ONLINE DISTANCE LEARNING IMPLEMENTATION AND PRACTICES: STUDENTS' PERSPECTIVE

College of Teacher Education
BOHOL ISLAND STATE UNIVERSITY
Zamora, Bilar, Bohol

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January 2022

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A Thesis
Presented to the Faculty of the
College of Education
BOHOL ISLAND STATE UNIVERSITY
Zamora, Bilar, Bohol

In Partial Fulfillment
of the Requirements for the Degree
in Bachelor in Secondary Education

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January 2022

APPROVAL SHEET

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ACKNOWLEDGMENTS

In due recognition to all who are involve in this study, the researcher would like to express their sincere thanks and humble appreciation to the following:

Foremost, the Great source of Power, **God**, for His bountiful blessings, unequalled wisdom and strength He has given to the researchers as they worked towards the completion of the study.

Mr. Limwel A. Naldoza, Thesis Adviser, for his unconditional support and sharing of his expertise from the beginning until the accomplishment of this study;

Dr. Mae P. Bas, Thesis Editor, for giving her time, expertise and constructive criticism in correcting the syntactic and grammatical errors of the manuscript;

Donna Ruth P. Talo MSc., Thesis Statistician, for assisting the researchers in the statistical analysis of the data as well as giving corrections on interpretations;

Dr. Mildred L. Quiza, Thesis Internal Expert, for spending her time in giving corrections and recommendations in improving this manuscript;

Dr. Librada S. Quilas, Chairperson of the Department of Secondary Education, for supporting and giving us suggestions to improve the study;

Dr. Ma. Quimar Q. Gahit, Dean of the College of Teacher Education, for her outstanding support and trust to the researchers' potential to conduct the study inside the campus;

To the **panelist**, who imparted their knowledge and offered their valuable time, assistance, guidance and encouragement for the improvement of the study.

To the **researchers' parents**, who have been part of the researchers' success, for giving moral and financial support and continually inspiring the researchers in their aspirations;

To the **researchers' classmates and friends,** for the advice, support and encouragement during the conduct of the study;

To **all the respondents,** for their participation to answer the questionnaire to acquire the data's needed for the conduct of this study;

And finally, to those who are not mentioned but who contributed so much, may God bless them in their daily living.

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ABSTRACT

As the lockdown was imposed in the country due to this pandemic, online learning became a massive approach as a means of education to ensure the continuity of learning as well as the safety of the students. This new mode of learning leads to another form of learning practices to the students. The main thrust of this study was to determine the perception of BTLED-AFA students and learning practices on online distance learning. The study employed descriptive method with the aid of survey questionnaires. The gathered data were analyzed and interpreted using average weighted mean, Pearson Correlation Coefficient and Independent Sample t-test. Overall result for the level of implementation of online learning practices was "frequently implemented", while the perception of BTLED-AFA students on online distance learning was rated "agree". In the Pearson Correlation Coefficient, the result shows that there is no significant relationship between the online learning practices and the perception of BTLED-AFA students on online distance learning. These implies that the learning practices being implemented by the teacher in the online class does not affect how the student see and perceive things on online learning regardless of how frequent these learning practices were being encountered by the students. Furthermore, in the independent t- test, the result shows that there is no significant difference on the students' perception on online distance learning between male and female and there is no significant difference on students' perception on online distance learning between BTLEd-AFA 2 and BTLEd- AFA 3 during lecture and laboratory. This means that all students have the same perception and experience on the online distance learning regardless of their gender and year level. Thus, the researchers recommend that the result of this study be used for future researches.

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Rationale

Learning comes in different ways and one of these is through online. Online learning as defined is a method of education whereby students learn in a fully virtual environment. It has two learning methods; synchronous and asynchronous. Synchronous is where teacher and students meet in a prescheduled time as a part of interactive learning classes, while the asynchronous method refers to the teacher giving the course to the students without interaction to the students in a virtual or live classes. As the lockdown was imposed in the country due to this pandemic, online learning became a massive approach as a means of education to ensure the continuity of learning as well as the safety of the students. This new mode of learning leads to another form of learning practices to the students.

As CHED implemented the flexible learning which also includes online or e-learning, many students ought to adopt to this new face of education. It cannot be denied that as online learning brings great protection on this pandemic, many students are still struggling on how to cope up the difficulties they encounter particularly to the ones who have poor internet connection.

In the study of Chang (2020) entitled "Online Learning in Pandemic Times" states some barriers to the online learning process like boredom, distractions and the limited experience in technology. Also, in the study of Chua et al. (2020) entitled "The Status of the Implementation of the E-learning Classroom in Selected Higher

Education Institutions in Region IV- A Amidst the COVID-19 Crisis" posits that despite of the presence of free platforms such as Google Classroom, the faculty members and students lack training in using the e-learning classroom. Another dilemma is the lack of resources that will lead to unsuccessful e - learning classes.

This online learning is very challenging especially to the vocational courses that needs laboratories and field work to further understand their lessons. There is negative impact on education, mainly for the agricultural students which focuses on practical field work and can't be possible in online classes (Thapa, 2020).

Advancement of online education can be a big help to a student in terms of developing their talent and skills through modern technologies. However, it cannot help in terms of physical activities. Sometimes students become lazy and timid because of online learning. As the school started adopting the distance learning approach, there is a change in school practices in order to accommodate the needs of the students. This study is purposely conducted in order to determine the learning practices utilized by the BTLED-AFA students and their perception towards online distance learning.

Literature Background

This study is anchored on The Theory of Transactional Distance posits that in distance learning scenarios, separation between the teacher and students can "lead to communication gaps, a psychological space of potential misunderstandings between the behaviors of instructors and those of the Learners" (Mbwesa, 2014).

As what stated by Jean Lave and Etienne Wenger in their instructional approach called Situated Learning, students are more inclined to learn by actively participating in the learning experience. Students form or 'construct' their own knowledge from experiences they bring to the learning structure; the success of situated learning experiences relies on social interaction and kinesthetic activity (DiFrancesco, 2011).

Furthermore, the Theory and Practice of Distance Education by Holmberg, 1995 stated that feelings of personal relation between the teaching and learning parties promote study pleasure and motivation. The intellectual pleasure and study motivation are favorable to the attainment of such goals and the use of proper study process and methods. Messages given and received in conversational forms are comparatively easily understood and remembered. As such, Holmberg puts the learner and his or her communication with the instructor at the center of the process of teaching and learning in distance education.

The 1987 Constitution under Article XIV Section 1 declares that the State shall "protect and promote the rights of all citizens to quality education at all levels and shall take appropriate steps to make education accessible to all."

