

Readiness of Students in the New Normal Learning: An Assessment in Baguio City and Benguet Province

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Abstract

The study on "Readiness of Students in the New Normal Learning: An Assessment in Baguio City and Benguet Province" sought to answer the questions about the readiness, preferred mode of learning and limitations encountered by the college students. The respondents of the study were college students of universities and colleges in Baguio and Benguet who were enrolled in the School year 2020-2021. Specifically, there were twenty-five (25) males and forty-three females (43) were included in the study. Through Google form online survey, the questionnaires were sent through email and FB messenger. After this, the data were gathered, collected, and processed through applying statistical treatments that include frequency counts and weighted means.

The study reveals that college students are least ready with the New Normal Learning as indicated by the average weighted mean of 2.19. While in terms of learning preferences, college students prefer printed modules and actual face to face to be scheduled by teachers for interaction/assessment and remediation. Further, the limitations in the New Normal Learning encountered by the college students are moderately serious as indicated by their average weighted mean of 2.64 which also reveals that problems in wifi connection are the main concern of students.

Key Words: Effectiveness, Learning, New Normal, Readiness, Pandemic, Blended Learning

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I. INTRODUCTION

Background of the Study

For the past decades worldwide, the learning process of college students was through classroom setting or face to face interaction. Teachers used to deliver their lessons through face to face lectures, interactive activities, actual experiments, hands - on practicum, and the like. Students were used to asking questions just after the discussions, take the exam and quiz with the direct supervision of teachers. However, due to the COVID19 virus that leads to a health crisis to this Pandemic situation, the different universities and colleges are offering online classes, modular class, and or blended learning.

In the Philippines, Education is one of the most valuable wealth because it has been believed that it can alleviate the economic situation of the family. It is the only possession of wealth that other people can never steal from anyone. Thus, most parents try their very best to support the education of their children. Students also try their best to graduate and attain their educational goals.

Unfortunately, during this pandemic time, most people are being affected economically, physically, emotionally, mentally, and socially. The educational sectors are being affected. Teachers and students seem to be not ready for this pandemic situation but life and education process must go on. Students are being affected in terms of educational set-up for blended learning since most of the universities and colleges offer blended learning, modular, and online classes.

Blended learning is very challenging for teachers and students. It involves knowledge on how to use the technology and money to finance the wifi expenses. Other educational resources such as bond papers to print the modules, computers/laptops, and or cell phones to be used for the online class and accomplishing requirements.

Thus, the readiness to the new normal of learning considering the perspective of college student is very important. Hence, the objective of this study is to determine the level of readiness of college students in the new normal way of learning and its limitations, and the preferred mode of learning.

Statement of the Problem

1. What is the level of readiness of college students in the new normal way of learning?
2. What is the most preferred mode of learning?
3. What is the degree of seriousness of the limitations in new normal learning?

Null Hypotheses

1. There is no significant difference in the level of readiness according to gender.
2. There is no significant difference in the preferred mode of learning according to gender.
3. There is no significant difference in the degree of seriousness of the limitations in new normal learning according to gender.

Significance of the Study

The research finds it significant to the following key publics:

College Teachers: The teachers from different universities and colleges can benefit from the study. The result of the study can help them devise learning materials that can best fit their students. It can also help them understand the importance of learning technology regardless of their limitations for them to reach out with their students and become more engaged with their students.

College Students: This study can benefit the students since they will learn and discover how to use technology in their learning process. They will also learn at their own pace and comfort.

School administrators: The result of the study can be an eye-opener to the school administrator in coming up with a strategic plan in providing quality education amidst the pandemic situation.

Parents: Parents can learn from this study by realizing their parental duties and responsibilities to their children in guiding them through the learning process in this new normal situation. It will also help them realize the importance of spending quality time with their children

Objectives of the Study

It is the goal of the study to find answers and responses to the following problems as indicated. Finding the answers will help the researcher suggests strategic plans and solution in making the new normal of learning be appreciated by stakeholders by means of providing quality education same as the same face to face learning process.

Scope and Limitation of the Study

The research covers three main points of study and delimits to the following: the readiness of college students in the new normal way of learning; most preferred mode of learning; and limitations in new normal learning

Definition of Terms

The following terms are beneficial to have an in-depth understanding of the problems and topics in this study.

