**FACTORS AFFECTING ONLINE CLASSES AMONG ENTREPRENEURSHIP STUDENTS OF QUEZON CITY UNIVERSITY DURING PANDEMIC ERA**

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**Abstract**

The study sought to assess the identified problems of the respondents on the factors effecting online classes among entrepreneurship students of Quezon City University. And the significant of learning factor, physical factor, emotional and social factor, and environmental factor. The respondents were individual from different year level of the college of entrepreneurship of the Quezon City University. There were 300 respondents who participated in this study. The statistical tools utilized in this study were frequency and percentage, weighted mean, and one way ANOVA. The researcher used the systematic random sampling to individual students from different year level of college of entrepreneurship. In this study, a researcher made questionnaire was used to gather the primary data. The survey questionnaire was formulated based on the related literature gathered. This instrument was divided in to three parts. The first part aims to survey the profile of the respondents. The second part is knowing the factors of affecting online classes of the student’s and the third part is the significant difference on the respondents assessment on the factors affecting online classes among entrepreneurship student evaluations of Quezon City University when they grouped according to profile. After the data gathered, they were complied, sorted out and tabulated. They were subject statistical treatment in order to answer the questions and proposed in this study.

**Key words**: learning factor, physical factor, emotional and social factor, and environmental factor

**Introduction**

The Philippine education system is struggling to adapt to the sudden and major shift to distance learning during the Covid-19 pandemic. The Department of Education (DepEd) delayed the opening of the school year and offered Self-Learning Modules to students at home. Authorities pledged to provide distance learning access for all students, whether through radio, television, modular, or online tools. President Rodrigo Duterte had previously announced that face-to-face classes are not an option until a vaccine is introduced, given that the number of cases continues to spike. Despite DepEd’s assurance that every student should be able to handle the new form of learning, difficulties arise for those who lack resources.

COVID-19 has become a global health crisis. As of October 6, 2020, almost 36 million people have been infected and over one million have died. In the Philippines, this translates into almost 325,000 infected and 6,000 deaths (Worldometer, 2020). To curb the spread of COVID-19, most governments have opted to employ quarantine protocols and temporarily shut down their educational institutions. As a consequence, more than a billion learners have been affected worldwide. Among this number are over 28 million Filipino learners across academic levels who have to stay at home and comply with the Philippine government’s quarantine measures (UNESCO, 2020).

Lockdown is a state of the emergency protocol implemented by the government to restrict people from leaving their place of living resulting in mass quarantines and stay-at-home across the world since March 2020. The whole educational system has been collapsed during the lockdown period of the corona virus disease 2019 (COVID-19), that most of the college professor encountered with similar kinds of challenges and issues. Informal and non-formal education is also tremendously affected. However, it is a well-established assumption that no pedagogical approach can replace the peak position of formal education due to having professor taught direct interaction.

To respond to the needs of learners, especially of the 3.5 million tertiary-level students enrolled in approximately 2,400 HEIs, certain HEIs in the country have implemented proactive policies for the continuance of education despite the closure. These policies include modified forms of online learning that aim to facilitate student learning activities. Online learning might be in terms of synchronous, real-time lectures and time-based outcomes assessments, or asynchronous, delayed-time activities, like pre-recorded video lectures and time-independent assessments (Oztok et al., 2013). Case in point are top universities in the country, viz., De La Salle University (DLSU), Ateneo de Manila University (ADMU), the University of Santo Tomas (UST), and the state-run University of the Philippines, Diliman (UPD).

The aftermath of COVID-19 crisis, online education became a pedagogical shift from traditional method to the modern approach of teaching-learning from classroom from personal to virtual and from seminars to webinars. Previously, e-learning, distance education and correspondence courses were popularly considered as the part of non-formal education, but as of now, it seems that it would gradually replace the formal education system if the circumstances enduringly persist over the time.

**Background of the Study**

Online teaching-learning became a massive challenge to deal with, and stakeholders are not potentially fit to adjust with the sudden educational change as they are not technologically competent to embrace the current situation. The major challenge while teaching online was the unstable network connection. If the videos and audios of the students were kept off, the connection remains more stable, but that mode of teaching seems to teach to a blank wall. It was perceived that some of the students had not essential resources to join online; there it appeared like pushing the digital divide further. So, the difficulties with online teaching were both technical and ideological. Most of the challenges were related to the students and their responses to the needs of online teaching, which include uninterrupted electricity connection, intermittent signal issues. Among others, level of understanding, lack of scope for meaningful interaction were unable to read the face and mood of students, and thus difficult to change the teaching pattern.

Teachers were in a dilemma as they were not sure whether the students switched on the computer for the namesake or actively present at the moment or sitting somewhere; no clue about the participation. Along the way of conducting online classes encountered both the professor and the students. The online classes are problematic is that, in certain subjects where the content is abstract, many concepts exist that need real face to face interaction for complete understanding. Relying on online interaction is detrimental to the health of the eyes and general body health too. Students who don’t have their laptop or desktop at home uses their mobile phone to attend/participate in their online class but ineffective considering their mobile phone is low specification. Besides, during the lockdown period individual families were struggling with financial problem, some can not afford to buy new gadgets to be used in their online class.

**Theoretical Framework**

The level of stress both the professor and the students, accepted that they don’t have conducive learning environment at home. Since online teaching-learning was a new experience for both it was noticed the stressful situation were involved.

On top of these concerns, however, there are deep socio-economic concerns for online learning in a developing country like the Philippines. Students in far-flung areas in the country do not even have roads or electricity, let alone access to computers and the internet. Moreover, given current internet infrastructure, even students in urban areas may have limited internet access. This then results in a “digital divide” between those who do have access and those who do not. The Philippines does not have a national policy dealing directly with online platforms such as Massive Open Online Courses (MOOCs), Open Distance e-learning (ODel), and Open Educational Resources (OERs). While there are laws, like the Open Distance Learning Act (Sixteenth Philippine Congress, 2014), which provide legal bases for funding such platforms, they are not enough as “some national policies will have to be put in place to sustain the growth” of these online platforms (Bandalaria, 2019). The Philippines is not the only country facing these problems. Its Southeast Asian neighbors have creatively responded to the same challenges and started to pivot to a new era of education.

**Conceptual Framework**

|  |  |  |
| --- | --- | --- |
| **INPUT**  Profile of the Respondents   * Age * Gender * Civil status * College year level * Learning factor * Physical factor * Emotional and social factor * Environmental factor * Assessment of the the Factors affecting Online Classes among Entrepreneurship students’ of Quezon City University during Pandemic Era * Presentation of analysis and interpretation of data gathered through survey questionnaire * Profile of the respondents identified * Solution and recommendations   **FEED BACK** | **PROCESS** | **OUTPUT** |

The conceptual framework discusses the flow of the study. Input box contains the profile variables of the respondents. The process box contains the research instruments where in the respondents answer the specific questions pertaining to factors affecting online classes, analysis and data interpretation of the data collected. Output box contains the derived goal from the survey and solution to the problem identified.

**Statement of the Problem**

This study aim to determine the Factors affecting Online Classes among Entrepreneurship students’ of Quezon City University during Pandemic Era.

Specifically, it wants to answer the following problems:

1. What is the profile of the respondents in terms of the following?
   1. age;
   2. gender;
   3. civil status, and
   4. college year level.
2. How do the respondents assess the Factors affecting Online Classes among Entrepreneurship students’ of Quezon City University during Pandemic Era in terms of the following aspects?
   1. Learning Factor;
   2. Physical Factor;
   3. Emotional Factor, and
   4. Environmental Factor.
3. Is there a significant difference on the respondents’ assessment of the Factors affecting Online Classes among Entrepreneurship students’ of Quezon City University during Pandemic Era in terms of the above mentioned aspect when they are group according to the respondents’ profile?

**Hypothesis**

The Following hypothesis was tested at .05 margin of error.

There was no significant difference on the respondents assessment of the Factors affecting Online Classes among Entrepreneurship students of Quezon City University during Pandemic Era when they grouped according to profile.

