

Learning Experiences Practices of Bachelor of Elementary Education Students in New Normal

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Abstract

The global pandemic unmasks unique obstacles for all academic institutions. Online learning was adopted by educational institutions worldwide. A total of 208 Bachelor of Elementary Education students of Pangasinan State University, Alaminos City Campus were involved in this study. It investigated their learning styles and practices, the effect of online learning, and the significant relationships of variables. A descriptive cross-sectional research design was utilized in this study. A strong, significant relationship exists between the extent of the use of visual learning styles and the location of students during online classes. There is a significant difference in the learning experiences of students in the new normal across types of gadgets used results showed that most of the students request their professors to record videos of classes. In addition, there is a significant difference in the learning experiences of Bachelor of Elementary Education students in the new normal across types of gadgets used in online classes. It would be good if there will be an organization that would provide students with gadgets of higher specifications and internet connectivity.

Keywords: learning, Microsoft Teams, visual, classes, pandemic

Introduction

On March 11, 2020, the World Health Organization (WHO) declared the novel coronavirus (COVID-19) outbreak a global pandemic. This global pandemic unmasks unique obstacles for all academic institutions. Since the pandemic started, educational institutions have been constrained to offer face-to-face classes because the safety of students, faculty, staff, and surrounding communities is always the top priority. According to Brannen & Newton (2020), Covid-19 has necessitated a hyper-acceleration in the adoption of online education. In fact, all universities and schools around the world have already transitioned to online education in response to Covid-19 (Brannen, S., Ahmed, H., & Newton, H., 2020).

Education in the time of the coronavirus has become difficult. UNICEF Philippines Representative Oyunsai Khan Dedevnorov says that schools globally were fully closed and as a consequence, there is a high probability of learning loss, mental distress, missed vaccinations, heightened risk of dropout, child labor, and child marriage which can be felt by the youngest learners in critical development stages (<https://www.unicef.org/philippines/press-releases/filipino-children-continue-missing-education-opportunities-another-year-school>). At the height of the pandemic, children are required to study from their homes and attend classes using various online platforms. Some of them have access to the internet, while others have little to no access to online resources. Hence, schools made partnerships with the local government in order to reach the students with no internet access. Social reality tells only shows that students face an increasingly uncertain environment, where financial and health shocks (lack of resources to complete their studies or fear of becoming seriously sick), mixed up with the challenge of shifting to online learning may have affected their academic performance, current labor market participation, and probable effect of future opportunities in the workforce (<https://www.cnnphilippines.com/business/2018/11/15/multidimensional-poverty-index-mpi-education-psa.html>).

Prior to the pandemic hits, a study shows that five out of ten families were already deprived of access to basic education. As a result, the closure of schools has exacerbated the education emergency for millions of children (Dorothy F., 1989).

This paper determined and assess the learning experiences of the students during of the Covid-19 pandemic primarily on Bachelor of Elementary Education, Major in Enhanced General Education (BEED) students enrolled at Pangasinan State University-Alaminos City Campus, Philippines.

Methods

This study made use of a purposive sampling technique employing questionnaires to collect the needed data. Data were analyzed using descriptive statistics employing frequency counts, percentages, average weighted mean, and ranking. The study determined and assessed the learning experiences of the BEED Students in the New Normal as to the following: a.) gadgets being used during online learning; b.) site or students' location during online learning; c.) respondents learning styles, practices, and experiences on the new normal; d) To determine the effect of online learning on them; e.) To know the significant difference in the learning practices of the students across profile variables

Data Collection

Data were collected from 208 Bachelor of Elementary Education Students (159 female and 49 male) from Pangasinan State University-

Alaminos City Campus. Using a Google form that was validated by various experts and researchers, a survey was conducted to the respondents, The survey was conducted online using emails, group chat, Microsoft Teams, and phone calls. Moreover, respondents who failed to answer due to low or poor signal were given printed questionnaires in the barangay and retrieve after a two weeks.

Results

**Table 1 Profile of the Respondent
(n=208)**

Indicator	Frequency	Percentage
Age		
17-19 years old	98	47.12%
20-22 years old	110	52.88%
Sex		
Male	49	23.56%
Female	159	76.44%
Year Level		
First Year	33	15.87%
Second Year	61	29.33%
Third Year	58	27.88%
Fourth Year	56	26.92%

Profile of the Respondents

The profile of the respondents is shown in table 1, most of the respondents' are within the age range of 20-22 years old having a frequency of 110 or 53.14%. Out of 208 BEED students, 158 students are female and only 50 students are male which yields to 76% majority. According to Dorothy Friesen (1989), middle-class and college-educated women have contributed to the socio-economic programs in society. This is why the presence of women in the academe is highly-encouraged since time immemorial. A study shows that women outnumber men in elementary education programs. As a matter of fact, in US, 77.9% of elementary and middle school teachers in 2017 were women. As a result, there is little representation of men in elementary education which explains their tendency to shy away from the profession.