New Normal Learning. These are the different modes of learning in this Pandemic situation.

Blended learning. A learning process with the combination of printed modular lessons, face to face interaction, and online learning, assessment and remediation.

Modular learning. A type of learning where printed modules will be given to the students for them to answer at their own pace and comfort. The date of submission and monitoring will also be announced.

Face to face interaction. A learning process wherein the teacher and students will meet and deliver the lessons through classroom setting or individual schedule.

On line learning. The type of learning process where all the materials will be sent via email, explanations can be made via zoom, google classroom, moodle, and the like.

Theoretical and Conceptual Framework

Theoretical Framework

The theory on New Normal Learning finds it significant with the different perspective of the student in terms of the mode of learning such as blended learning, on line learning, modular/distant learning, and face to face interaction.

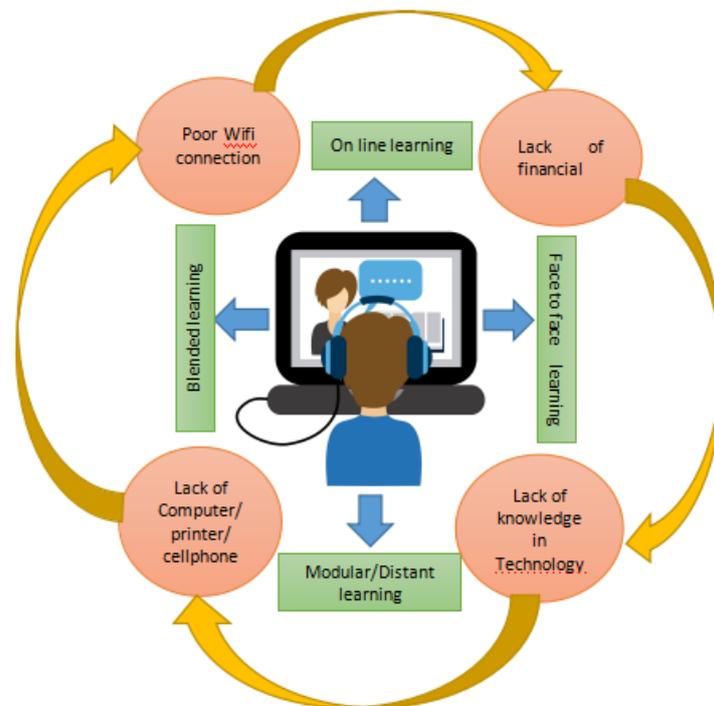


Figure 1.1
Theoretical Framework of the study

Figure 1 presents the theoretical framework of the study. It shows how the different limitations of the students such as poor wifi connection, lack of computer/printer/cellhone, lack of knowledge in technology, and lack of financial. These affect the delivery of the lessons to the student in terms of on line learning, blended learning, face to face learning and modular/distant learning.

Conceptual Framework

The conceptual framework of the study is reflected in its paradigm in Figure 2. The paradigm shows the interplay of the independent variables and the dependent variables.

The independent variables are: 1) Readiness of college students in the new normal of learning 2) Preferred mode of learning; and 3) Limitations in new normal learning

The dependent variables are: 1) level of readiness of college students in the new normal learning; 2) the most preferred mode of learning; and 3) degree of seriousness of the limitations in the new normal learning.