**Scope and Limitations of the Study**

The research were conducted to evaluate and understand the Factors affecting Online Classes among Entrepreneurship students’ of Quezon City University during Pandemic Era. This study limits itself to the analysis of data derived from written questionnaire and opinion to further clarify the subject matter. The data gathered for this research were derived from primary and secondary resources. The primary source of information for this research were taken from survey questionnaires which accomplished by the respondents in this study. On the other hand, the secondary sources of data came from published articles, journals, theses, dissertations, and related studies of the Factors affecting Online Classes among Entrepreneurship students during Pandemic Era.

The researcher focus only on the Factors affecting Online Classes among Entrepreneurship students’ of Quezon City University during Pandemic Era assessment of the entrepreneurship students online classes using internet and Google classroom.

In this study, the questionnaires were use to collect quantitative data. The data were presented by means of tabular presentation and illustration and the differences were highlighted.

**Review of Literature and Studies**

**The Learning Factors**

Because of the global pandemic COVID-19, many sections of the world are currently on lockdown, and the impact of a pandemic can be observed throughout all industries, including education. During the epidemic, all schools and universities around the world were affected, and many educational institutions were forced to continue giving courses online because it was the only choice available. In the middle of this confusion, the institutions were forced to switch from face-to-face to e-learning over night. Because the transition from traditional to online teaching pedagogical approaches was so rapid, colleges did not fully incorporate content digitalization. As a result, it has become important for every educational institution to sustain their teaching standards as well as their student enrollments during this difficult and unpredictable time. Universities will find it difficult to fight the shift from traditional to online teaching at this time, or they will be unable to compete in this area. As a result, it is critical for educational institutions to comprehend the variables that are significant in attracting students and persuading them to continue taking online courses in the future (Maheshwari, 2021).

*Speed, quality and cost of internet hinder the proper delivery of study materials to meet deadlines.*

The availability of internet in provincial and rural areas, the speed and cost of internet, the availability of electronic devices to access the internet, and the lack of interaction between students and lecturers were among the most prominent issues related with online education in general. To improve online education in general, it is advised that platforms for online learning be provided, that students be provided with electronic devices to access the internet, that internet speed be improved, that lower or even free internet packages be provided during the pandemic, that lecturers be provided with professional training, and that student-teacher contact be improved. Student think that it is difficult to fulfill the learning skills competencies acquired thru online education system. Online education could be improved by making it more interactive, showing the activities in real situation, giving concise information, and providing different tools for learning. (Mahdy, 2020).

A study recognizes the importance of individual factors in the adoption and effective use of the e-learning facilities which will improve the private HEIs by recognizing the social dimensions of e-learning adoption and use such as the academic and professional goals, interest and needs, sources of work pattern and social network (Singh and Hardaker, 2014).

The study of Eze, et.al (2020) reveal that technology-related factors (ease of use, speed accessibility and service delivery), organization-related factors (training support and diversity), environment-related factors (attitudes of the users) and impact-related factors (learning experience, skill development, academic performance, and degree of engagement) influence the students’ adoption of e-learning facilities.

They also have to do with how much effort the production side has to invest into the student support services. Students will be very confused and in need of a lot of advice (administrative concerns, technological challenges, how to be an online learner, and so on) in a context where e-learning is new and ICT literacy is poor. (Andersson, 2008)

*Professor’s technical know-how on various mode of instructions and platforms.*

Online teachers must be tech knowledgeable and conversant with the latest online tools and technology because classes are delivered via the internet. Teachers can stay up to date on the latest advancements by incorporating technology into their daily lives. Teachers who think outside the box and prioritize creative thinking are better suited to assist students flourish in a digital learning environment. Teachers may use online learning to innovate and create compelling learning experiences for their students. Teachers who think outside the box and value creativity are more equipped to help students succeed in a digital learning environment. Teachers may use online learning to innovate and provide students with engaging learning experiences.

A lack of training is another reason why college teachers are still struggling with edtech. Professors from previous generations did not receive any edtech training when they were learning to teach in higher education because edtech did not exist at the time.Even today, however, there is a scarcity of edtech training, both in the form of ongoing training for existing academics and in the form of initial training for qualified professionals. To summarize, college instructors continue to struggle with edtech because they are unfamiliar with the full variety of edtech available and do not always know how to use it appropriately. (Lynch, 2018).

According to (Hendricks, et.al., n.d.) regardless of the delivery mode, professors have a major impact and influence in the classroom. In an online learning environment, the mere presence of the instructor was found to positively impact the student’s level of affective learning, cognition, and motivation. It is important for professors to begin redesigning courses to promote positive professor/students relationship and engaging lessons with student support. Professors must be understand the technological aspects of online courses when redesigning and teaching online courses. Technological needs are ever changing in education, as with any change, professor who teach online must remain updated on the technological changes related to online platforms. Thus, there will always be a need for professors to constantly gain insight through quality professional development in order to implement the most updated technology available.

*Student’s span of attention during class discussion.*

According to some psychologists, the average student's attention span is 10 to 15 minutes, despite the fact that most university classes are 50 to 90 minutes. It's natural for students' attention levels to fluctuate depending on their motivation, mood, and perception of the material's importance, among other things.

Students in the 21st century do not have the same attention span as students in the previous ten or twenty years. According to educational studies, kids focus on a single activity for 10-18 minutes, seven to eight minutes, or even two minutes. According to research, students' capacity to keep attention decreases during the class hour, even if they lose focus for little than a minute before refocusing. Additionally, when teachers use student-centered pedagogies, kids focus more successfully. Because students are more actively engaged at the start of class, aside from the first few minutes when they are settling in, it may be more efficient to start with lectures and transition to an activity around 20-25 minutes into the class hour. Teachers can then return to summarize the exercise, which will increase student interest and engagement because it is a reflection of what they just did. Regardless of the format, research suggests that incorporating activities and varying material delivery formats helps to keep students engaged (Blake, 2021).

In the study of Cicekei, et.al. (2019) it was observed that the teachers perceived the attention problems that the students experienced during the course mostly as a problem arising from the students themselves while the students associate this problem not only with themselves, but also with other students, teachers and the environment. Some psychologist claim the typical student’s attention span is about 10 to 15 minutes long, yet most university classes last 90 minutes. It is natural for students attention levels to vary according to motivation, mood, perceived relevance of the material, and other factors.

*Professors motivation efforts for students to participate in the class recitation but they remain passive.*

As quoted in the study of Ramos (2018) to be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated. In the classroom setting, students motivation refers to the degree to which a students puts effort into a focus on learning in order to achieve successful outcomes. Motivations and engagement are very important for sound student learning.

In situations where the educational tradition is very teacher-centered, it is important to recognize that implementing elearning requires a significant shift, and learner-centered learning must be supported by interactivity, feedback, and self-assessment tools like continuous assessments.The rookie e-learner wants to know that someone is there (as a substitute for the classroom teacher they sorely miss), and any e-learner, no matter how self-managing, wants to keep track of their progress (Andersson, 2008).

According to D. Johnson (2017), motivation has an impact on students' learning. Though pupils are born with the aptitude to learn, much depends on the engagement of teachers. Students' energy, ambition, and excitement for a subject or endeavor can fade at times, necessitating further reinforcement from outside sources. External assistance is frequently provided by teachers, who are responsible for creating a supportive environment that supports and promotes pupils' learning. Teachers' support for growing students' autonomy, relevance, relatedness, competency, teachers' interests, and teachers' self-efficacy about teaching their subject is seen as a key factor in promoting students' motivation. Although students' desire to study might be intrinsic or extrinsic, the teacher's involvement in supporting their learning and establishing the ideal environment will help them learn more effectively.

*Students tend to multi-task - playing computer games, sending message, and using Facebook during online classes.*

Evidence from the psychology, cognitive science, and neuroscience suggest that when students do multitask while doing schoolwork, their learning is far spottier and shallower than if the work had their full attention. They understand and remember less, and they have greater difficulty transferring their learning to new context Schmidt, 2020).