According to the CHED Memorandum Order No. 04, Series of 2020, flexible learning shall be adopted beginning AY 2020-2021 and may extend upon consultation with the stakeholders concerned and upon review of the Commission. It has been defined that flexible learning is a pedagogical approach allowing flexibility of time, place and audience including, but not solely focused on the use of technology.

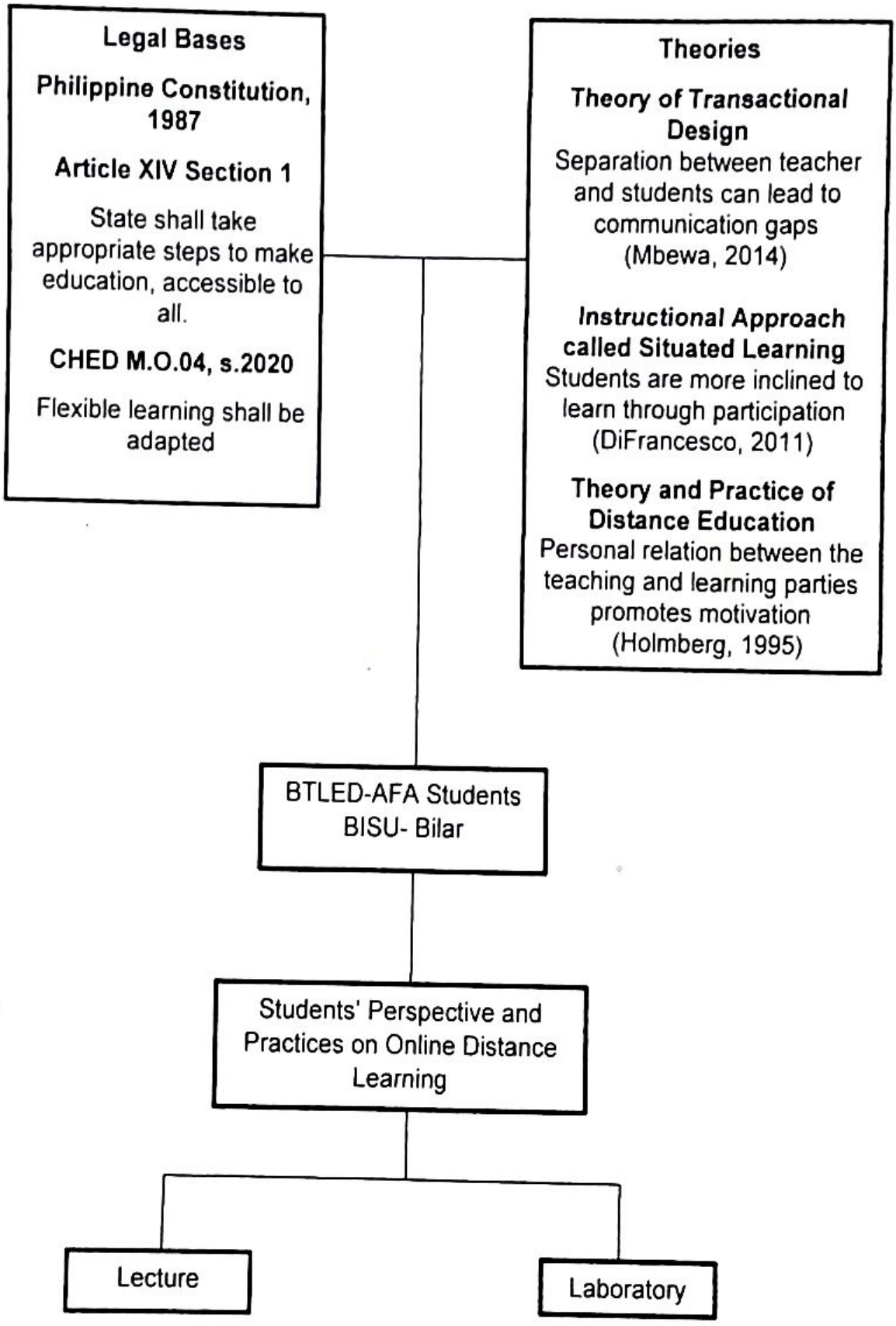

Fig. 1. Conceptual and Theoretical Framework

Magsambol (2020) reported that Commission on Higher Education chair Prospero de Vera III in his presentation at "Educating our Children in the New Normal" webinar says that the Commission has already adopted a policy that flexible learning system will continue in the school year 2021 and thereafter. He added that flexible learning will be the norm. There's no going back to the traditional full-packed face-to-face classrooms. He added that universities and colleges have the freedom to choose what mode would be effective for them. Some of them would be using pure online, pure modular, while others would be the combination of the two. Online flexible learning is an electronic-based of learning, offline mode does not use internet connectivity and blended is a combination of online and offline modes.

According to the article of Villanueva (2020), both the Department of Education (DepEd) and the Commission on Higher Education (CHED) are still evolving in this "new normal" of learning amidst COVID-19 pandemic. The DepEd in particular, have come up with the so called "blended learning while CHED call it "flexible learning" which also includes online or e -learning which universities in the Philippines have been doing even in the past (Villanueva,2020). Bozkurt and Sharma (2020), for instance, refer to distance education as a process characterized by 'distance in time and/or space' and to remote education as a context of 'spatial distance'.

Online learning is defined as 'learning experiences in synchronous or asynchronous environments using different devices with internet access. In these

environments, students can be anywhere to learn and interact with instructors and other students (Singh & Therman, 2019).

According to Dhawan (2020), the synchronous learning environment is structured in the sense that students attend live lectures, there are real-time interactions between educators and learners, and there is a possibility off instant feedback whereas asynchronous learning environment are not properly structured and learning content is not available on live lectures or classes; it is available at different learning systems and forms.

The challenges posed by the Corona Virus pandemic introduced everyone to a new world of online learning and remote teaching. Instructors indulged them in remote teaching via few platforms such as Google Hangouts, Skype, Adobe Connect, Microsoft teams, and few more, though ZOOM emerged as a clear winner (Saxena, 2020). Petrie (2020) also cited some online platforms used so far like Microsoft Teams, Google Classroom, Canvas and Blackboard, which allow the teachers to create educational courses, training and skill development programs.

Agarwal and Pandey (2013) explain that e-learning become the method of training teacher in educational field, here are some benefits of e-learning when it compared with traditional methods: e-learning is cheaper that traditional methods of teaching because it doesn't need paper or pencil and it can be do in any place and any time; e-learning is more flexible environment for students; and personalization means that in e-learning the training material is not chosen by teacher or some organization and can help students to obtain their own requirement of knowledge.