According to Richardson & Woodley (2003), online female learners prove more perseverant and engaged than males [6]. On the other hand, according to Nistor (2013), males tend to hold a more stable positive attitude toward online learning. While females have more robust self-

regulation than males in online learning contexts (Alghamdi et al., 2020), males can use more learning strategies and have better technical skills than females.

Meanwhile, there are 110 or 52.88 % number of students whose ages are between 20-22 years old, and 98 or 41.12% are between 17-19 years old.

Table 2 Type of Gadgets Used by the Respondents During Their Online Learning (n=208)

Gadget/s Used	Frequency	Percentage
Cellular phone	178	85.58%
Laptop	15	7.22%
Desktop	9	4.22%
Tablet	6	2.88%

Table 2 shows the type of gadgets used by the respondents during their online learning. The majority of the students or 178 or 85.51% of them uses cellular phones during their synchronous class while there are 15 or 7.22% use the laptop. Truly, the novel coronavirus (COVID-19) unlocked the issues of online learning. Gutierrez et. al (2021) mentioned in his article that remote learning was the only option, and that poor students were being forced to spend money on computers and internet cards rather than on basic necessities like food.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) responded to the school closures by issuing several recommendations. It called for the use of distance-learning programs, open educational applications, and platforms that schools and teachers can use to reach learners remotely and limit the disruption of education.

Table 3 Students' Location During Online Learning (n=208)

LOCATION	FREQUENCY	RANK
Home	176	1
Rice Fields	13	2
House of Relatives with Wifi	9	3
Sari-Sari Store	3	6
Waiting Shed	4	4

Market	3	6
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According to Moore and Kearsley (2011), distance education is the teaching and planning to learn in separate spaces that require communication through technologies and special organizations (J. Gutierrez, D. Bilefsky 2021). As gleaned from Table 3, the majority of the respondent's location is at home with a frequency of 176 or ranks as first. This is followed by rice fields location with a frequency of 12 or rank 2. Meanwhile, the market location ranks 6 for it has a frequency of 3.

Others stay at the house of their relatives with Wi-Fi and rank third as some are in a sari-sari store (stores with household commodities), waiting for a shed, and market. Despite their surroundings, students are driven to conduct online classes. The economic needs sometimes go over their intent to learn, but these students have no other option. That is the role in which teachers and universities will interfere.

**Table 4.1 Learning Styles as to Visual Component
(n=208)**

Indicator	Frequency	Rank
1.I connect my laptop/ cellular phone to television in order for me to understand the discussion well.	7	4
2. I often request my teacher for a recorded video in order for me to catch up with the discussion.	164	1
3.I bring maps, globes, books and other instructional materials for me to better understand the discussion .	3	5
4.I used a bigger gadget aside from my cellular phone for better viewing during discussion.	25	2
5. I read ahead of time on our topics for the discussion in order for me	9	3
Total	208	

Table 4.1 shows the respondents' visual learning styles. As gleaned from the table the second indicator stating that "respondents often request their teacher/instructor to record their video lecture in order to catch up with the discussion" ranks first regardless of whatever gadget they are using for those who stayed at home, house of relatives with Wi-Fi, those at the sari-sari store, waiting shed and at the market. This is followed by the fourth (4) indicator which states that "I used another gadget aside from my laptop during the discussion" except for those who are using a desktop. Indicator number five (5) stating "I read ahead of time on our topics for the discussion" ranks third for those learners

stationed at home, rice fields, and sari-sari store. While those learners who are in the house of relatives with Wi-Fi at the market except for those who are attending synchronous classes stationed at the sari-sari store, waiting shed.

Table 4.2 Learning Style As to Auditory

Auditory	Frequency	Rank
1. I used blue tooth speaker so that I can hear the discussion clearly.	38	2
2. I invite any nearby classmates and we used big speakers during synchronous classes.	7	5
3. I take down notes during a discussion in order for me to go and review the topics.	18	3
4. I used headphones during my synchronous classes for me to focus on the lesson properly.	134	1
5. I record our class discussion and go back whenever I have queries.	11	4
Total	208	

Table 4. 2 shows the learning styles of the respondents as auditory. An indicator states that “ I used headphones during my synchronous classes for me to focus on the lesson properly.” ranks first with a frequency of 134 and this is followed by the indicator “ I used blue tooth speaker so that I can hear the discussion clearly.” With a frequency of 38. Meanwhile, the indicator states that “ I invite any nearby classmates and we used big speakers during synchronous classes.” Got the less frequency which is 7 thus resulting to be in the fifth rank. This is so since, during the pandemic people are instructed to stay at home.