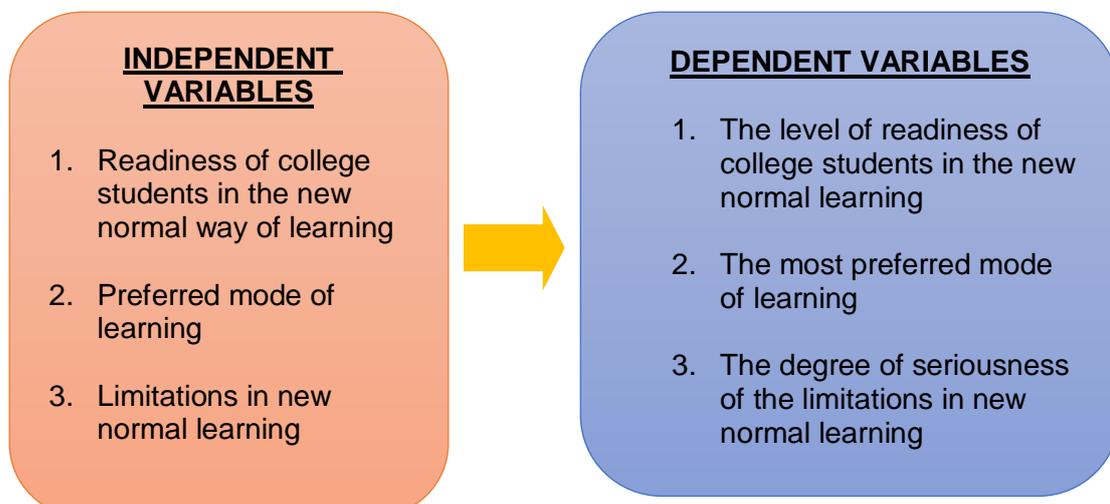


Figure 1.2
Conceptual Framework of the study

II. REVIEW OF RELATED LITERATURE

Learning Theory

Learning theory is meant to explain and help us understand how people learn; however, the literature is complex and extensive enough to fill entire sections of a library. It involves multiple disciplines, including psychology, sociology, neuroscience, and of course, education. Three of the more popular learning theories—behaviorism, cognitivism, and social constructivism—will be highlighted to form the foundation for further discussion. Mention will also be made of several other learning theories that are relevant to online education. Before reviewing these theories, it will be worthwhile to have a brief discussion of the term theory itself

Learning Theories for Online Education

Just as no single learning theory has emerged for instruction in general, the same is true for online education. A number of theories have evolved, most of which derive from the major learning theories discussed previously. In this section, several theories will be examined in terms of their appropriateness for the online environment.

Online Collaborative Learning (OCL)

Online collaborative learning (OCL) is a theory proposed by Linda Harasim that focuses on the facilities of the Internet to provide learning environments that foster collaboration and knowledge building. Harasim describes OCL as: a new theory of learning that focuses on collaborative learning, knowledge building, and Internet use as a means to reshape formal, non-formal, and informal education for the Knowledge Age” (Harasim, 2012, p. 81).

Can We Build a Common Integrated Theory of Online Education?

As noted, Terry Anderson (2011) examined the possibility of building a theory of online education, starting with the assumption that it would be a difficult, and perhaps impossible, task. He approached this undertaking from a distance education perspective, having spent much of his career at Athabasca University, the major higher education distance education provider in Canada. While he acknowledged that many theorists and practitioners consider online learning as “a subset of learning in general” (Anderson, 2011, p. 46-47), he also stated: online learning as a subset of distance education has always been concerned with provision of access to educational experience that is, at least more flexible in time and in space as campus-based education (Anderson, 2011, p. 53).

An Integrated Model

Anderson’s model assumed that none of the instruction is delivered in traditional, face-to-face mode, and so excluded blended learning models that have some face-to-face component. Is it possible, therefore, to approach the search for an integrated model for online education from the face-to-face education in general or even the blended learning perspective? Bosch (2016), in a review of instructional technology, identified and compared four blended learning models using twenty-one different design components.

III. METHODOLOGY

This chapter presents the research methodology utilized for the study. The details provided include information about the research design, sampling design, respondents of the study, research instrument, its validation, data gathering procedures, and statistical processing of data.

Research Design

The study utilized a mixed method of both qualitative and quantitative methods of research. Specifically, the descriptive survey method was employed. The researchers attempted to analyze, interpret and report the readiness of students in the new normal learning during this pandemic. Information was gathered from the respondents using a questionnaire that was created through google form and was sent to them online via email and messenger. Furthermore, inferential statistics specifically, the t-test under parametric tests were employed to infer the characteristics of the population based on the estimate gathered from the representative samples using a five percent (5%) level of significance.

Sampling Design

The convenient sampling was used to get a sample of sixty-eight (68) respondents of this study. This was employed by the researchers considering the pandemic situation wherein they cannot administer personally the questionnaires to the respondents. Further, a Google form was created for the questionnaire which was sent to the respondents via email and messenger. The data and information gathered from the validated questionnaire helped answer the specific questions in this study.

