



Challenges Encountered by the Students in Online Learning Platforms Amidst Pandemic

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Received: 19 Mar 2022; Received in revised form: 07 April 2022; Accepted: 12 April 2022; Available online: 20 April 2022

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Abstract— *This study aimed to identify the problems and issues met by the students in the online learning platform during COVID 19 Pandemic. Specifically, it sought to describe the learners' profile in terms of gadgets used in the online class, location of the house, and type of internet connection used. Finally, based on the results of the study, online interventions were proposed to develop learners' motivation and enthusiasm for learning.*

Keywords— *online learning, equity, internet connection, gadgets, Pandemic*

I. INTRODUCTION

With the emergence of the COVID-19 pandemic, people all over the world have been affected. One of the most affected is the school especially the students. Face-to-face is not allowed so online learning must be adopted. However, with this kind of approach, many problems are faced like having no gadgets to be used, unstable internet, no internet connection and financial problem.

Due to the current pandemic, the face-to-face learning engagement of students and the teachers in the school has been suspended. This pandemic has paved the way for the implementation of the different distance learning modalities as an urgent response to ensure the safety of the students and continuity of education. According to Quinones (2020), Distance Learning refers to a learning delivery modality, where learning takes place between the teacher and the learners who are geographically remote from each other during instruction. This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction.

The learners used to attend to the classroom everyday as their traditional learning environment but the pandemic has brought enormous changes in the lives of the people, especially in education. As a result, education has changed

dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. Different learning modalities have been used as an alternative for face-to-face classes such as modular learning and blended learning and online learning.

Due to the quick transition to online learning, the Department of Education crafted guidelines on learning activities, revised assessment measures, and set promotion policies. Consequently, the learning experiences of students varied in their own homes. Students faced countless challenges with this change particularly poor internet connection, limited access to gadgets, and lack of study space at home. Finally, lack of support or assistance from the family can be one of the challenges that make learning more difficult in times of crisis.

II. METHODOLOGY

This research used a qualitative design. Qualitative research is a scientific method that involves collecting and analyzing non-numerical data to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for research (Busetto, 2020).

III. RESULTS AND DISCUSSIONS

The salient findings of the study are the following:

1. 220 students used a cellphone in their online classes while 80 students used laptops. Furthermore, 210 learners lived in rural areas while 90 of them lived in urban areas or in the cities. Finally, among the learners, 150 of them used cellphone load while 150 learners had an access to *wifi* during an online class.
2. The majority of the problems and issues met by the learners during online class include unstable internet connectivity, lack of gadgets to be used, power interruption, and financial problems.

IV. CONCLUSIONS

Based on the gathered data, the following conclusions were drawn:

1. The students used cellphone and laptops in their online classes. Most of them lived in rural areas and this made them lose their internet connection. Also, most of them consumed cellphone load during class. Unfortunately, if they have no money, they cannot attend classes. Finally, some learners had *wifi access* however if the signal is unstable, they also cannot join their classes.
2. The students were encountering the following difficulties in online classes: noise in their surroundings that distracts them to listen; poor internet connection that interrupts their connection and leads them to be absent in class; difficulty in understanding the lesson because of having no contact with the teachers; the household chores hinder them to concentrate in their online class; unstable internet connectivity degrades their motivation; lack of feedback from teachers; lack of money for cellphone load; lack of consultation with teachers; and too many loads or assignments.
3. Online interventions to improve learners' motivation were proposed.

V. RECOMMENDATIONS

Based on the findings of the study, the following recommendations are hereby offered:

1. According to Bautista and Manuel 2020, "Not only during the pandemic, money is always the problem of the people in the society. A financial problem like budgeting is not easy to solve knowing that most of the students belong to the marginalized family." Thus, the researcher wants to recommend to the Local Government to extend financial support like scholarships to students for their online classes and other school-related activities.

2. Teachers may balance the provision of assignments and projects, if not totally eliminate, but at least lessen the stress among learners. According to Tamayo and Caber 2022, Since the majority of the students had overrated exposure to social media, teachers may use social media platforms in their public speaking classes that will encourage students to use authentic language that they may use in speaking... and also in other subject related to their field of study. If social media is the trend nowadays, the researcher recommends using it to attract the attention of the students by coordinating the topics into activities that use social media such as TikTok, Instagram, Twitter, and Facebook.
3. Parents may boost their children's morale and motivation to study by giving them moral and financial support.
4. Students may motivate themselves to study despite the challenges and difficulties they encounter during online classes.
5. Future researchers may replicate this study for a deeper analysis of the education system in the midst of the current global crisis.

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