Table 4.3 Learning Styles As to Tactile/Kinesthetic

Indicator	Frequency	Rank
1. I follow the procedures, movements(dance steps),gestures shown by our teachers.	49	3
2. I collaborate with my other classmates and do the performance task together.	9	4
3. I often ask the school near ours to use their rooms for me to conduct my demonstration teaching.	5	5
4. I let younger siblings or members of the family to video my performance task or activities (singing, dancing, jumping, Zumba, declamation, speech, experiments etc.)	74	1
5. I perform activities like using available materials at home.	71	2
Total	208	

Table 4.3 shows the Learning Styles as to Auditory. According to Magulod, (2017) one of the vital steps to embark on to ensure excellent and optimal learning experiences among students is to consider their different learning styles (Magulod, 2017). As shown on the table indicator which states “I let younger siblings or members of the family to video my performance task or activities (singing, dancing, jumping, Zumba, declamation, speech, experiments etc.)” got the highest frequency which is 74 and followed by indicator “perform activities like using available materials at home.” Which ranks second with a frequency of 71.

Table 5 Learning Experiences of BEED Student

Indicator	Always	Often	Sometimes	Seldom	Never	Mean	Descriptive Rating
1. I get disconnected from the internet during my synchronous classes.	27	106	67	8	0	3.73	Often
2. I stay outside the house during synchronous classes and run whenever the rain or thunder comes.	3	146	22	25	12	3.5	Often
3. In instances where I suffered from problems like headache, diarrhea, dysmenorrhea, migraine and the like, I discontinue attending my classes.	11	49	114	19	15	3.11	Sometimes
4. I climb trees with my powerbank just to look for wifi signals.	32	38	18	52	68	2.59	Rarely
5. I bring with me school bag or folders with school	0	129	44	0	28	3.25	Sometimes
6. I bring water and food during synchronous	32	37	44	67	28	2.89	Sometimes
7. I prefer to stay under the trees and nipa hut	61	47	69	23	8	3.63	Often
8. I have to cross the river just to attend synchronous classes.	9	0	40	53	106	1.81	Rarely
9. I record my performance task away from home to avoid noise and better background.	38	87	65	18	0	3.70	Often
10. I have to go to barangay hall or city library in order to catch up good signals during exams and on-line performance task.	18	55	91	33	11	3.17	Sometimes

(n=208)

Legend :

1.00-1.79 Never 2.60-3.39 Sometimes 4.20-5.00 Always
1.80-2.59 Rarely 3.40-4.19 Often

Table 5 shows the learning experiences of the Bachelor of Elementary Education students of Pangasinan State University Alaminos, City Campus. As gleaned from Table 5 indicator “I get disconnected from the internet during my synchronous classes” with a mean of 3.73 descriptive rating of Often. This is followed by the indicator stating that “I record my performance task away from home to avoid noise and better background” with a mean of 3.70. Moreover, the indicator which states that “I prefer to stay under the trees and nipa hut during synchronous classes to avoid noise backgrounds “ and “ I stay outside the house during synchronous classes and run whenever the rain or thunder comes”, were the experiences mostly encountered by the students during the pandemic.

Table 6 Significant Relationship on the Extent of Use of Learning Styles Across Profile Variables significant at $\alpha = 0.05$

Profile	Visual		Auditory		Tactile/Kinesthetic	
	χ^2	Sig.	χ^2	Sig.	χ^2	Sig.
Sex	2.152	0.341	27.584*	.000	5.039	.080
<i>Cramer's V</i>	0.102	.341	0.364	.000	0.156	.080
Age	16.686*	0.002	55.630*	.000	25.456*	.000
<i>Cramer's V</i>	0.200	.002	0.366	.000	0.247	.000
Year Level	23.870*	.001	69.979*	.000	36.395*	.000
<i>Cramer's V</i>	0.240	0.001	0.355	.000	0.296	.000
Type of Gadgets Used	2.208	0.900	8.418	.493	9.736	.135
<i>Cramer's V</i>	0.073	.900	0.116	.493	0.153	.135
Location During Online Classes	6.896*	.045	6.883*	.0346	5.219	.876
<i>Cramer's V</i>	0.329	.045	0.205	.0346	0.112	.876

*significant at $\alpha = 0.05$

Table 6 shows the relationship between the extent of use of learning styles by the students and across profile variables. The extent of utilization of visual learning styles is significantly related to the age of Bachelor of Elementary Education (BEEd) students as signified by a 0.002 significance value which is less than a 0.05 significance level. Cramer's V value of 0.20 indicates a strong relationship between the extent of utilization of visual learning styles and age. In particular, it was found that students with ages ranging from 21 to 22 years old are more likely to use visual learning styles less frequently.