Respondents of the Study

The respondents of the study were college students enrolled in the different universities and colleges in the City of Baguio and Province of Benguet. The sample of the study included sixty-eight (68) respondents composed of forty-three (43) female and twenty-five (25) male students.

Respondents	Sample Size	Percentage
Female students	43	63%
Male students	25	37%
Total	68	100%

Table 1.1
Distribution of Respondents

Research Instruments Questionnaire

The research instrument that was utilized in this study was a constructed questionnaire derived from readings on the internet, reading journals, and books, academic consultation from the teachers and students. The questionnaire was arranged based on the sequence of problems of this study.

Data Gathering Procedures

After approval of the research instrument, the researcher created a google form of the questionnaire. The researcher administered the research instrument via email and messenger of the respondents. The respondents send their responses to the researcher through the same platform.

Reliability and Validity of Instrument

Equivalent – Form method was used to determine the reliability of the questionnaire. Also, content – juror validity from three (3) research experts was utilized to further validate the study questionnaire.

Statistical Treatment of Data

The data was treated with two statistical treatments. These statistical treatments are the weighted mean and the t - test. The responses of each item in the tables will be subjected to the weighted mean treatment to determine the weight of each response. On the other hand, the t - test will be used in determining if there is significant difference between the perceptions of male and female respondents.

The data gathered for the study were treated accordingly:

The following scale were used in interpreting the means for the perceptions on the level Readiness of College Students in the New Normal Learning

Numerical Value	Statistical Limit	Descriptive Equivalent	Symbol
4	3.26 – 4.00	Highly Ready/Preferred/Serious	HR/HP/HS
3	2.51 – 3.25	Moderately Ready/Preferred/Serious	MR/MP/MS
2	1.76 – 2.50	Slightly Ready/Preferred/Serious	SR/SP/SS
1	1.00 – 1.75	Not Ready/Preferred/Serious	NR/NP/NS

T - test

The t-test will be used to compare the perceptions of the two groups of respondents. The formula is:

Formula:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sum X_1^2 + \sum X_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2} \right)}}$$

Where:

- \bar{X}_1 = the mean of the group 1
- \bar{X}_2 = the mean of the group 2
- N_1 = the number of respondents of group 1
- N_2 = the number of respondents of group 2

IV. RESULTS AND DISCUSSION

This chapter presents the results and discussion of the following problems identified in the study.

The Readiness of College Students in the New Normal Learning

Table 1.1 shows that college students are least ready with the New Normal Learning as indicated by the average weighted mean of 2.19. This implies that college students are not prepared in terms of online learning, blended learning, face-to-face learning, and modular/distant learning due to factors. These factors include financial capacity, resources, and knowledge of technology.

Based on the table, students felt that their knowledge of computers is not sufficient enough in attending classes for the new normal learning. Most of the respondents are taking up courses which are not related to computer science, hence, they are not fully equipped with knowledge in terms of technology though they have basic subjects in computer. Due to this reason, the students are thus not prepared for the new normal way of learning.

Table 1.1 Level of Readiness of College Students in the New Normal Learning

Readiness	Level of Readiness						
	HR	MR	LR	NR	TWP	WM	DE
	4	3	2	1			
1. I am prepared for the new normal way of learning.	4	30	28	6	168	2.47	LR
2. I am used to online learning	2	16	37	13	143	2.10	LR
3. I felt that my knowledge in computer will help me in the new normal way of learning.	3	31	30	4	169	2.49	LR
4. Using computer in learning makes me feel excited in this new normal school days	0	15	33	20	131	1.93	LR
5. Learning at the comfort of my home makes me enthusiastic in learning	3	24	29	12	154	2.26	LR
6. I feel happy learning at home alone without having collaborate with my classmates	3	15	28	22	135	1.99	LR
7. I am comfortable in listening to lectures of teacher at home while lying at bed and doing household chores	4	17	29	18	143	2.10	LR
Average Weighted Mean						2.19	LR

Legend:

Numerical Value	Statistical Limit	Descriptive Equivalent	Symbol
4	3.26 – 4.00	Highly Ready	HR
3	2.51 – 3.25	Moderately Ready	MR
2	1.76 – 2.50	Least Ready	LR
1	1.00 – 1.75	Not Ready	NR

Further, table 1.2 reflects that the responses of male and female respondents on their level of readiness in the new normal learning are not significant. This implies that the readiness of college students between males and females does not significantly differ as indicated by the t value of 1.998. This implies that sex is not a factor in terms of readiness in new normal learning.