According to Lundberg (2008), "the student may prefer to take an online course or a complete online-based degree program as online courses offer more flexible study hours. With online teaching, students who usually don't participate in class may now voice their opinions and concerns. As they are not in a classroom setting, quieter students may feel more comfortable partaking in class dialogue without being recognized or judged. This, in turn, may increase average class scores (Driscoll, 2012).

However, it cannot be denied that there's also some challenges in this time of online learning. Some studies revealed that students still prefer classroom classes over online classes due to many problems they face when taking online classes such as lack of motivation, understanding of the material, and decrease in communication levels between the students and their instructors and their feeling of isolation caused by online classes (Alawanieh, 2020). In one study, lack of social interaction was found to be the largest single barrier to student success online (Muilenberg & Berge, 2005). When students are motivated to do well in their courses, involved or invested in their desire to learn, and willing to exert the effort expected by their instructors, they are more likely to be engaged in their education (Madernach, 2011).

Study of Pokhrel and Chetri states that Internet bandwidth is relatively low with lesser access points, and data packages are costly in comparison to the income of the people in many developing countries, thus making accessibility and affordability inadequate. Also, some professors stated that the Internet Connection quality and reliability represented a major obstacle to online teaching. The shift to

online learning has highlighted the digital inequality between those who have access to reliable internet infrastructure, laptops and smartphones and those that do not (Said, 2021).

According to the study of Simamora (2020), the most positive aspect of online learning is that students can easily access subject matter from any location at any time. This also help them to become literate in using current technologies and give an opportunity to experience a different learning style than usual in order to practice creativity and independence to be more responsible in following the lecture process. However, some student also cited some challenges they face in online learning such as the difficulty of the signal of internet network that hamper the learning process and be inefficient in terms of time. Also, others complained about phones cannot support the online learning, having smartphones with inadequate memory card and having no laptops to do their work.

This online learning is very challenging especially to the vocational courses that needs laboratories and field work to further understand their lessons. There is negative impact on education, mainly for the agricultural students which focuses on practical field work and can't be possible in online classes (Thapa, 2020). Based on the responses of students in Mechanical Engineering Education, the majority of them feel that online learning is still considered less effective and in line with their expectations.

Online education provides students with greater degree of flexibility and helps them manage their time better (Carreon, 2018). It also improves their digital literacy and helps them communicate with peers and lecturers. However, the

sudden shift from face-to-face to online learning has entailed a number of challenges to some students making accessibility difficult. Having poor internet connection affects their learning process. Students also complained about having inadequate phones and laptops to do their work.

The sudden shift to online learning has brought a huge challenge to the education system. It has affected the learning style of the students and teachers and brings both positive and negative in the learning practices. While the online classes or digital education brings increased level of safety because students are at home and are not exposed to the COVID-19 virus, the Department of Health warned that the increasing number of students taking classes online could have psychological and physical health impacts. Some students called for academic freeze for they have been struggling to cope up with the demand of online learning (Magsambol, 2020).

According to a study, instructor also play a key role in motivating students throughout their online study. Instructor responsiveness and availability has been highlighted as a key predictor of online student satisfaction, in that lack of timely feedback or slow communication timeframes from instructors detract from student satisfaction online (Bolliger & Martindale, 2004). Prior research indicates that teacher can have a great impact on a wide range of student outcomes including academic achievement (Chetty, Friedman & Rockoff, 2014).

With the aid of these theories and legal bases, the researchers will be able to get the result of the study and be able to determine the perception of students and learning practices on the online distance learning.

THE PROBLEM

Statement of the Problem

The main thrust of the study was to determine the second year and third year students' perspective on online distance learning implementation and practices of BTLED-AFA in Bohol Island State University - Bilar Campus for S.Y. 2021-2022.

Specifically, the study sought to determine the following questions:

1. What is the profile of the respondents in terms of:

   1.1 age;

   1.2 sex;

   1.3 course & year?

2. What is the level of implementation of online learning practices to BTLED-AFA students in terms of;

   2.1 lecture;

   2.2 laboratory?

3. What is the perception of BTLED-AFA students in online distance learning in terms of;

   3.1 lecture;

   3.2 laboratory?

4. Is there a significant relationship between the implementation of online learning practices and the students' perception on online distance learning?

5. Is there a significant difference on the students' perception on online distance learning in terms of sex and year level?

Null Hypotheses

There is no significant relationship between the online learning practices and student's perception on online distance learning.

There is no significant difference on the student's perception on online distance learning in terms of sex and year level.

Significance of the Study

The outputs of the study serve as a handbook for everyone who wished to seek the perception of students and learning practices on the online distance learning.

The researchers hoped that the result of this study would be beneficial to the following:

School Administrators. This study would serve as a modification to improve and consider other ways on how to implement better directives of teaching in terms of online distance learning.

Teachers. The findings of the study would help the teachers know on how they should operate and integrate online distance learning effectively to the students.

Students. This study would give them an idea on how to adopt to a new mode of learning.

Future Researchers. The outcomes of the study would serve as a guide and reference in conducting future and further studies on students' perception and learning practices on Online Distance Learning.

RESEARCH METHODOLOGY

Design

The research method used in this study was the descriptive research design which involved a questionnaire to determine the perspective of second year and third year BTLED-AFA students on online distance learning implementation and practices in Bohol Island State University -Bilar Campus for SY 2021-2022.

Environment and Participants

This study was conducted in the Bohol Island State University-Bilar Campus.

The respondents of the study were the BTLEd-AFA students in the year 2021-2022, from second year to third year level.

They were chosen as our respondents because it was believed that their participation in the survey would have a great contribution in arriving at significant findings in this study since they have experienced online distance learning.

Instrument

A modified checklist questionnaire from Rich (2020) "Impact of Online Learning on High School Agricultural Education Courses in Alabama" and a self-made checklist questionnaire based on CMO No. 4 Guidelines on the Implementation of Online Learning were used by the researchers to collect the necessary data for the study. It consisted of items that determined students' perception and learning practices on the online distance learning. The first part of the questionnaire was the profile of the respondents. The second part showed the level of implementation of online learning practices to BTLED-AFA students during lecture and laboratory. And the third part presented a list of statements that determined the perception of BTLED-AFA students on online distance learning.

Data Gathering Procedure

Stage 1: Preliminary Activities. The researchers obtained written permission from the Dean of the College of Teacher Education to conduct the study.

Stage 2: Actual Activities. The data for collecting the perceptions of the respondents were gathered in the form of a checklist questionnaire. With the permission from the Dean of College of Teacher Education to conduct the study to the students, the checklist questionnaires were distributed through Google Form. Through this, physical contact was avoided and the delivery and retrieval of the questionnaires was done in a safe manner.