Likewise, the extent of use of visual learning styles is significantly related to the year level of BEEd students as signified by a 0.001 significance value which is less than a 0.05 significance level. A strong association exists between these correlated variables (Cramer's V = 0.240). Further, students in the higher year levels, i.e., students in third

and fourth-year levels tend to use visual learning styles more frequently compared to students in lower year levels.

A strong and significant relationship exists between the extent of use of visual learning styles and the location of students during online classes as signified by a 0.045 significance value (less than $\alpha = 0.05$) and 0.329 Cramer's V value. Findings also assert that most of the students who were at their homes are more likely to use visual learning styles more frequently.

The extent of utilization of auditory learning styles is significantly related to sex of BEEd students as signified by 0.000 significance value which is less than 0.05 significance level. Cramer's V value 0.364 indicates a strong relationship between extent of utilization of auditory learning styles and sex. Results show that female students are more likely to use auditory learning styles less frequently than male students.

Furthermore, the extent of use of auditory learning styles is significantly related to age of BEEd students as signified by 0.000 significance value which is clearly less than 0.05 significance level. More specifically, a strong association exists between these correlated variables (Cramer's V = 0.366). Findings disclose that most of the students who utilized auditory learning styles have ages ranging from 17-20 years old.

Analogously, the extent of use of auditory learning styles is significantly related to year level of BEEd students as signified by 0.000 significance value which is trivially less than the set 0.05 significance level. Particularly, a strong association exists between these correlated variables (Cramer's V = 0.355). Further exploration of data allows the researcher to conclude that students in higher year levels, i.e., students in third and fourth year levels tend to use auditory learning styles more frequently compared to students in lower year levels.

The location of students during their online classes was also a factor that significantly influenced their utilization of auditory learning styles. This is because a significant and strong relationship exists Cramer's V value 0.364 indicates a strong relationship between the extent of utilization of auditory learning styles and sex. Results show that female students are more likely to use auditory learning styles less frequently than male students.

Findings assert that most of the students who were at their homes tend to employ auditory learning styles less frequently. In contrast, those who were in rice fields and other places outside their homes do not prefer to utilize auditory learning styles.

With regards to kinesthetic learning styles, it was found out that age and year levels are significantly related to the extent of utilization of kinesthetic learning styles as signified by their zero significance value

which is clearly less than the set 0.05 significance level. There's a moderate relationship between the extent of utilization of kinesthetic learning and age as indicated by the 0.156 Cramer's V value. In particular, younger students, i.e., students with ages 17-18 years old tend to use kinesthetic learning styles relative to older students. On the other hand, a strong association exists between the extent of utilization of kinesthetic learning and year level as suggested by 0.247 Cramer's V value. Results show that, students in lower year levels, i.e., first and second-year level students tend to employ kinesthetic learning styles more frequently compared to those students in higher year levels.

Table 7. Significant Difference on the Learning Experiences of the Students Across Profile Variables

Profile	F/t	Sig.
Sex	21.895	0.635
Age	0.226*	0.000
Year Level	6.271	0.075
Type of Gadget Used	4.612*	0.038
Location During Online Class	0.556	0.726

*significant at $\alpha = 0.05$

It can be gleaned from Table 7 that there is no significant difference in the learning experiences of BEEd students in the new normal across sex, year level, and location during online classes. This entails that regardless of sex, year level, and location during online classes, students would not differ in learning experiences in the new normal brought about by the pandemic.

The table shows that there is a significant difference in the learning experiences of BEEd students in the new normal across year levels, as signified by the zero significance value which is clearly less than $\alpha = 0.05$ *significance* level. This implies that when students are grouped according to year level, they would have different learning experiences in the new normal.

Likewise, there is a significant difference in the learning experiences of BEEd students in the new normal across types of gadgets used in online classes or learning, as signified by 0.038 significance value which is clearly less than $\alpha = 0.05$ *significance* level. This suggests that differences in the type of gadgets used by students for online classes or learning would also cause differences in the learning experiences of the students in the new normal. To further explore the results, posthoc analysis was performed too.