Table 1.2 The Responses of Male and Female Respondents on their Level of Readiness in the New Normal Learning

	Level of Readiness					
	Male		Female		Combined	
	WM	DE	WM	DE	WM	DE
1. I am prepared for the new normal way of learning.	2.48	LR	2.47	LR	2.47	LR
2. I am used to online learning	2.20	LR	2.05	LR	2.10	LR

3. I felt that my knowledge in computer will help me in the new normal way of learning.	2.52	MR	2.47	LR	2.49	LR
4. Using computer in learning makes me feel excited in this new normal school days	1.84	LR	1.98	LR	1.93	LR
5. Learning at the comfort of my home makes me enthusiastic in learning	2.08	LR	2.37	LR	2.26	LR
6. I feel happy learning at home alone without having collaborate with my classmates	1.76	LR	2.12	LR	1.99	LR
7. I am comfortable in listening to lectures of teacher at home while lying at bed and doing household chores	1.96	LR	2.19	LR	2.10	LR
Average Weighted Mean	2.12	LR	2.24	LR	2.19	LR

$t_{comp} = 0.463$

$t_{0.05, 66df} = 1.998$

Result: Not significant

Decision: Accept the Null Hypothesis

Preference for the Mode of Learning

The preference for the mode of learning by college students is shown in table 2.1. The table shows that college students prefer printed modules and actual face to face to be scheduled by teachers for interaction/assessment and remediation. This implies that they still prefer the learning process where the teacher explains the lessons followed by an assessment. Second in rank on the mode of preference by the college students is a blend of online materials, printed materials, and actual face-to-face lectures, discussions, and assessment. This indicates that students can make their learning process through learning resources, however with the explanation of the teacher via online. It is still important for them that teachers discuss their lesson for them to understand deeply the subject matter. This is followed by the students' preference on a blend of online materials, printed materials, and a blend of actual and online face-to-face lectures, discussions, and assessment. This means that some students still prefer to have face-to-face interaction with their teacher and classroom setting for them to be able to grasp the subject matter.

On the other hand, the least from the rank is the students' preference on online materials and scheduled online face-to-face by a teacher. This implies that students are encountering a problem with internet connection signals and or finances to augment their wifi expenses.

Table 2.1 Degree of Preference on the Mode of Learning

Mode of Learning	Degree of Preference						
	HP	MP	LP	NP	TWP	WM	DE
	4	3	2	1			
1. I prefer printed modules and actual face to face which will be scheduled by teachers for interaction/assessment and remediation.	23	27	14	4	205	3.01	MP
2. I prefer printed modules and online face to face which will be scheduled by teachers for interaction/assessment and remediation.	7	28	25	8	170	2.50	LP
3. I prefer online materials and scheduled actual face to face as scheduled by teachers for interaction/assessment and remediation.	6	22	33	7	163	2.40	LP
4. I prefer online materials and scheduled online face to face by teacher.	6	22	31	9	161	2.37	LP
5. I prefer a blend of online materials, printed materials and actual face to face lectures, discussions and assessment.	16	26	20	6	188	2.76	MP
6. I prefer a blend of online materials, printed materials and online face to face lectures, discussions and assessment.	9	26	24	9	171	2.51	MP

7. I prefer a blend of online materials, printed materials and a blend of actual and online face to face lectures, discussions and assessment.	11	25	25	7	176	2.59	MP
Average Weighted Mean						2.59	MP

Legend:

Numerical Value	Statistical Limit	Descriptive Equivalent	Symbol
4	3.26 – 4.00	Highly Preferred	HP
3	2.51 – 3.25	Moderately Preferred	MP
2	1.76 – 2.50	Least Preferred	LP
1	1.00 – 1.75	Not Preferred	NP

The Responses of Male and Female Respondents on their Degree of Preference in the Mode of Learning

Table 2.2 shows that the responses of male and female respondents on their Degree of Preference in the Mode of Learning does not significantly differ as indicated by the t value of 1.998. This indicates that both males and females have the same preference in the mode of learning.