Stage 3: Post Activities. After the retrieval of the questionnaires, the researchers collected, analyzed and interpreted the data. The researchers then recorded and tabulated the results. After tabulating the gathered data and results, the researchers interpreted each tabulated data to provide a structured and consistent information to test the hypothesis and formulate the conclusion of the study.

Statistical Treatment

To determine the level of implementation of the online learning practices to BTLED-AFA students, the weighted mean was used.

In order to determine the students' perception, the weighted mean was used.

To determine the significant relationship on the Learning Practices and perception of BTLED-AFA students on Online Distance Learning, the researchers used the Pearson Product Moment Correlation Coefficient.

Formula: $r = \frac{\sum(x_i - \bar{x})(y \cdot i^{-\bar{y}})}{\sqrt{\sum(x_i - \bar{x})^2 \Sigma(y_i - \bar{y})^2}}$

Where:

r = correlation coefficient

x_i = values of the x-variable in a sample

$\bar{x}$ = mean of the values of the x-variable

y_i = values of the y-variable in a sample

$\bar{y}$ = mean of the values of the y-variable

Size of Correlation	Interpretation
.90 to 1.00 (-.90 to -1.00)	Very high positive (negative) correlation
.70 to .90 (-.70 to -.90)	High positive (negative) correlation
.50 to .70 (-.50 to -.70)	Moderate positive (negative) correlation
.00 to .30 (.00 to -1.30)	Negligible correlation

To determine the significant difference on the student's perception on online learning in terms of sex and year level, the researchers used the Independent Sample T-test.

Formula: $t = \frac{\mu_A - \mu_B}{\sqrt{\left[\frac{\left(\Sigma A^2 - \frac{(\Sigma A)^2}{n_A}\right) + \left(\Sigma B^2 - \frac{(\Sigma B)^2}{n_A}\right)}{n_A + n_B - 2}\right] \cdot \left[\frac{1}{n_A} + \frac{1}{n_B}\right]}}$

Where:

$(\Sigma A)^2$: Sum of data set A, squared
$(\Sigma B)^2$: Sum of data set B, squared
μ_A : Mean of data set A
μ_B : Mean of data set B
ΣA^2 : Sum of the squares of data set A
ΣB^2 : Sum of the squares of data set B
n^A : Number of items in data set A
n^B : Number of items in data set B

Reject at P<0.05; Levene's test: Assume equal variance if P>0.05.

DEFINITION OF TERMS

To ensure thorough understanding of the terms used in this study, the following terms are defined operationally and conceptually:

BTLED-AFA Students. The respondents of the study.

Laboratory. Is used to describe the skilled-test or laboratory activities which students undertake using chemicals, equipment and other performance-based assessment.

Learning practices. A practice that students pass through to acquire new knowledge and skills and ultimately influence their attitudes, decisions and actions.

Lecture. A teaching process where delivery of lesson and discussion are done.

Online Distance Learning. Learning experience through the use of different online platforms with the aid of internet.

Perception. An individual's unique way of viewing or understanding a phenomenon. It is awareness and comprehension of something.

Chapter 2

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the presentations, analysis and interpretation of data gathered and collected through questionnaires. It is composed of profile of the respondents, level of implementation of online learning practices to BTLED-AFA students, perception of BTLED-AFA students on online distance learning, relationship between online learning practices and perception of BTLED-AFA students on online distance learning, and the significant difference on the student's perception on online distance learning in terms of sex and year level.

Table 1 showed the profile of the respondents in terms age, sex and year level. Among the 56 respondents, most of them belong to the age bracket 19-22 which is 51 or 91% while there was only 2% who belong to the age bracket of 23-26. Most of them were female which is 44 or 79% and there were only 21% from the male. Between the two year level, 39 or 70% are in second year and the rest 17 or 30% are in third year. This means that there were more enrolled students in second year than in third year level merely because the third year students are the second batch of BTLED-AFA course and one of the pioneering of online distance learning during this pandemic.

Table 1

Demographic Profile of the Respondents

Profile	Frequency	Percentage
Age		
19-22	51	91%
23-26	1	2%
27-30	2	4%
30-33	2	4%
Total	56	100%
Sex		
Male	12	21%
Female	44	79%
Total	56	100%
Course/Year Level		
BTLED-AFA 2	39	70%
BTLED-AFA 3	17	30%
Total	**56**	**100%**

Table 2.1 presents the level of implementation of the learning practices being utilized on the Online Distance Learning in terms of Lecture. Based on the table, the learning practice with the highest average weighted mean of 3.73 refers to sending reading materials online. This shows that the teachers always send their lessons or reading materials online for the students to study since they can't meet face-to-face. On the other hand, the learning practice with the lowest average weighted mean of 2.20 refers to giving quizzes after live discussion. These implies that quizzes after live discussion was encountered only in few times or has been rarely observed in the online class. Overall, the composite mean is 3.10 which is frequently implemented. Therefore, mostly of the given learning practices were frequently implemented in the class during lecture.

Table 2.1

Level of Implementation of the Online Learning Practices: Lecture

	AWM	Description
1. Checking of attendance is done every meeting.	3.32	Always Implemented
2. Motivation activities during class is done.	3.20	Frequently Implemented
3. Giving feedback to the lessons from the teachers and students.	3.20	Frequently Implemented
4. Live online classes.	2.88	Frequently Implemented
5. Quizzes after live discussion.	2.20	Seldom Implemented
6. Live online classes that can be recorded online	2.75	Frequently Implemented
7. Video presentation and PowerPoint presentation for discussions.	3.34	Always Implemented
8. The teacher send the activities online and students carry out these activities within a specified time frame.	3.55	Always Implemented
9. Sending reading materials online.	3.73	Always Implemented
10. Recorded classes that is uploaded at university website/YouTube/Facebook/ or any other application.	2.82	Frequently Implemented
11. The teacher sends the lesson through a video and the students will download it as their reference.	2.64	Frequently Implemented
12. Reporting activities done individually or by group.	3.30	Always Implemented
13. Students are requested to make some reflections on what they've learned at the end of the lesson.	3.39	Always Implemented
Composite Mean	**3.10**	**Frequently Implemented**

Legend: 1.00-1.74 – Never Implemented
1.75- 2.49 – Seldom Implemented
2.50-3.24 – Frequently Implemented
3.25-4.00 – Always Implemented

Table 2.2 shows the different learning practices being utilized on the Online Distance Learning in terms of Laboratory. Based on the result, the learning practice having the highest average weighted mean of 3.45 refers to the documentation of laboratory works to be passed to the teacher. This means that the students always did some documentations either through video or pictures as they did their laboratory activities or projects at home and passed it to the teacher online since they were not able to perform it at school. On the other hand, the learning practice with the lowest average weighted mean of 1.66 refers to home visitation from the instructor to supervise the activity of the students. This shows that home visitation was not being implemented or encountered in the class during laboratory since it is not allowed or not applicable given that we are facing a pandemic and we must obey the safety protocols in order to be safe while keeping the class on going.