Table 8. Post-Hoc Analysis of Significant Differences in the Learning Experiences of the Students in the New Normal Across Year Level

(I) Year Level		Mean Difference (I-J)	Sig.
1st Yr	2nd Yr	-.26230	.085
	3rd Yr	-.24138	.115
	4th Yr	-.62500*	.000
2nd Yr	1st Yr	.26230	.085
	3rd Yr	.02092	.869
	4th Yr	-.36270*	.005
3rd Yr	1st Yr	.24138	.115
	2nd Yr	-.02092	.869
	4th Yr	-.38362*	.004
4th Yr	1st Yr	.62500*	.000
	2nd Yr	.36270*	.005
	3rd Yr	.38362*	.004

*significant at $\alpha = 0.05$

Table 8 above shows the post hoc analysis of the significant difference in the learning experiences of Bachelor of Elementary Education (BEd) students in the new normal across year levels. It can be observed that significant difference in the learning experiences of students in the new normal was observed between the first-year and fourth-year BEd students ($MD = -0.625$; $Sig = .000$), between second-year and fourth-year BEd students ($MD = -.3627$; $Sig = .005$), and between third year and fourth-year BEd students ($MD = -.38362$; $Sig = .004$). Results show that BEd students in lower year levels and fourth-year students differ in their learning experiences in the new normal. In particular, negative mean differences imply that fourth-year BEd students tend to experience more frequently the learning experiences in the new normal considered above.

Conclusions

The shift of learning during the pandemic was quite challenging and based on the results the following conclusions were drawn:

1. Majority of the students or 85.58% uses their cellular phones during their online classes.

2. Students stay at home during their online classes and it ranks first on the list while others stay at the rice fields just to catch up on signals and attend their online classes.
3. The students request their instructors/professors to record videos of their classes in order for them to catch up on their lessons.
4. As to the tactile auditory indicator, using headphones or earphones ranks first with a frequency of 134 and this is followed by other students using Bluetooth speakers for them to understand well.
5. As to the tactile-kinesthetic indicator, student respondents enjoyed making videos for their performance task and were often recorded by their siblings or any member of the family.
6. As to students' learning experiences during online classes, a mean of 3.73 with a descriptive rating of Often in the indicator stating " getting disconnected from the internet during synchronous classes "; also a descriptive rating of Often is found in the indicator " I record my performance task away from home to avoid noise and better background; " I prefer to stay under trees and nipa hut during synchronous classes to avoid noise background" also got a rating of 3.63 descriptions of Often.
7. The extent of utilization of visual learning styles is significantly related to the age of BEd students as signified by a 0.002 significance value which is less than a 0.05 significance level. Cramer's V value of 0.20 indicates a strong relationship between the extent of utilization of visual learning styles and age. In particular, it was found that students with ages ranging from 21 to 22 years old are more likely to use visual learning styles less frequently.
8. A strong association exists between these correlated variables (Cramer's $V = 0.240$). Further, students in the higher year levels, i.e., students in third and fourth-year levels tend to use visual learning styles more frequently compared to students in lower year levels.
9. Cramer's V value of 0.364 indicates a strong relationship between the extent of utilization of auditory learning styles and sex. Results show that female students are more likely to use auditory learning styles less frequently than male students.
10. The location of students during their online classes was also a factor that significantly influenced their utilization of auditory learning styles. This is because a significant and strong relationship exists Cramer's V value of 0.364 indicates a strong

relationship between the extent of utilization of auditory learning styles and sex.

11. There is a significant difference in the learning experiences of BEEEd students in the new normal across the year level, as signified by the zero significance value which is clearly less than the significance level. This implies that when students are grouped according to year level, they would have different learning experiences in the new normal.
12. Likewise, there is a significant difference in the learning experiences of BEEEd students in the new normal across the type of gadget used in online classes or learning, as signified by a 0.038 significance value which is clearly less than the significance level

Recommendations

With the findings of the study, the following are recommended:

1. It would be good if there will be an organization that would provide other students with gadgets with higher specifications and internet connectivity.
2. The Higher Education Institutions (HEI) together with their respective Local Government must build collaborative partnerships across campus and community to increase awareness and better meet the needs of students who require assistive/adaptive technologies.
3. Educators should continue providing students with access to the latest technologies that are most important to their academic success
4. Expand student awareness of the benefits, expectations, and demands of blended learning environments.

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