Table 2.2
The Responses of Male and Female Respondents on their Degree of Preference in the Mode of Learning

	Level of Readiness					
	Male		Female		Combined	
	WM	DE	WM	DE	WM	DE
1. I prefer printed modules and actual face to face which will be scheduled by teachers for interaction/assessment and remediation.	2.76	MP	3.16	MP	3.01	MP
2. I prefer printed modules and online face to face which will be scheduled by teachers for interaction/assessment and remediation.	2.24	LP	2.65	MP	2.50	LP
3. I prefer online materials and scheduled actual face to face as scheduled by teachers for interaction/assessment and remediation.	2.28	LP	2.47	LP	2.40	LP
4. I prefer online materials and scheduled online face to face by teacher.	2.20	LP	2.47	LP	2.37	LP
5. I prefer a blend of online materials, printed materials and actual face to face lectures, discussions and assessment.	2.56	MP	2.88	MP	2.76	MP
6. I prefer a blend of online materials, printed materials and online face to face lectures, discussions and assessment.	2.24	LP	2.67	MP	2.51	MP
7. I prefer a blend of online materials, printed materials and a blend of actual and online face to face lectures, discussions and assessment.	2.32	LP	2.74	MP	2.59	MP
Average Weighted Mean	2.37	LP	2.72	MP	2.59	MP

$t_{comp} = 1.193$

$t_{0.05, 66df} = 1.998$

Result: Not significant

Decision: Accept the Null Hypothesis

Limitations in the New Normal Learning

The limitations in the New Normal Learning encountered by college students is shown in table 3.1. As indicated in the table, the limitations are moderately serious which means that most of the respondents are experiencing difficulties in learning in this new normal learning. Based on the numerical data, problems in Wifi connection ranks first which implies that internet connection is poor. This is followed by the financial concern of the students since they do not have enough allowance to avail of mobile data or wifi payment. Further, the students

can not grasp the lecture through printed materials without actual lectures and demonstration. This implies that learners need the assistance and actual explanation of the teachers since most of their parents can not explain to the students the concept of their lesson due to poor educational background or it is no their line of interest. Likewise, the students are not comfortable in online learning because for the past decades of education they are used to face-to-face learning methodologies. Hence, students are not used to learning on their own without the assistance of the teacher.

Another limitation by the students is the resources. Most of the students do not have the computer to do homework and requirements. Due to scarcity of resources and finances, the students are having problems with online learning. Also, the students are encountering problems in transportation their residence to the school for which they have difficulty in attending face-to-face interaction even if they like but due to the pandemic situation there is limited transportation.

Least from the rank of limitations is the ownership of cellphones to communicate with the teacher. This means that most of the students have their cellphones regardless of their unit and specifications. This is followed being equipped with skills and knowledge in using the computer in online learning. This indicates that the students are somehow knowledgeable in basic computer skills.

Table 3.1. Degree of Seriousness of the Limitations in New Normal Learning

Limitations	Degree of Seriousness						
	HS 4	MS 3	LS 2	NS 1	TWP	WM	DE
1. I am encountering problems in Wifi connection	34	27	6	1	230	3.38	HS
2. I am encountering problems in transportation from our house/boarding house to our school	16	22	16	14	176	2.59	MS
3. I do not have cellphone to communicate with my teacher	3	9	18	38	113	1.66	NS
4. I do not have computer to do my homework and requirements	21	17	16	14	181	2.66	MS
5. I do not have enough allowance to avail mobile data or wifi payment	24	25	15	4	205	3.01	MS
6. I do not have enough skills and knowledge in using computer in online learning	6	18	26	18	148	2.18	LS
7. I am not comfortable in online learning	20	22	24	2	196	2.88	MS
8. I am not use to learning on my own without the assistance of my teacher	19	18	23	8	184	2.71	MS
9. I cannot concentrate in learning when I am not with my classmates.	12	11	31	14	157	2.31	LS
10. I cannot grasp the lecture through printed materials without actual lectures and demonstration.	25	20	20	3	203	2.99	MS
Average Weighted Mean						2.64	MS

Legend:

Numerical Value	Statistical Limit	Descriptive Equivalent	Symbol
4	3.26 – 4.00	Highly Serious	HS
3	2.51 – 3.25	Moderately Serious	MS
2	1.76 – 2.50	Least Serious	LS
1	1.00 – 1.75	Not Serious	NS

The Responses of Male and Female Respondents on Their Degree of Seriousness of the Limitations in New Normal Learning

Table 3.2 shows that the responses of male and female respondents on their degree of seriousness of the limitations in new normal learning have no significant difference as indicated by the t value of 1.998.