According to research, college students frequently engage in many online activities at the same time when using the Internet. (Moreno et al., 2012). In other words, when college students are online, they tend to multitask. This may also be true in online learning environments. Research by Manwaring, Larsen, Graham, Henrie, and Halverson (2017) discovered that multitasking increased throughout the online section of mixed university courses (i.e., courses that combine face-to-face and online learning). If multitasking is more common in online courses than in face-to-face courses, theory and empirical evidence imply that primary task performance suffers as a result. This is due to the fact that our cognitive ability for completing any activity.

If a student has never taken a distance learning course before, it is likely to be difficult for them to make the adjustment. Students may not have access to a home environment that promotes successful study habits, such as a quiet space devoid of distractions. This may be compounded by the fact that more family members are working from home or are unemployed. (Brynjolfsson et al., 2020). Students must deal with personal habits tied to digital gadgets, in addition to interruptions from family members, while they study from home without the supervision of teachers to keep them on course. Students in middle school, high school, and college were only able to stay on task for 65 percent of the time in 15-minute increments at home in one study, with typical on-task runs lasting less than 6 minutes. (Rosen, Carrier, & Cheever, 2013). The social media website Facebook, as well as texting while studying, were said to be the main distractions. Despite the overwhelming evidence of multitasking's negative impacts on student performance, many students appear to be overconfident in their ability to multitask efficiently. (Kirschner & Bruyckere, 2017).

**Physical Factor**

In 2020, a global pandemic occurred caused by a virus COVID-19. According to WHO (2020) Covid-19 was originated in Wuhan, China, caused by a virus called SARS-Cov-2. It was in December 21,2019 when WHO learned about the cluster cases of COVID -19. An alarming number of affected individuals within China and other countries like Canada, Finland, and Australia thus by January 30, 2020, the Emergency Committee of WHO declared an outbreak of COVID-19 (Lee, 2020).

According to Edrada E. et al. (2020) first suspected cases of COVID-19 was reported on January 22, 2020, both are Chinese nationals traveling for vacation. Both were confined in San Lazaro Hospital the illustration shows the travel path of the two Chinese Nationals. Prior to pandemic online learning has been a method of learning specially on higher education. Dr. Harasim cited by Dr. Scigliano (2000) Online Education as a New Paradigm for Learning wherein the twenty first century opens new innovative discipline of learning to with the help of the web. Another point is online education serves as platform of collaboration of teachers and students, as stated in the research of Wallace (2003) online becomes a community of transmission of information. In the United States several colleges and universities has shifted from traditional classes into either online or blended to have competitive edge and make classes more accessible to increasing number of students (Keengwe, J. & Kidd, T. 2010).

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In a total of 195 countries all over the world, 191 counties were affected by COVID-19 (UNESCO, 2020b). Around 429 universities across the world were shut down and started conducting online classes and e-learning (UNESCO, 2020a). COVID -19 has changed the complete phase of the education sectors. At this global pandemic time, administrators, teachers, and students had the dilemma of how to achieve the overall objectives of the institutions and individuals. In March 2020, the Centers for Disease Control and Prevention issued guidelines on the alternative teaching methods to communicate the class works and assignments to the students. The popular virtual classroom applications are ZOOM, Google Classroom, Moodle, and Blackboard and play a vital role in the transition from face-to-face classes to online and e-learning system (Stone, 2020). The COVID -19 pandemic situation has impacted the entire education system, especially universities, which brought a new phase in education “e-learning.” Learning supported with electronic technology such as online classes and portals to access the courses outside the classroom is known as e-learning (Ngampornchai & Adams, 2016). Though adopting e-learning is a challenge for the teachers and students (Kuhad, 2020), academicians are incorporating this phase of e-learning by equipping the gadgets and internet facilities for the smooth flow of e-learning. In the emerge of the pandemic education was one of the greatly affected even the higher education was affected. In a survey by Marinoni, G., Van’t Land, H., & Jensen, T. (2020) 59% of HEI campuses were forced to closed due to COVID-19. Therefore, HEI shifted to online classes to ensure safety of stakeholders while continuing the learning process. Several challenges surfaces as classes shifted from traditional to online. Among these challenges concerns is the health and safety. In setting-up online classes health and safety of the stakeholders is a top priority (Sahu, P 2020).

**Physical Effects of Online classes to student**

Migrating to online classes limits the movement of student being confide in them on home. One concern is the decrease in physical activities and develop sedentary behavior. Sedentary Behavior may result to negative health due to limited physical activities Tremblay, M. et al. 2010). In a study by Blanco, C et al (2020) that there might be an increased in sitting time due to online classes physical activities also increases among student especially male student. In a similar study increase in Body Mass Index (BMI) is one of the effects of closure of universities due to pandemic (Barkley, J. E. et. al 2020). BMI as defined by Centers for Disease Control and Prevention (2021) refers to the person’s weight over its height in meter, BMI also indicates body fat it is also a tool to measure obesity. Diabetes, High blood pressure, hearth disease, stroke, sleep apnea is some of the many health risks of overweight or obesity according to National Institute of Diabetes and Digestive and Kidney Diseases (2018).

Body pain is also a result of sedentary behavior, with the increased in screen time and longer sitting time, students complained body pain. Figure below illustrate the hierarchy of body discomforts during the lock down. In addition, in a study result by Dol, K. S. (2016) college students who are moderate user of internet or computer experience fatigue and body pain. Significantly experienced by female students than male in areas eye, neck, and shoulder. New step-up of classes resulted to 57.01% increase in screen time among students, and as result there is also an increase in the digital eye strain 19 (Ganne, P., et al. 2020). Screen Time a term used in front of any digital screen (Kaneshiro, N. (2019)). Whereas Eye Strain as defined by Mayo Clinic (2020) a condition when eyes get tired due to staring at computer and other digital device in an extended period. Symptoms includes itching, watery or dry eyes, headaches, and increased sensitivity to light. On the other hand, to avoid digital eyestrain intervention can be made such as frequent blinking, 20-20- rule (every 20 minutes take 20 second break by shifting vision), human factors and ergonomic intervention, proper lighting and angle of the screen.

According to UNESCO ([2020](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7243735/#CR68)) confirms that universities and schools closure have several adverse consequences on students such as interrupted learning which results in students and youth being deprived of opportunities for growth and development. Therefore, online digital learning systems can address this problem with easily access to these systems and offer fast internet connections. The success of e-learning system depends on students’ willingness and acceptance to use this system (Almaiah and Jalil [2014](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7243735/#CR18); Almaiah and Alismaiel [2019](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7243735/#CR14); Shawai and Almaiah [2018](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7243735/#CR60)) a lack of e-learning system usage hampers the realization of benefits (Almaiah et al. [2019a](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7243735/#CR22); Almaiah et al. [2019b](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7243735/#CR23); Almaiah and Al-Khasawneh [2020](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7243735/#CR15)). This results in an unsuccessful system and is a waste of universities money (Naveed et al. [2017](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7243735/#CR51)). Research on this topic is still at its infancy, where the views of the students are not fully studied (Tarhini et al. [2017](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7243735/#CR63); Almaiah and Alamri [2018](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7243735/#CR13)). Studying e-learning adoption can lead universities to better understand their students’ needs, and eventually lead to a successful e-learning system (El-Masri and Tarhini [2017](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7243735/#CR32); Alksasbeh et al. [2019](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7243735/#CR10)). To best of our knowledge, there has not been a thorough analysis of challenges and factors influencing the usage of e-learning system during COVID-19 pandemic despite that, e-learning systems were introduced in many universities almost 3 years ago.

**Emotional and Social Factors**

Online learning has gained widespread acceptance and is now seen as a valuable tool for overcoming the limits of on-campus learning, particularly in higher education. Learning technologies are often accepted based on technological ideas and apparent simplicity of use. It's reasonable to believe that, among other things, students' emotional experiences influence their usage of educational technology. Although there has been an increase in study on emotions in technology-supported learning settings in recent years, the topic of how students emotionally experience online learning environments and how these emotions are intertwined with technology adoption has yet to be fully resolved. Only a small number of research have focused on university students' emotions and technological adoption, particularly in teacher education (Stephan, Markus and Glaser-Zikuda, 2019).