A study reveals that instructor responsiveness and availability has been highlighted as a key predictor of online student satisfaction, in that lack of timely feedback or slow communication timeframes from instructors detract from student satisfaction online (Bolliger & Martindale, 2004).

Overall, the composite mean is 2.75 which refers to frequently implemented. Therefore, mostly of the given learning practices were frequently implemented in the class during laboratory.

Table 2.2

Level of Implementation of the Online Learning Practices: Laboratory

	AWM	Description
1. Online demonstration of the activity before doing the given tasks.	2.77	Frequently Implemented
2. Documentation of laboratory works to be passed to the teacher.	3.45	Always Implemented
3. Home visitation from the instructor to supervise the activity of the students.	1.66	Never Implemented
4. Video presentation for reference on how to do the given tasks.	3.04	Frequently Implemented
5. Visiting facilities and fields for on hand experience in laboratory works.	2.71	Frequently Implemented
6. Assigning groups for group laboratory works	2.89	Frequently Implemented
Composite Mean	**2.75**	**Frequently Implemented**

Legend: 1.00-1.74 – Never Implemented 2.50-3.24 – Frequently Implemented
1.75- 2.49 – Seldom Implemented 3.25-4.00 – Always Implemented

Table 3.1 presents the perception of BTLED-AFA students on the Online Distance Learning in terms of Lecture. Based on the result, the statement with the highest average weighted mean of 3.11 is being able to experience different learning styles in online learning. These means that the students agree on being able to experience different learning styles comfortable and convenient to them during lecture in the online class. This shows an advantage of being in online learning which the students agreed to because it helps them to become literate in

using current technologies and give an opportunity to experience a different learning style than usual in order to practice creativity and independence to be more responsible in following the lecture process (Simamora, 2020).

On the other hand, the statement having the lowest mean of 1.71 refers to their signal connectivity that cannot affect their participation and behavior during live lectures which the students give an extreme disagreement. This means that signal connectivity really affects their participation in the online discussion. This connects to the study of Pokhrel and Chetri that the low internet bandwidth makes accessibility and reliability inadequate and some professors stated that the Internet Connection quality and reliability represented a major obstacle to online teaching. Also, in the study of Simamora (2020), some student also cited some challenges they face in online learning such as the difficulty of the signal of internet network that hamper the learning process and be inefficient in terms of time.

Overall, the composite mean is 2.58 which refers to agree. Therefore, the students mostly agree on the statements regarding perception on online distance learning.

Table 3.1

Perception of BTLED-AFA students on the Online Distance Learning: Lecture

	AWM	Description
1. Makes me more knowledgeable about technology and be a computer literate.	3.11	Agree
2. Online learning enables me to experience different learning styles.	3.16	Agree
3. Social media distractions does not affect my focus on class.	2.21	Disagree
4. I can easily seek for answers from my classmates.	2.39	Disagree
5. It is easy for me to digest lessons online.	2.14	Disagree
6. When I study online, I remember what I have learned better.	2.36	Disagree
7. I can interpret learning content by e-learning even with the lack of face-to-face teacher in the classroom.	2.43	Disagree
8. I can prepare for my lessons effectively due to online learning.	2.59	Agree
9. I can discover new information about my lesson through these educational media sites.	2.96	Agree
10. I am now confident enough to participate during online class.	2.57	Agree
11. I am more comfortable responding to questions by email than orally.	2.98	Agree
12. I can easily reach out to my teachers asking for clarifications, concerns and feedbacks	2.70	Agree
13. Makes me more independent learning my lessons and practice self-motivation.	2.98	Agree
14. Signal connectivity does not affect my participation and behavior during live lectures.	1.71	Strongly Disagree
15. I can easily answer my quizzes and able to pass it on time.	2.41	Disagree
Composite Mean	**2.58**	**Agree**

Legend: 1.00-1.74 – Never Implemented
1.75- 2.49 – Seldom Implemented
2.50-3.24 – Frequently Implemented
3.25-4.00 – Always Implemented

Table 3.2 presents the perceptions of BTLED-AFA students on Online Distance Learning in terms of laboratory. Based on the result, the student agreed that they were able to perform task or hands-on activities easily with the proper guidance and demonstration from the instructor online with an average weighted mean of 2.79. This implies that even though there is no teacher who can guide them personally, they can still able to perform hands-on activities at home with the guidance from their teacher through online. (Singh & Therman, 2019).

However, the students disagree that they have an adequate phone storage and stable internet connection that enables them to accomplish laboratory activities being passed through video recording and pictures with an average weighted mean of 2.07.These means that the student have a difficulty dealing with their documentary activities since they don't have an adequate phone storage for their videos and pictures and worried in times of passing the activities for they lack good internet connection. These is similar to another study which cited that student faces challenges in the online learning like difficulty of internet network signal and complained about having smartphones with inadequate storage and lack of gadgets to be used in the online learning (Simamora, 2020).

Overall, the composite mean is 2.56 which refers to agree. Therefore, the students mostly agree on the statements regarding perception on online distance learning.

Table 3.2

Perception of BTLED-AFA students on the Online Distance Learning: Laboratory

	AWM	Description
1. It's easy for me to perform tasks or hands-on activities with the proper guidance and demonstration from the instructor online.	2.79	Agree
2. I can easily perform laboratory works even with the lack of proper equipment and resources.	2.21	Disagree
3. NC assessments tools and reviewers are accessible that makes me to be more competent.	2.91	Agree
4. My skills in production can be well-developed using educational media sites.	2.73	Agree
5. I am more effective at working independently due to online learning.	2.63	Agree
6. I can easily use and operate different agricultural tools and equipment with a proper guidance from the instructor through online.	2.73	Agree
7. I have an adequate phone storage and stable internet connection that enables me to accomplish laboratory activities being passed through video recording and pictures.	2.07	Disagree
8. I am able to produce competitive/quality output since I am guided by lots of knowledge through these media sites.	2.57	Agree
9. My technical skills has increased since attending online classes.	2.45	Disagree
10. I find it easy to apply concepts taught in the subject.	2.46	Disagree
Composite Mean	**2.56**	**Agree**

Legend: 1.00-1.74 – Never Implemented 2.50-3.24 – Frequently Implemented
1.75- 2.49 – Seldom Implemented 3.25-4.00 – Always Implemented

Table 4 shows the relationship between the level of implementation of the online learning practices and perception of BTLED-AFA students on online distance learning. The correlation between the two variables is shown in the table. Based on the result, in lecture the test value is -0.055 and the p-value is 0.688. It has been decided to accept the null hypothesis since the test value (-0.055) falls to negligible correlation. This implies that the learning practices being implemented by the teacher in the online class during lecture does not affect the student's perception on Online Distance Learning. Thus, there is no significant relationship between the Online Learning Practices and Perception of BTLED-AFA students on Online Distance Learning.

