online learning technical tools.	3.26	1.21	Neutral
5.	Lack of basic knowledge in operating a technology gadget.	3.01	1.20	Neutral
<b>Grand Mean Interpretation</b>		<b>3.23</b>	<b>1.19</b>	<b>Neutral Average</b>

All indicative statements received a remark of neutral. It can be perceived from the table that the statements "difficulty in accessing software materials." and "unfamiliar with online learning technology tools." attained the highest ( $M=3.30$ ,  $SD=1.22$ ,  $1.15$ ) which indicates that the respondents stay neutral in terms of enhancement of technical skills in learner's life skills. While statement "lack of basic knowledge in operating a technology gadget." gained the lowest ( $M=3.01$ ,  $SD=1.20$ ).

As the outcome in terms of technical skills, the grand ( $M=3.23$ ,  $SD=1.19$ ) is interpreted as neutral. In connection, some of the respondents have a natural computer skill that they can smear on today's distance learning. They have the competence to adapt to the new approach of learning since they have innate skills in technologies. On the other hand, some respondents cannot adjust easily because of some factors, such as affordability, way of living, etc. They find it hard to do some of their activities for they are lacking technological skills.

Srichanyachon (2014) distinguished students' difficulties to take an interest in online learning, specifically issues with online frameworks. Issues with online frameworks included connection errors, system intricacy, communication convenience, and engaging quality.

O' Doherty et al. (2018) referenced the primary hindrances to web-based learning as time limitations, poor technical skills, insufficient framework, nonappearance of institutional systems and backing, and negative mentalities.

### Effect of Barriers of Online Distance Learning to Life Skills of the Learners

Minitab 14 was used in computing the data gathered and treated them statistically using Analysis of Variance. The computed p-values were compared to the level of significance at 0.05 to determine the barriers of online distance learning that significantly affect the life skills of the learners.

Table 10 reveals the effect of communication as a barrier of online distance learning on the life skills of the learners as to critical thinking skills, interpersonal skills, self-management skills, and technical skills.

**Table 10. Effect of Communication as a barrier of Online Distance Learning to Life Skills of the Learners**

Variables	p-value	Decision on Ho	Analysis
Communication Critical Thinking Skill	0.000	Reject	Significant
Communication Interpersonal Skills	0.000	Reject	Significant
Communication Self-management Skill	0.000	Reject	Significant
Communication Technical Skill	0.000	Reject	Significant

*\*significant at 0.05 level of significance*

It can be seen from the table above that the obtained p-values of 0.000 between communication and life skills were lower than the 0.05 level of significance which indicated that the null hypothesis had been rejected. This further implied that communication as a barrier of online distance learning significantly affects the life skills of the learners. This means that communication in online distance learning hinders the acquisition of life skills that are vital to students learning.

Table 11 uncovers the impact of cost and access to the internet as a barrier of online distance learning to the life skills of the learners as to critical thinking skills, interpersonal skills, self-management skills, and technical skills.

**Table 11. Effect of Cost and Access to Internet as a Barrier of Online Distance Learning to Life Skills of the Learners**

Variables	p-value	Decision on Ho	Analysis
Cost and Access to Internet Critical Thinking Skill	0.000	Reject	Significant
Cost and Access to Internet Interpersonal Skills	0.000	Reject	Significant
Cost and Access to Internet Self – management skill	0.000	Reject	Significant
Cost and Access to Internet Technical Skill	0.000	Reject	Significant

It tends to be seen from the table above that the obtained p-value of 0.000 among cost and access to internet and life skills were lower than the 0.05 level of significance which showed that the null hypothesis had been dismissed. This further inferred that that cost and access to the internet as barrier of online distance learning significantly affect the life skills of the learners. This implies that cost and access to the internet in an online distance learning hinders the procurement of life skills which are crucial to students learning.

**Table 12. Effect of Credibility as a Barrier of Online Distance Learning to Life Skills of the Learners**

Variables	p-value	Decision on H <sub>0</sub>	Analysis
Credibility Critical Thinking Skill	0.000	Reject	Significant
Credibility Interpersonal Skills	0.000	Reject	Significant
Credibility Self – management skill	0.000	Reject	Significant
Credibility Technical Skill	0.000	Reject	Significant

Table 12 divulge the effect of credibility as a barrier of online distance learning to the life skills of the learners as to critical thinking skills, interpersonal skills, self-management skills, and technical skills.

It will in general be seen from the table, that the acquired p-value of 0.000 among credibility and life skills was lower than the 0.05 degree of importance which showed that the null hypothesis had been excused. This further surmised that credibility as a barrier of online distance learning which significantly influences the life skills of the students. This suggests that credibility in an online distance learning is a barrier in to the obtainment of life skill which is vital to students learning

Table 13 discloses the outcome of motivation/family support as a barrier of online distance learning to the life skills of the learners as to critical thinking skills, interpersonal skills, self-management skills, and technical skills.

**Table 13. Effect of Motivation/Family Support as a Barrier of Online Distance Learning to Life Skills of the Learners**

Variables	p-value	Decision on H <sub>0</sub>	Analysis
Motivation/Family Support Critical Thinking Skill	0.000	Reject	Significant
Motivation/Family Support Interpersonal Skills	0.000	Reject	Significant
Motivation/Family Support Self – management skill	0.000	Reject	Significant
Motivation/Family Support Technical Skill	0.000	Reject	Significant

It will overall be seen from the table, that the procured p-value of 0.000 among motivation/family support and life skills were lower than the 0.05 level of significance which showed that the null hypothesis had been rejected. This further derived that motivation/family support as hindrance of online distance learning which significantly affect the life skills of the learners. This implies that motivation/family support in an online distance learning is a barrier in the acquisition of life skills that are indispensable to students learning.

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