Personal factors, such as instincts and emotions, and social factors, such as cooperation and rivalry, are directly related to a complex psychology of motivation. It is a recognized fact that the various responses of the individual to various kinds of stimuli are determined by a wide variety of tendencies (Mondal, 2018). According to (Lutz, 2018), emotion in the learning process impedes or motivates learning, facilitates self-regulated processes, or produces different problem solving processes. In short, emotion plays a critical role in understanding the learning and performance of human beings.

According to the research of O’Regan (2017), particular emotions experienced online include frustration, fear, anxiety, apprehension, shame/embarrassment, enthusiasm/excitement and pride. Rowe (2018) identifies various emotions experienced by learners and teachers from the beginning to the end of learning online. She introduces those emotions under three metaphors: connection, balance, and movement. Those emotions should be understood in not only from an individual perspective but also the sociocultural aspect where the meanings of emotions are developed, ‘discourses’, so to speak. This position of Row is quite unique reflective analysis not found in other research. Three discourses of emotion either shaping or constraining the felt and expressed emotion are to be ‘emotion negation’, ‘social uptake’, and ‘caring police’.

Kim (2018) and Astleitner (2017) also focus on identifying ‘emotions’ experienced in the e-learning context. Kim (2018) reports various emotions including frustration, resistance, pride, relief, expectation, fear, anxiety, hopelessness, confidence, envy, and complex; this confirms that emotion functions with the integration of cognition, motivation, and action. Rha and Sung (2016) suggest six domains of emotional expressions elements (pleasure, concern, disappointment, anger, pride and delightfulness) frequently experienced in an online learning community using an electronic bulletin board where one hundred and twenty elementary students were exchanging messages, writing opinions, and reading others’ ones. They have also found significant relationships between the emotional factors and the message dimensions (social, interactive, cognitive, & meta-cognitive). That is, certain emotional factors are rather frequently used by certain dimensions of message boards. For example, ‘pleasure’ appeared evenly in all the message dimensions, however, ‘pride’ appeared strongly only in the cognitive and meta-cognitive dimensions, which are strongly related to ‘learning’.

Various studies have asserted that positive and negative emotions are the psychological bases of cognition and behavior changes within computer based learning or web-based learning and further anticipate the directions of learner behaviors. As Sujo de Montes and Gonzales (2017) assert, it is important to understand emotions learners experience in the contents as much as the content and assignments.

Vuorela and Nummenmaa (2019) examined which events cause emotional reactions in students. In a collaborative learning environment called ‘Work Mates’, which provides asynchronous text-based commentary and discussions, ‘the course design in general’ and ‘interactions within learning environment’ bring about emotions more than the causes relating to the Workmate or to the functionality of technology. This suggests that the presence of others in a virtual environment is an important antecedent of students’ affective reactions in e-learning situations as in face-to-face learning situations.

Kang and Goo (2017), in a blended learning environment, demonstrated ‘emotional facilitation of thinking’ out of five sub types of emotional intelligences significantly predicts achievement in online team learning, but not ‘online individual learning’ or ‘offline learning’. This finding implies that emotional facilitation of thinking would affect those abilities necessary for team learning and draw high academic achievement. There were significant changes in students’ affective reactivity during the different periods of the course. There are at least two possible explanations for this. Firstly, negative emotions occur often in situations in which people experience events that conflict with their goals and needs. Secondly, negative emotions are likely to result in social conflicts (Frijda, 2016).

Leaving that aside, there are many perspectives on emotion. As Tyng et al. ([2017, p. 2](https://jime.open.ac.uk/articles/10.5334/jime.472/#B26)) assert, ‘Although emotion has long being studied, it bears no single definition’; it is instead an umbrella concept covering affective, cognitive, expressive and physiological components which may or may not cohere over time. Tyng et al. cite learning as being a function of one of the primary neural networks for all mammalian brains (the so-called SEEKING module).

If learning is seen as a social and cultural process, then it depends on mastery and internalization of social interactions, and this is where teachers actively contribute in creating the emotional climate of learning. Williams, Childers and Kemp ([2018, p. 209](https://jime.open.ac.uk/articles/10.5334/jime.472/#B27)) show that positive emotions in a classroom environment can stimulate and enhance learning behaviors by augmenting the scope of individuals’ cognition, attention and action, and build psychological, social, intellectual and physical resources.

Rowe and Fitness ([2018](https://jime.open.ac.uk/articles/10.5334/jime.472/#B25)) cite continued challenges in asking the right questions about emotion and learning, suggesting that— as reported by faculty and students—‘negative emotions’ can both promote and inhibit learning, ‘given the complexity of interactions between variables such as task requirements, interpersonal relationships, achievement goals and cognitive resources’.

Freerkien’s ([2017](https://jime.open.ac.uk/articles/10.5334/jime.472/#B10)) study of language students and the interaction between affective, motivational and cognitive factors concluded that, for older learners, motivation is more important, whereas for younger learners affective and contextual factors are more significant; the classroom is thus a dynamic system. Even social-cultural factors – such as how learning is evidenced, publicized and ‘performed’—influence emotion; Huang’s (**2017**) meta-analysis suggested that ‘mastery’ goals elicited more positive emotions than ‘performance avoidance’ goals: the goal to master a skill is a more positive and effective motivator than pursuing performance-avoidance goals to avoid looking stupid.The online space is not a classroom, however. Too easily, perhaps, do the designers of online spaces and virtual learning environments (VLEs) fall into a content-publishing mentality: the screen, with its promises of limitless scalability, is a distancing device as well as a space for interaction. Yang, Taylor and Cao ([2016](https://jime.open.ac.uk/articles/10.5334/jime.472/#B28)) attest that, whilst elearning and the classroom are different in many ways, some of the same principles apply to both, suggesting that it is ‘critical for online instructors and course designers to create a learning environment that is supportive and builds confidence [italics added]’, especially as seeking and obtaining help is critical in elearning (p. 13). Furthermore, Rodríguez-Ardura and Meseguer-Artola ([2016](https://jime.open.ac.uk/articles/10.5334/jime.472/#B24)) cite several studies showing that successful elearning environments can be designed to elicit subjective experiences of presence through which elearners ‘feel individually placed within a true, humanized, education environment’, in which they feel that they are taking part ‘in a true teaching–learning process, interacting with their lecturers and peer students’ (p. 1008). (The use of the word ‘true’ in those two phrases denotes a value, a feeling of authenticity, not just a statement of fact.)

A study conducted among three hundred and ninety-nine (399) students in California State University San Marcos concluded that those at an economic disadvantage are exposed to higher chances of experiencing difficulties accessing materials online (Añover, Ng, & Pellicia, n.d.). Another research done by Institute for Fiscal Studies (IFS) and Institute of Education (IoE) from England reported that children from poorer families spend less time learning at home during the lockdown due to the lack of study spaces and online resources (Andrew, Cattan, Costa Dias et al., 2020). Both studies show that there is a relationship between socio-economic status and accessibility; the lower a household’s social status is, the higher the possibility their accessibility to education will be affected negatively.

Such mechanisms affect students’ academic achievement based on human capital theory. The success of children coming from disadvantaged backgrounds are usually limited due to their family’s status; they are confined by the restricted financial resources their families possess. The human capital theory explains that education is a significant human capital investment, whereas the difference in children’s educational achievement is predominantly caused by the difference of family educational investment (Li & Qiu, 2018). When family resources are bounded, parents cannot invest competently in their children’s education, which in turn, affects their children’s academic achievement (Becker, 2017).