On the other hand, in laboratory the test value is 0.124 and the p-value is 0.362. The analysis revealed that null hypothesis has been accepted since the test value (0.124) falls to negligible correlation. Meaning, that the learning practices being implemented by the teacher in the online class during laboratory does not affect the student's perception on the Online Distance Learning. Thus, there is no significant relationship between the Online Learning Practices and Perception of BTLED-AFA students on Online Distance Learning.

Table 4

Relationship between the Online Learning Practices and Perception Of BTLED-AFA students on Online Distance Learning

Source		Test Value (Pearson r)	P-Value	Decision	Interpretation
Online Learning Practices and Perception of BTLED-AFA students on Online Distance Learning	Lecture	-0.055	0.688	Accept the Null Hypothesis	There is no significant relationship between the learning practices and perception of BTLED-AFA students on online distance learning in terms of lecture.
	Laboratory	0.124	0.362	Accept the Null Hypothesis	There is no significant relationship between the learning practices and perception of BTLED-AFA students on online distance learning in terms of laboratory.

Legend: .90 to 1.00 (-.90 to -1.00) very high positive (negative) correlation; .70 to .90 (-70 to -.90) high positive (negative) correlation; .50 to .70 (-.50 to -.70) moderate positive (negative) correlation; .30 to .50 (-.30 to -.50) low positive (negative) correlation; .00 to .30 (.00 to -.30) negligible correlation.

Table 5.1 shows the significant difference on the student's perception on online distance learning in terms of sex. In Levene's test, the lecture was assumed equal variance since the p- value was greater than 0.05 (see appendix C). It has been decided to accept the null hypothesis since the P-value which is 0.394 is greater than 0.05. Thus, there is no significant difference between male and female students' perception on online distance learning in terms of lecture.

On the other hand, in laboratory the test value is 0.324 and the p-value is 0.747. In Levene's test, the laboratory was assumed equal variance since the p-value was greater than 0.05 (see appendix C). It has been decided to accept the null hypothesis since the P-value which is 0.747 is greater than 0.05. Thus, there is no significant difference between male and female students' perception on online distance learning in terms of laboratory.

Table 5.1

Difference on the Student's Perception on Online Distance Learning in terms of Sex

Source		Test Value	df	P-Value	Decision	Interpretation
Sex	Lecture	-0.859	54	0.394	Accept the Null Hypothesis	There is no significant difference between male and female students' perception on online distance learning in terms of lecture.
	Laboratory	0.324	54	0.747	Accept the null hypothesis	There is no significant difference between male and female students' perception on online distance learning in terms of laboratory.

Legend: Reject at P<0.05; Levene's test: Assume equal variance if P>0.05

Table 5.2 shows the significant difference on the student's perception on online distance learning in terms of year level. In Levene's test, the lecture was assumed equal variance since the p- value was greater than 0.05 (see appendix C). It has been decided to accept the null hypothesis since the P-value which is

0.553 is greater than 0.05. Thus, there is no significant difference between BTLED-AFA 2 and BTLED-AFA 3 students' perception on online distance learning in terms of Lecture.

On the other hand, in laboratory the test value is 0.094 and the p-value is 0.926. In Levene's test, the laboratory was assumed equal variance since the p-value was greater than 0.05 (see appendix C It has been decided to accept the null hypothesis since the P-value which is 0.747 is greater than 0.05. Thus, there is no significant difference between BTLED-AFA 2 and BTLED-AFA 3 students' perception on online distance learning in terms of Laboratory.

Table 5.2

Difference on the Student's Perception on Online Distance Learning in terms of Year Level

Source		Test Value	df	P-Value	Decision	Interpretation
Year Level	Lecture	-0.597	54	0.553	Accept	There is no significant difference between BTLED-AFA 2 and BTLED-AFA 3 students' perception on online distance learning in terms of Lecture.
	Laboratory	0.094	54	0.926	Accept	There is no significant difference between BTLED-AFA 2 and BTLED-AFA 3 students' perception on online distance learning in terms of Laboratory.

Legend: Reject at P<0.05; Levene's test: Assume equal variance if P>0.05

Chapter 3

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter gives the summary, findings, conclusions, and recommendations of the study based on the analysis and interpretation of the gathered data.

Summary

This study is undertaken to determine the perception of BTLED-AFA students and learning practices on the online distance learning in Bohol Island State University- Bilar Campus.

Specifically, this study sought to find out the level of implementation of online learning practices utilized by the students. Then, it also seeks to determine the perception of BTLED-AFA students on online distance learning in terms of lecture and laboratory. It also wanted to find out if there is a significant relationship between the implemented online learning practices and students' perception on online distance learning. In addition, this study also seeks to determine the significant difference on the students' perception on online distance learning in terms of sex and year level.

The researchers employed the descriptive method with the aid of checklist questionnaire to determine the perception of BTLED-AFA students and learning practices on the online distance learning in BISU- Bilar Campus. There were 56 respondents of the study. The instrument used was a modified checklist

questionnaire from Rich (2020) "Impact of Online Learning on High School Agricultural Education Courses in Alabama" and a self-made checklist questionnaire to determine the students' perception and learning practices on the online distance learning. The questionnaire was modified and made by the researchers and was pilot tested before the final distribution of questionnaires. Before the researcher conducted their study, they asked permission to the Dean of College Education. Granted the approval, the researcher conducted the study online through Google Forms to avoid physical contact and to follow safety protocols. The data gathered were tabulated, computed, and treated statistically using average weighted mean, Pearson Correlation and Independent Sample t-test to analyze and interpret the data.

Findings

After a thorough analysis of the study, the following analysis are drown:

1. Demographic Profile of the Respondents. There were 56 respondents in the study and most of them belong to the age bracket 19-22 which is 51 or 91% and most of them are female which is 44 or 79%. Between the two year level, 39 or 70% are in second year and the rest 17 or 30% are in third year.

2. Level of Implementation of the Online Learning Practices to BTLED-AFA students in terms of Lecture and Laboratory

Lecture. The learning practice with the highest average weighted mean of 3.73 refers to sending reading materials online. This shows that the teachers always send their lessons or reading materials online for the students to study

since they can't meet face-to-face. On the other hand, the learning practice with the lowest average weighted mean of 2.20 refers to giving quizzes after live discussion. These implies that quizzes after live discussion was encountered only in few times or has been rarely observed in the online class.