Table 3.2

The Responses of Male and Female Respondents on Their Degree of Seriousness of the Limitations in New Normal Learning

	Level of Readiness					
	Male		Female		Combined	
	WM	DE	WM	DE	WM	DE
1. I am encountering problems in Wifi connection	3.56	HS	3.28	HS	3.38	HS
2. I am encountering problems in transportation from our house/boarding house to our school	2.76	MS	2.49	LS	2.59	MS
3. I do not have cellphone to communicate with my teacher	1.68	NS	1.65	NS	1.66	NS
4. I do not have computer to do my homework and requirements	2.60	MS	2.70	MS	2.66	MS
5. I do not have enough allowance to avail mobile data or wifi payment	2.96	MS	3.05	MS	3.01	MS
6. I do not have enough skills and knowledge in using computer in	2.12	LS	2.21	LS	2.18	LS

online learning						
7. I am not comfortable in online learning	2.96	MS	2.84	MS	2.88	MS
8. I am not use to learning on my own without the assistance of my teacher	2.72	MS	2.70	MS	2.71	MS
9. I cannot concentrate in learning when I am not with my classmates.	2.40	LS	2.26	LS	2.31	LS
10. I cannot grasp the lecture through printed materials without actual lectures and demonstration.	3.04	MS	2.95	MS	2.99	MS
Average Weighted Mean	2.68	MS	2.61	MS	2.64	MS

$$t_{\text{comp}} = 0.183$$

$$t_{0.05, 66\text{df}} = 1.998$$

Result: Not significant

Decision: Accept the Null Hypothesis

V. CONCLUSION AND RECOMMENDATIONS

Conclusions

1. The results of the study reveal that the respondents are least ready for the New Normal Learning which includes online learning, blended learning, face-to-face learning, and modular/distant due to lack for resources and knowledge.
2. It was revealed that the most preferred mode of learning is through printed modules and actual face to face which will be scheduled by teachers for interaction/assessment and remediation, which means, students' preference is due to scarcity of resources and they can learn better through their selected platform.
3. It was revealed that the limitations in new normal learning is moderately serious, that means that students encounter problems such as wifi connection, finances in buying resources like computer and mobile data that made them chose printed modules and face to face interaction with the teacher.

Recommendations

There are different platforms of delivering lessons to the students as mentioned in this study, however, the readiness of the students and teachers is not guaranteed. The convenience in terms of transportation. Time and place of learning do not also assure that the education will be of quality. Likewise, the effectiveness of these platforms to the learning process of the students is not warranted. Further studies of its effectiveness should still have to be conducted for us to recommend it. While it is true that online learning has been used by different schools, but there is no proof that it was more effective than the face-to-face learning sessions.

Despite the lack of evidence for the effectiveness of online learning, still, it is recommended during the New Normal Situation. Provided that it would be stand-alone which means that it has to be accompanied by modules or printed materials to be given to the students through postal or they can pick it up in school if they are just near.

On line learning. Blended learning, face-to-face online as scheduled by the teacher, and module are then recommended to be used. However, consultations by the students and discussions by the teacher via online is highly recommended to make sure that the students really understood the lessons. Since the delivery of lessons via online is a difficult task on the part of the teacher due to poor internet connection and to the students, since they have limited attention span, time for the discussion should be limited. Virtual or image design should be improved. Thus, the administration should conduct webinars and hands-on seminar workshops about online presentations and applications. Likewise, the administration should provide load allowance to the students who can not afford mobile data since it is part of the miscellaneous they paid during the enrolment. Since classes will be conducted via module and online, it is highly recommended for the school administration to utilize and provide to their students the services they paid from the miscellaneous.

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