It is quite understandable that some of the backlashes stem from the stresses caused by the pandemic. The other concerns, however, have already been noted by experts in the field of distance education. First, there is the issue of social integration and peer culture, and the possibility of transmission of values in a “virtual” classroom. Since there is a lack of human interaction in the learning process, students may learn less in such a set-up as opposed to those in the traditional classroom ([Edge and Loegering, 2020](https://www.frontiersin.org/articles/10.3389/feduc.2020.576371/full#B20); [Gamage et al., 2020](https://www.frontiersin.org/articles/10.3389/feduc.2020.576371/full#B22)). Second, there is also an issue on the unnaturalness and the results of online learning, since it goes against how natural teaching and learning supposedly take place ([Larreamendy-Joerns and Leinhardt, 2006](https://www.frontiersin.org/articles/10.3389/feduc.2020.576371/full" \l "B28); [Adnan and Anwar, 2020](https://www.frontiersin.org/articles/10.3389/feduc.2020.576371/full#B1)). The lack of face-to-face human interaction in the online learning space and process appears disconcerting to both educators and learners alike.

However, in a developing nation like the Philippines, there are serious socio-economic issues about online learning. Students in remote parts of the nation lack even access to roads and electricity, let alone computers and the internet. Furthermore, due to existing internet infrastructure, even metropolitan students may have restricted online access. As a result, there is a presence of digital division between those who have and those who do not have an internet access and connectivity (Joaquin, Biana, & Dacela, 2020).

In addition, there is also the question of social policy to consider. The Philippines lacks a national strategy on online platforms like Massive Open Online Courses (MOOCs), Open Distance e-Learning (ODel), and Open Educational Resources (OER) (OERs). There are laws in place, related to the Open Distance Learning Act  ([Sixteenth Philippine Congress, 2014](https://www.frontiersin.org/articles/10.3389/feduc.2020.576371/full#B43)), these legal basis are insufficient since “some national policies will have to be put in place to maintain the growth” of these internet platforms ([Bandalaria, 2019](https://www.frontiersin.org/articles/10.3389/feduc.2020.576371/full" \l "B8)).

**Environmental Factor**

Our lives changed when a Filipino man who has not traveled out of the country tested positive for coronavirus last March 2020 and has been tagged as the first local case of the deadly Covid-19. This finally set the alarm in all Filipinos that the said virus was really spreading and the suspension of classes was implemented right after (https://doh.gov.ph). Due to the nature of the virus, particularly how it is transmitted, it has altered human behaviors, relations and lifestyles, and had profound impacts on the economic, political and cultural landscapes of societies across the world. It has likewise exacerbated poverty, discrimination and inequalities in many parts of the world, not only through how COVID-19 appears to be affecting poorer communities more than the rich, but also as a consequence of the measures taken by states to control the spread of the virus (Simbulan, 2020).

**Environmental Effects of Online classes to student**

The COVID-19 pandemic has caused a drastic shift from traditional to online distance education which resulted in many difficulties to our learning delivery modes. (https://www.dpublication.com). The coronavirus pandemic has highlighted school opening woes that have long existed even before the health crisis happened (Magsambol, 2020). Online schooling with a limited enrolment period and no technical support is not enough. ‘Gap year’ students must not be overlooked and ignored by the government and education authorities. Their physical and economic lockdown must not spill over to the intellectual (Uaminal, 2020).

Educational institutions worldwide need to adapt to the barriers brought by the pandemic by transitioning to online platforms as an alternative place for learning. Some claim online learning is an indispensable alternative to making up for the lost presence in physical classrooms, while others struggle as they adjust to the digital environment (Delas Peñas, 2020). In some instances, these arrangements became unsustainable and some universities had to suspend remote or online classes because the uneven socioeconomic status of students affected their access to these modalities of learning (Simbulan, 2020).

One of the things that the students have a hard time balancing with their school works at home are the household chores that can’t seem to stop and adjust for their online class schedule. Household activities have been theorized as among the impediment to girls’ concentration in school activities and performing well in their studies. While this separation of activity may seem fair, in actual fact, household activities are unscheduled and therefore, more time consuming and tiring than those performed outside the house. Outdoor activities are normally scheduled (Emmanuel, 2015). While the home may present comfort, students voiced difficulty with balancing and home responsibilities and remote learning. It keeps their time divided (https://files.eric.ed.gov). It was concluded that the main reasons of having an ability to have high academic performance and do housework as well is based on their balanced time-management skill and being well-organized in every day routine (https://articlekz.com).

But aside from the household chores, members of the family is also considered as one of the biggest factors in students distractions during online class. Most houses in the city aren’t built with soundproofs. All the noises coming from inside and outside the house are beyond control. Also, privacy is a challenge as most families are crammed in a small house or apartment, leaving no room intended for online class (https://www.dpublication.com). And so, even family members can represent distractions by talking to you, innocently asking questions. It can be hard to say no to loved ones, but it is important to establish boundaries and make sure everyone understands which disruptions are acceptable and which should wait until your study time is complete (https://www.affordablecollegesonline.org). What worst is when the siblings even have to fight on who will use the one device or gadget they have at home for their online class (Santos, 2020). Negativity can come from various sources, from family, friends and partners not necessarily offering you the support and encouragement you need, which could lead to anxiety and poor academic performance (Cooper, 2017). That’s why according to Scalar, people who work from home usually need quiet environments to keep them concentrated, and as a student, you need such environments even more. A quiet environment gives you the peace of mind you need to concentrate and makes studying less boring. Finding that quiet place at home is indeed a struggle that each students face nowadays (2020).

It was undoubtedly a very unpleasant experience for students to abruptly shift from the traditional normal education system to embracing the new normal with its blended learning system, otherwise known as on-line learning. The environmental factors, as experienced has been one of the pointed out barrier to communication that posts the most distraction to this particular type of learning system that we presently have.

As it is, the unwanted background noise in the common learning environments in the Philippines is already exceeding the maximum level recommended by the World Health Organization (WHO) during teaching and studying sessions even before the pandemic happened (Diaco, 2014), totally affecting the college students cognitive performances. Moreso now, that students are left without much choices but to take a totally different way of learning in their own homes, as today every school is adapting online classes due to the Covid 19 pandemic.

The type of noise makes different effects in the cognitive performance of a person and in the activities like reading, memory, attention. Acute noise are more likely to impact the attention and memory skills while the chronic noise is the most impairing to language skills (Massonnie et.al., 2020). Some recommendations to avoid noise distractions such as turning off music, and using noise blocking earphones are a big help (Fleming, 2019).

Surveys and observations show that during online classes, students would try to find the most convenient space in their house to have a quieter working place, but unfortunately for others who they do not have much of a space in their homes. Thus, the complaints of difficulty in learning for them. Additionally, as a faculty you can identify that students has very limited personal space as you can hear the background noise when talking to the students and could see regular appearance of family members on the camera feed background more than usual (42Gears, 2020).

As pointed out by Alec Olson (February, 2021) in his article, Classroom Audio Challenges and How To Solve Them: “Hearing is the primary portal to learning, with up to 75% of a student's day dedicated to listening activities. Clear audio leads to better educational outcomes for both students and teachers. It can also lessen stress in students, and save teachers from voice fatigue or illness, which accounts for 16% of teacher absenteeism”.

There have been some efforts undertaken by the local government to lessen this struggles which sources are mostly coming from the inimical surroundings at home which made it not conducive for studying and therefore learning, such as neighbor’s unconcerned use of videoke, animals annoying sounds, and neighborhood quarrels. Some local authorities had passed on some ordinance to regulate and avoid disturbances during online classes, (Lalu, 2020), and still urging other LGUs to enact ordinances prohibiting videoke and other loud distracting noises to address the problem (Luna, 2020).