Laboratory. The learning practice having the highest average weighted mean of 3.45 refers to the documentation of laboratory works to be passed to the teacher. This means that the students always do some documentations either through video or pictures as they did their laboratory activities at home and passed it to the teacher online since they were not able to perform it at school. On the other hand, the learning practice with the lowest average weighted mean of 1.66 refers to home visitation from the instructor to supervise the activity of the students. This shows that home visitation were not being implemented or encountered in the class during laboratory since it is not allowed or not applicable given that we are facing a pandemic and we must obey the safety protocols in order to be safe while keeping the class on going.

3. Perception of BTLED-AFA students on Online Distance Learning

Lecture. The statement with the highest average weighted mean of 3.16 is being able to experience different learning styles in online learning. These means that the students agree on being able to experience different learning styles comfortable and convenient to them during lecture in the online class. On the other hand, the statement having the lowest mean of 1.71 refers to their signal connectivity which cannot affect their participation and behavior during live lectures

which the students give an extreme disagreement. This means that signal connectivity really affects their participation in the online discussion.

Laboratory. The statement with the highest average weighted mean is 2.91 refers to NC assessments tools and reviewers were accessible that makes them to be more competent. This means that they can be more competent if ever they have a National Certificate assessments since they can access easily the tools and reviewers online. In contrast, the students disagree that they have an adequate phone storage and stable internet connection that enables them to accomplish laboratory activities being passed through video recording and pictures with an average weighted mean of 2.07.These means that the student have a difficulty dealing with their documentary activities since they don't have an adequate phone storage for their videos and pictures and worried in times of passing the activities for they lack good internet connection which is a big disadvantage during online class.

4. Relationship between the Online Learning Practices and Perception of BTLEd-AFA students on Online Distance Learning. Based on the result of the gathered data, the Pearson Correlation value in lecture is -0.055 which shows a negligible correlation. Hence, there is no significant relationship between the Online Learning Practices and its Impact to the Student's Learning Progress in terms of Lecture.

On the other hand, in laboratory, the Pearson Correlation value is 0.124 which shows a negligible correlation. Thus, there is no significant relationship

between the Online Learning Practices and the Perception of BTLED-AFA students on Online Distance Learning.

5. Difference on the students' perception on online distance learning

Sex. There is no significant difference between male and female students' perception on online distance learning in both lecture and laboratory since in lecture, the P-value which is 0.394 is greater than 0.05 while in laboratory, the P-value which is 0.747 is greater than 0.05.

Year Level. There is no significant difference between BTLED-AFA 2 and BTLED-AFA 3 students' perception on online distance learning in both lecture and laboratory since in lecture, the P-value which is 0.553 is greater than 0.05 while in laboratory, the P-value which is 0.926 is greater than 0.05.

Conclusions

Moreover, it was concluded that there was no significant relationship between the implemented learning practices and students' perception on online distance learning in terms of lecture and laboratory. Meaning, the learning practices being utilized by the teacher in the online class and its level of implementation does not affect the student's perception and experiences on online distance learning. These learning practices may help them in acquiring knowledge and have a better experience in online class but it cannot be considered as a basis on how the students see and perceive things on online distance learning.

On the other hand, the researchers also concluded that there is no significant difference on the students' perception in terms of sex and year level

This means that all students have the same perception and experience on online distance learning regardless of their sex and year level.

Recommendations

After a thorough examination of the findings and conclusion of the study, the researchers offer the following recommendations:

1. The teacher should conduct more lesson reviews and quizzes to refresh the knowledge of the students.

2. Teachers are encouraged to provide students with variety or multiple avenues of learning to let the student participate.

3.. Teachers are encouraged to announce quizzes in advance so that students can prepare and look for better signal connection.

4. Teachers should conduct assessments every end of the lesson to determine on what the students have learned.

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APPENDIX A

Questionnaire

INSTRUCTION: Please write your answer on the space provided.

I. Respondents Profile:

Name: _____

Age: _____

Sex: _____

Year level and Course: _____

II. Level of Implementation of Online Learning Practices to BTLED-AFA students.

Directions: Read the statement carefully to determine the level of implementation of online learning practices utilized in your online class. Then, put a check (√) mark on the space provided corresponding to your answer.

Learning Practices	***Always implemented***	***Frequently Implemented***	***Seldom implemented***	***Never Implemented***
A. Lecture				
Checking of attendance is done every meeting.				
Motivation activities during online class is done.				
Giving feedback to the lessons from the teachers and students.				
Live online classes.				
Quizzes after live discussion.				
Live online classes that can be recorded online.				
Video presentation and PowerPoint presentation for discussions.				

The teacher send the activities online and students carry out these activities within a specified time frame.				
Sending reading materials online.				
Recorded classes that is uploaded at University website/Youtube/Facebook/ or any other application.				
The teacher sends the lesson through a video and the students will download it as their reference.				
Reporting activities done individually or by group.				
Students are requested to make some reflections on what they've learned at the end of the lesson.				
B. Laboratory				
Online demonstration of the activity before doing the given tasks.				
Documentation of laboratory works to be passed to the teacher.				
Home visitation from the instructor to supervise the activity of the students.				
Video presentation for reference on how to do the given tasks.				
Visiting facilities and fields for on hand experience in laboratory works.				
Assigning groups for group laboratory works.				

III. Perception of BTLEd-AFA students on Online Distance Learning.

INSTRUCTIONS: Read the statement below regarding on your perception on online learning. Then, check the appropriate box that corresponds your honest

answer using the given scale below:

1 – *Strongly Disagree* 2 – *Disagree* 3 – *Agree* 4 – *Strongly Agree*

LECTURE	1 SD	2 D	3 A	4 SA
Makes me more knowledgeable about technology and be a computer literate.				
Online learning enables me to experience different learning styles.				
Social media distractions does not affect my focus on class.				
I can easily seek for answers from my classmates.				
It is easy for me to digest lessons online.				
When I study online, I remember what I have learned better.				
I can interpret learning content by e-learning even with the lack of face-to-face teacher in the classroom.				
I can prepare for my lessons effectively due to online learning.				
I can discover new information about my lesson through these educational media sites.				
I am now confident enough to participate during online class.				
I am more comfortable responding to questions by email than orally.				
I can easily reach out to my teachers asking for clarifications, concerns and feedbacks.				
Makes me more independent in learning my lessons and practice self-motivation.				
Signal connectivity does not affect my participation and behavior during live lectures.				
I can easily answer my quizzes and able to pass it on time.				