For kids and teens who struggle with focus, distance learning can be especially difficult (https://www.understood.org). According to Asia Society Philippines, this pandemic pronounced the distance between students and their formal schooling, and for that matter, the gulf between privileged students and the actual majority of their fellow learners (https://asiasociety.org). The lack of environments conducive to learning at home and the effectiveness of the online lectures (Bagayas, 2020). Try organizing a dedicated study room that has adequate lighting and ventilation to help keep them focused (2020). As mentioned by Arturo Realyvásquez-Vargas et al., (2020), the previous information revealed that students can be exposed to uncomfortable and unsafe conditions in online classrooms, and their academic performance may be consequently affected. Take a second and look around the house for an open area against a wall that you can set your computer up against. A blank wall behind your monitor might seem a little boring, but a still background is less likely to take your attention away from your studies (https://hallmarkuniversity.edu). Education Leonor Briones said that we need to encourage not only our teachers but our learners to not only specialize and memorize; but to know many things, to know how to analyze, to know how to be objective, to know how to come to break a problem apart and come up with a solution (Montemayor, 2020).

**Method of Research**

This study used the descriptive method of research which describes the nature of a situation, as it exists at the time of study. The descriptive research involves the collection of data in order to test the hypotheses and to answer questions concerning the current status of the subject study (Santarin, 2005). According to Best (2005), a descriptive method of research is concerned with the condition or relationship that exists, practices that prevail, beliefs, points of view, or attitudes that are held, processes that are going on, effects that are being felt or trends that are developing (Ramilo, 2018).

The researchers also solicited ideas to give solution to the problem. Survey method is an easy way of collecting data to determine the awareness of the respondents. It was a valid method for researching specific subjects and as a precursor to more quantitative studies. While there were some valid concerns about the statistical validity, as long as the limitations were understood by the researchers, this type of study was an invaluable scientific and random tool. Although results are always open to questions and to different interpretations, there was no doubt that such is a helpful tool in performing a research.

**Population, Sample Size and Sampling Techniques**

The researchers decided to use the sampling technique by selecting at least 300 individual students as respondent. The respondents’ profile comprises the following: age, gender, civil status, and college level. Convenience sampling technique is a non-probability sampling technique were respondents chosen because of their appropriateness in the conduct of a study. This is designed to have the general description of the Factors affecting Online classes among Entrepreneurship students of Quezon City University during Pandemic Era. The researcher used the systematic random sampling to individuals whose online classes among Entrepreneurship students of Quezon City University during Pandemic Era. The data gathered from respondents were tabulated and interpreted.

**Description of Respondents**

In this study, the researchers focused to gather information from one thousand (300) individual respondents entrepreneurship students online classes. The researchers believes that it can help get the needed information about the general perception on the Factors affecting Online classes among Entrepreneurship students of Quezon City University during Pandemic Era

**Research Instrument**

In this study, a researchers-made questionnaire was used in gathering the primary data. The survey questionnaire was formulated based on the related literature gathered.

The instrument was divided into three (3) parts. The first part aims to survey the profile of the respondents. The second part was about the aspects of Factors affecting Online classes among Entrepreneurship students of Quezon City University during Pandemic Era, and the third was the significant difference on the respondents assessment on Factors affecting Online classes among Entrepreneurship students of Quezon City University during Pandemic Era when they are group according to profile.

To assess the level of agreement to the beneficiaries, the researcher adopted the Likert Scale where each category is assigned a numerical value such as:

|  |  |  |  |
| --- | --- | --- | --- |
| **Scale** | **Mode of Interpretation** | **Symbol** | **Range** |
| 5 | Strongly Agree | SA | 4.51 - 5.00 |
| 4 | Agree | A | 3.51 - 4.50 |
| 3 | Somewhat Agree | SA | 2.51 - 3.50 |
| 2 | Disagree | D | 1.51 - 2.50 |
| 1 | Strongly Disagree | SD | 1.00 – 1.50 |

The data gathered in this study were organized, classified, and tabulated based on the research and problem formulated. In this survey type, five choices are provided for every question or statement. The choices represent the degree of the respondents’ assessment. The scales were used to interpret the overall responses of all the respondents for every survey question by computing the weighted mean.

A group of four (4) experts have been consulted to validate the prepared items. Next, the questionnaires were pilot-tested by selecting thirty (30) individuals from 1st year to 4th year Entrepreneurship students who responded to the questions presented in the survey questionnaires. These respondents as well as their answers were not part of the actual study process and were only used for testing purposes. After accomplishing the instruments, the researcher asked the respondents for any suggestions or any necessary corrections to ensure further improvement and validity of the instrument.

The researchers revised the survey questionnaire based on the suggestion of the five (5) experts and respondents. The researcher then excluded irrelevant questions and changed vague or difficult terminologies into simpler ones in order to ensure comprehension. Finally, the questionnaires were sent and distributed by the researcher to the target respondents.

**Data Gathering Procedure**

The researchers developed the questionnaire with the close supervision of the adviser so as to serve its intended respondents. With regards to data gathering, the researchers sought for the assistance of all the entrepreneurship faculty and explained the objectives of the study to meet the exact required respondents to selected social media online users. . For the duration of two (2) days, the survey questionnaires were already send via messenger and another two (2) days were allotted for the retrieval of the questionnaires. The respondents answered on the survey questions willfully. The results of the survey questionnaires were tabulated accordingly to the frequency of items checked by the respondents. After the tabulation of data, results were interpreted using various statistical tools. The system of follow up was adopted to ensure the 100% retrieval of the questionnaire from the individual social media online users in buying products.

**Statistical Treatment of Data**

The data collected in this study were organized and classified based on the research design and the problem formulated. The data were coded, tallied, and tabulated to facilitate the presentation and interpretation of results using the following statistical tools:

1. Frequency and Percentage Distribution. The percentage and frequency distribution were used to classify the respondents according to profile – age, gender, civil status, college year level. The frequency presented the actual answer of the respondents to a specific question or item in the questionnaires. On the other hand, the percentage of the item is computed by dividing it with the sample total number of respondents.
2. Weighted Mean. Another statistical technique used by the researcher was the weighted mean. It was used to determine the average responses of the different options provided in the various parts of the survey questionnaire used. The method was used in conjunction with the Likert scale. It was solved by the formula.
3. One-way ANOVA. Used to describe the respondents’ assessment on the Factors affecting Online classes among Entrepreneurship students of Quezon City University during Pandemic Era. The Analysis of variance (ANOVA) is used to test hypothesis about the differences between two or more means.

**Results and Discussion**

|  |  |
| --- | --- |
| **1.** | **Profile of the Respondent According to Age, Gender, Civil Status and College Year Level** |

**Table 1**

**Frequency and Percentage Distribution of the Respondent**

**According to Age**

|  |  |  |
| --- | --- | --- |
| **Age** | **Frequency** | **Percentage** |
| 17 - 18 Years old | 4 | 1.3 |
| 19 - 20 Years old | 57 | 19.0 |
| 21 - 22 Years old | 169 | 56.3 |
| 23 - 24 Years old | 37 | 12.3 |
| 25 - and Above Years old | 33 | 11.0 |
| **TOTAL** | **300** | **100.0** |

Table 1 show the frequency and percentage distribution of the profile variables of the respondents in Quezon City University as shown in the table, 169 (56.3%) out of 300 respondents indicated they belong to 21-22 years old followed by 57 (19.0%) belong to 19-20 years old, 37 (12.3%) belong to 23-24 years old, and 33 (11.0%) under 25 and above years of age while 4 (1.3%) belong to 17-18 years of age. Therefore the figure of the above table showing that 21-22 years of age dominated to participate on the research survey.

**Table 2**

**Frequency and Percentage Distribution of the Respondent**

**According to Gender**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Gender** | **Frequency** | | **Percentage** | |
| Male | 73 |  | 1.3 |  |
| Female | 213 |  | 19.0 |  |
| Member of LGBT | 14 |  | 56.3 |  |
| **TOTAL** | **300** |  | **100.0** |  |

In Table 2 shown the frequency and percentage distribution of the respondents in terms of gender. Among 300 respondents, 213 or 71% belonged to female respondents, while 73 or 24.3% belonged to Male respondents, and lastly 14 or 4.7% are member of LGBT. This means that majority of the respondents who participated in the survey are female.

**Table 3**

**Frequency and Percentage Distribution of the Respondent**

**According to Civil Status**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Civil Status** | **Frequency** | | **Percentage** | |
| Single | 282 |  | 94.0 |  |
| Married | 15 |  | 5.0 |  |
| Solo Parent | 3 |  | 1.0 |  |
| Legally Separated | 0 |  | 0 |  |
| **TOTAL** | **300** |  | **100.0** |  |

As we can glean in Table 3, a total of 282 (94.0%) single, 15 (5.0%) married, 3 (1.0%) solo parent, and 0 legally separated persons were participated in the survey conducted by the researchers.

**Table 4**

**Frequency and Percentage Distribution of the Respondent**

**According to College Year Level**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **College Year Level** | **Frequency** | | **Percentage** | |
| 1st Year College Level | 18 |  | 6.0 |  |
| 2nd Year College Level | 39 |  | 13.0 |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Continuation of Table 4* |  |  |  |  |
| 3rd Year College Level | 192 |  | 64.0 |  |
| 4th Year College Level | 51 |  | 17.0 |  |
| **TOTAL** | **300** |  | **100.0** |  |

Table 4 shows the frequency and percentage distribution of the profile variables of the respondents in Quezon City University as shown in the table, 192 (64.0%) out of 300 respondents indicated they belong to 3rd year college level, followed by 51 (17.0%), 39 (13.0%) belong to second year college level, and 18 (6.0%) belong to first year college level. Therefore the figure of the above table shows that the 3rd year college level are the dominant participants of the research survey.

|  |  |
| --- | --- |
| 2. | **How do the respondents assess the Factors affecting Online Classes among Entrepreneurship students’ of Quezon City University during Pandemic Era in terms of the following aspects?** |

**Table 5**

**Factors affecting Online classes among Entrepreneurship students of Quezon City University during Pandemic Era in terms of Learning Factors**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Learning Factors** | **Weighted Mean** | **Verbal Interpretation** |
| 2.1.1 | Speed, quality and cost of internet hinder the proper delivery of study materials to meet deadlines. | 4.06 | Agree |
| 2.1.2 | Student’s span of attention during class discussion. | 3.78 | Agree |
| 2.1.3 | Professor’s technical know-how on various mode of instructions and platforms. | 3.91 | Agree |
| 2.1.4 | Professors motivation efforts for students to participate in the class recitation but they remain passive. | 3.93 | Agree |
| 2.1.5 | Students tend to multi-task - playing computer games, sending message, and using Facebook during online classes. | 3.45 | Somewhat Agree |
|  | **Grand Mean** | **3.83** | **Agree** |

***Legend:*** *“4.51-5.00 (Strongly Agree (SA))”, “3.51-4.50 (Agree (A))”, “2.51-3.50 (Somewhat Agree (SA))”, “1.51-2.50 (Disagree (D))”, “1.00-1.50 (Strongly Disagree (SD))”*

Table 5 shows the result of the weighted mean and verbal interpretation of the respondents assessment on the factors affecting online classes among entrepreneurship student’s of Quezon City University (QCU) during pandemic era. It can be seen in the above table showing the over all general weighted mean of 3.83 as rated by the respondents with verbal interpretation of agree.

The following indicators: **speed, quality and cost of internet hinder the proper delivery of study materials to meet deadlines got the highest rating of 4.06** weighted mean with verbal interpretation of agree as rated by the respondents of QCU student’s therefore, it is not easy to learn it online. Student think that it is difficult to fulfill the learning skills competencies acquired thru online education system. Online education could be improved by making it more interactive, showing the activities in real situation, giving concise information, and providing different tools for learning. (Mahdy, 2020).

**Professors motivation efforts for students to participate in the class recitation but they remain passive** got the weighted mean score of 3.93 with verbal interpretation of agree. As quoted in the study of Ramos (2018) to be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated. In the classroom setting, students motivation refers to the degree to which a students puts effort into a focus on learning in order to achieve successful outcomes. Motivations and engagement are very important for sound student learning.

**Professor’s technical know-how on various mode of instructions and platforms got a weighted mean score of 3.91** with verbal interpretation of agree as rated by the respondents. According to (Hendricks, et.al., n.d.) regardless of the delivery mode, professors have a major impact and influence in the classroom. In an online learning environment, the mere presence of the instructor was found to positively impact the student’s level of affective learning, cognition, and motivation. It is important for professors to begin redesigning courses to promote positive professor/students relationship and engaging lessons with student support. Professors must be understand the technological aspects of online courses when redesigning and teaching online courses. Technological needs are ever changing in education, as with any change, professor who teach online must remain updated on the technological changes related to online platforms. Thus, there will always be a need for professors to constantly gain insight through quality professional development in order to implement the most updated technology available.

**Student’s span of attention during class discussion** got weighed mean score of 3.78 with verbal interpretation of agree. In the study of Cicekei, et.al. (2019) it was observed that the teachers perceived the attention problems that the students experienced during the course mostly as a problem arising from the students themselves while the students associate this problem not only with themselves, but also with other students, teachers and the environment. Some psychologist claim the typical student’s attention span is about 10 to 15 minutes long, yet most university classes last 90 minutes. It is natural for students attention levels to vary according to motivation, mood, perceived relevance of the material, and other factors.

For the last indicator **students tend to multi-task - playing computer games, sending message, and using Facebook during online classes** with a weighted mean score of 3.45 with verbal interpretation of somewhat agree. Evidence from the psychology, cognitive science, and neuroscience suggest that when students do multitask while doing schoolwork, their learning is far spottier and shallower than if the work had their full attention. They understand and remember less, and they have greater difficulty transferring their learning to new context Schmidt, 2020).

**Table 6**

**Factors affecting Online classes among Entrepreneurship students of Quezon City University during Pandemic Era in terms of Physical Factors**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Physical Factors** | **Weighted Mean** | **Verbal Interpretation** |
| 2.2.1 | Weight gain due to stress eating since the online classes was implemented.. | 3.67 | Agree |
| 2.2.2 | Episodes of headache, dizziness, or migraine due to long exposure to laptop and other gadgets. | 4.40 | Agree |
| 2.2.3 | Occurrence of body pains while attending classes and other activities online due to sedentary position. | 4.03 | Agree |
| 2.2.4 | Experience eye sore caused by over exposure to laptops and other gadgets and blue light effect. | 4.13 | Agree |
| 2.2.5 | Physical Weakness due to lack of physical activity since most of the activities are done online. | 3.96 | Agree |
|  | **Grand Mean** | **4.04** | **Agree** |

***Legend:*** *“4.51-5.00 (Strongly Agree (SA))”, “3.51-4.50 (Agree (A))”, “2.51-3.50 (Somewhat Agree (SA))”, “1.51-2.50 (Disagree (D))”, “1.00-1.50 (Strongly Disagree (SD))”*

Shown in Table 6 are the Physical Factors Affecting students attending online classes. The highest weighted average means of 4.40 is garnered by the 2.2.2 wherein respondent agrees that they experienced Episodes of headache, dizziness, or migraine due to long exposure to laptop and other gadgets. Closely followed by 2.2.4 respondents Experience eye sore caused by over exposure to laptops and other gadgets and blue light effect. In a research by Pratyusha G., et. al (2020) due to the increased in exposure gadget usage or screen time Digital Eye Strain (DES) score the highest in terms of physical challenges for students taking online classes. On the other hand, factor 2.2.3 gains weighted average mean of 4.03, students suffered from moderate to severe upper back pain due to prolong sitting. The lowest weighted mean of 3.67 is given to the 2.2.1 wherein, respondent agrees that they have gained weight since online classes was implemented.

Overall view, respondents agree on the physical factors stated that affects them in attending online classes during pandemic at Quezon City university. This is result shows that due to decreased physical activities, health issues related to physical sedentary is one of the challenges of students in online classes during the pandemic. Eye strain, obesity, and depression are the health impacts of online learning stated in the article at Teens for Teen Heath by Bruce, A (2020).