LABORATORY				
It's easy for me to perform task or hands-on activities with the proper guidance and demonstration from the instructor online.				
I can easily perform laboratory works even with the lack of proper equipment and resources.				
NC assessments tools and reviewers are accessible that makes me to be more competent.				
My skills in production can be well- developed using educational media sites.				
I am more effective at working independently due to online learning.				
I can easily use and operate different agricultural tools and equipment with a proper guidance from the instructor through online.				
I have an adequate phone storage and stable internet connection that enables me to accomplish laboratory activities being passed through video recording and pictures.				
I am able to produce competitive/ quality output since I am guided by lots of knowledge through these media sites.				
My technical skills has increased since attending online classes.				
I find it easy to apply concepts taught in the subject.				

APPENDIX B

Letter to the Dean of College Education (Pilot Test)

Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY – Bilar Campus
Zamora, Bilar, Bohol

Vision: *A premier S & T University for the formation of a world class and virtuous human resource for the sustainable development in Bohol and the country.*

Mission: *BISU is committed to provide quality higher education in the arts and sciences, as well as in professional and technological fields; undertake research and extension services for the sustainable development of Bohol and the country.*

February 18, 2022

MA. QUIMAR Q, GAHIT, EdD
Dean, College of Teacher Eucation
Bohol Island State University Bilar Campus

Ma'am,
Greetings!

The undersigned, BTLEd-AFA IV students of Bohol Island State University – Bilar Campus, Zamora, Bilar, Bohol humbly request from your good office to conduct the research entitled "**ONLINE DISTANCE LEARNING IMPLEMENTATION AND PRACTICES: STUDENTS' PERSPECTIVE**" in partial fulfillment of the requirements for the degree in Bachelor in Technology and Livelihood Education major in Agriculture and Fishery Arts.

In line with this, the researchers would like to conduct pilot testing of the questionnaire to the selected first year and fourth year BTLED-AFA students.

Rest assured that Inter-Agency Task Force (IATF) COVID-19 health protocols will be followed and the data gathered will be kept confidential.

Thank you and God bless.

Sincerely yours,
(Sgd.) YENAH C. MELECIO
(Sgd.) LLOYD STEVEN P. GORGONIO
(Sgd.) BRYAN GEAN DAVE L. PACATANG
Student Researchers

Noted:
(Sgd.) LIMWEL A. NALDOZA, MAEd
Thesis Adviser

Recommending Approval:
(Sgd.) ADORACION P. QUITORAS, EdD
Chairperson, DGEd

Approved:
(Sgd.) MA. QUIMAR Q. GAHIT, EdD
Dean, College of Teacher Education

Letter to the Dean of College Education
(Actual Test)

Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY – Bilar Campus
Zamora, Bilar, Bohol

Vision: A premier S & T University for the formation of a world class and virtuous human resource for the sustainable development in Bohol and the country.

Mission: BISU is committed to provide quality higher education in the arts and sciences, as well as in professional and technological fields; undertake research and extension services for the sustainable development of Bohol and the country.

February 18, 2022

MA. QUIMAR Q, GAHIT, EdD
Dean, College of Teacher Education
Bohol Island State University Bilar Campus

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Greetings!

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Rest assured that Inter-Agency Task Force (IATF) COVID-19 health protocols will be followed and the data gathered will be kept confidential.

Thank you and God bless.

Sincerely yours,
(Sgd.) YENAH C. MELECIO
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(Sgd.) BRYAN GEAN DAVE L. PACATANG
Student Researchers

Noted:
(Sgd.) LIMWEL A. NALDOZA, MAEd
Thesis Adviser

Recommending Approval:
(Sgd.) ADORACION P. QUITORAS, EdD
Chairperson, DGEd

Approved:
(Sgd.) MA. QUIMAR Q. GAHIT, EdD
Dean, College of Teacher Education

APPENDIX C

SUMMARY OF FINDINGS

Learning Practices being utilized on the Online Distance Learning

LP 1	LP 2	LP 3	LP 4	LP 5	LP 6	LP 7	LP 8	LP 9	LP 10	LP 11	LP 12	LP 13	LP 14	LP 15	LP 16	LP 17	LP 18	LP 19
3	3	3	3	2	2	3	3	3	2	2	3	3	2	4	1	3	3	2
2	3	4	3	2	3	4	3	4	3	4	3	4	2	4	1	3	3	3
3	4	4	2	2	2	2	3	4	4	3	3	3	3	3	2	2	2	3
3	4	4	4	2	4	3	3	4	4	3	4	3	3	4	2	3	3	4
4	2	3	3	3	3	4	4	4	4	2	3	3	3	4	1	4	3	3
3	4	2	3	2	1	2	2	2	3	2	3	3	2	3	2	3	2	3
3	3	3	3	2	2	4	3	4	2	1	3	3	3	3	1	2	2	3
4	2	2	2	2	2	3	4	4	1	1	4	4	2	4	1	1	1	2
4	4	4	2	2	1	3	4	4	1	2	3	4	3	4	1	3	1	4
3	3	3	3	3	3	3	3	3	3	3	3	4	3	2	2	3	2	1
3	3	3	3	2	3	3	4	4	3	2	4	4	3	4	1	3	1	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
3	3	2	3	2	4	3	4	4	4	2	4	4	2	2	2	4	3	3
4	3	3	2	2	2	3	4	4	3	3	4	4	3	4	2	3	3	3
4	4	4	3	3	3	4	4	4	4	1	4	4	4	4	1	4	1	1
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Relationship between the Online Learning Practices and Perception of BTLED-AFA students on Online Distance Learning

Source		Formula Used	Test Value (Pearson r)	P-Value	Decision
Online Learning Practices and Students' Perception on Online Distance Learning	Lecture	Pearson Product Moment Correlation Coefficient	-0.055	0.688	Accept the Null Hypothesis
	Laboratory		0.124	0.362	Accept the Null Hypothesis

Significant Difference on the Students' Perception on Online Distance Learning

Source		Formula Used	Levene's Test			Test Value	df	P-Value	Decision
			F	P-Value					
Sex	Lecture	t-Test for Independent Samples	1.657	0.204	Equal variance assumed	-0.859	54	0.394	Accept
	Laboratory		3.031	0.087	Equal variance assumed	0.324	54	0.747	Accept

Source		Formula Used	Levene's Test			Test Value	df	P-Value	Decision
			F	P-Value					
Year Level	Lecture	t-Test for Independent Samples	0.140	0.710	Equal variance assumed	-0.597	54	0.553	Accept
	Laboratory		0.028	0.868	Equal variance assumed	0.094	54	0.926	Accept