**Table 7**

**Factors affecting Online classes among Entrepreneurship students of Quezon City University during Pandemic Era in terms of Emotional and Social Factors**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Emotional and Social Factors** | **Weighted Mean** | **Verbal Interpretation** |
| 2.3.1 | Losing enthusiasm due to lack of social life. | 3.92 | Agree |
| 2.3.2 | Feeling anxious meeting deadlines especially when there is a poor internet connections. | 4.44 | Agree |
| 2.3.3 | Feeling depressed with the day-to-day routinary activities. | 3.94 | Agree |
| 2.3.4 | Social disconnection from classmate and friends. | 3.77 | Agree |
| 2.3.5 | Discomfort due to lack of privacy being observed by family members while studying online. | 3.84 | Agree |
|  | **Grand Mean** | **3.98** | **Agree** |

***Legend:*** *“4.51-5.00 (Strongly Agree (SA))”, “3.51-4.50 (Agree (A))”, “2.51-3.50 (Somewhat Agree (SA))”, “1.51-2.50 (Disagree (D))”, “1.00-1.50 (Strongly Disagree (SD))”*

The average weighted mean and verbal interpretation on the factors affecting online classes among entrepreneurship students of Quezon City University during pandemic era in terms of emotional and social factors is shown on table 7.

It can be noted from the results that the respondents agree on the item feeling anxious meeting deadlines especially when there is a poor internet connections as indicated by the highest weighted mean of 4.44. Followed by the item feeling depressed with the day-to-day routinary activities with a weighted mean of 3.94, with a verbal interpretation of agree.

Likewise, in the overall, respondents are “Agree” on the factors affecting online classes among entrepreneurship students of Quezon City University during pandemic era in terms of emotional and social factors.

This may be because c**lasses are entirely dependent on a strong internet connection. School and college closures have resulted in an almost overnight switch from face-to-face classes to learning online. Universities and colleges have been keen to emphasis that special measures will be taken to ensure students do not lose out as a result. However, many who face challenging or stressful circumstances worry that they are falling behind and their grades will suffer.** Lagging WiFi means missing out on chunks of conversation when the internet freezes, and the atmosphere and learning environment is not the same as sitting in a classroom with lecturers and classmates (The Irish Times, 2020). **Students learn social and emotional skills as teachers teach them. This is understandable, since teaching social and emotional skills can have a direct impact on students' ability to apply them (Frey, Fisher, & Smith 2019).**

**Table 8**

**Factors affecting Online classes among Entrepreneurship students of Quezon City University during Pandemic Era in terms of Environmental Factors**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Environmental Factors** | **Weighted Mean** | **Verbal Interpretation** |
| 2.4.1 | Communication barriers particularly noise from neighbors, dogs, roosters, loud music, and lighting are predominant distraction during online classes. | 4.48 | Agree |
| 2.4.2 | Household chores and other unforeseen tasks are greatly affecting student’s focus during online classes. | 4.21 | Agree |

|  |  |  |  |
| --- | --- | --- | --- |
| *Continuation of table 8* | | | |
| 2.4.3 | Distractions from family members such as children, siblings, partners during online classes. | 4.00 | Agree |
| 2.4.4 | Transferring from to one place to another to attend the online classes conveniently. | 3.90 | Agree |
| 2.4.5 | Poor illumination, ventilation, overcrowding, sitting position, and uncomfortable study areas. | 4.02 | Agree |
|  | **Grand Mean** | **4.12** | **Agree** |

***Legend:*** *“4.51-5.00 (Strongly Agree (SA))”, “3.51-4.50 (Agree (A))”, “2.51-3.50 (Somewhat Agree (SA))”, “1.51-2.50 (Disagree (D))”, “1.00-1.50 (Strongly Disagree (SD))”*

The average weighted mean and verbal interpretation on the factors affecting online classes among entrepreneurship students of Quezon City University during pandemic era in terms of environmental factors on table 7, shows a prominent result of general weighted mean 4.12 with verbal interpretation of agree by the respondents.

It can be noted that the following indicators: Communication barriers particularly noise from neighbors, dogs, roosters, loud music, and lighting are predominant distraction during online classes topped the highest rating of 4.48 weighted mean with verbal interpretation of agree as rated by the respondents of QCU student’s.

It is therefore concluding that the most bothering distraction the students of QCU Entrepreneurship have are the noise in the environment that poses biggest distraction during online classes and in the learning process. Followed by, household chores and other unforeseen tasks are greatly affecting student’s focus during online classes with 4.21 weighted mean and with verbal interpretation of agree.

Overall, the respondents agree on the the following factors affecting online classes with the following ratings: poor illumination, ventilation, overcrowding, sitting position, and uncomfortable study areas with 4.02 weighted mean; distractions from family members such as children, siblings, partners during online classes with 4.0 weighted mean; transferring from to one place to another to attend the online classes conveniently with 3.90 weighted mean respectively. All of which pointing out some of the valid protests of the students in the blended learning system of the new normal, particularly in the residential environment of the QCU that are mostly situated in the congested rural areas of diverse habitants and social classes.

As Dr. Victor de Andreade, audiologist and lecturer in the Department of Speech Pathology and Audiology in the School of Human and Community Development at Wits University puts it, “The effects of noise hamper learning opportunities for learners. Background noise exceeds the level of speech. It makes it difficult to hear even familiar words. Sometimes students miss out on certain frequencies of sound and they have difficulties following what is being said in the lesson.” (Wits University, August 2016)

|  |  |
| --- | --- |
| **3.** | **Significant difference on the respondents’ assessment of the Factors affecting Online Classes among Entrepreneurship students’ of Quezon City University during Pandemic Era in terms of the above mentioned aspect when they are group according to the respondents’ profile?** |

**Table 9**

**Significant difference in the respondents’ assessment on the Factors affecting Online**

**Classes among Entrepreneurship students’ of Quezon City University**

**during Pandemic Era when they are group according to Age**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Factors affecting Online Classes** | **F-Value** | **p-Value** | **Decision** | **Remarks** |
| Learning Factors | 378.386 | .000 | Reject Ho | Significant |
| Physical Factors | 284.763 | .000 | Reject Ho | Significant |
| Emotional and Social Factors | 241.419 | .000 | Reject Ho | Significant |
| Environmental Factors | 293.845 | .000 | Reject Ho | Significant |

Table 9 illustrates the respondents’ assessment on the Factors affecting online classes among Entrepreneurship student of Quezon City University during pandemic era when they are grouped according to age. In terms of Learning Factors, It can be observed from the table that F-value of 378.386 with a p-value of 0.000 is less than the assigned level of significance of 0.05, sowhen the respondents are grouped according to their age, their percentile is significant to all factors affecting online classes among Entrepreneurship student, therefore reject the hypothesis.

In terms of Environmental Factors, since the computed p-value is 0.000 with F test results of 293.845 is less than the assigned level of significance of 0.05, therefore the hypothesis that there is significant difference on the factors affecting online classes among Entrepreneurship student based on Environmental factors when the respondents are grouped according to age profile is thus, rejected. It can be derived that all the age groups have significant difference on the factors affecting online classes.

In terms of Physical Factors, It can be seen from the table that F-value of 284.760 with a p-value of 0.000 was less than the assigned level of significance of 0.05, sowhen the respondents were grouped according to their age, their percentile was significant to all aspect of factors affecting online classes among Entrepreneurship student: Physical factors, therefore reject the hypothesis.

Finally, In terms of Emotional and Social factors, It can be seen from the table that F-value of 241.419 with a p-value of 0.000 was less than the assigned level of significance of 0.05, sowhen the respondents are grouped according to their age, their percentile was significant to all factors affecting online classes among Entrepreneurship student: Emotional and Social factors, therefore reject the hypothesis.

It may be accepted from the results that the assessment of respondents, When it comes to implementing and applying e-learning, the study of Fleming, et.al., of 2017 emphasizes the importance of focusing on aspects over which organizations have control. Age should not be considered as a barrier to e-learning implementation; instead, focus should be on effective and user-friendly e-learning interventions, as well as adequate technology support.

**Table 10**

**Significant difference in the respondents’ assessment on the Factors affecting Online**

**Classes among Entrepreneurship students’ of Quezon City University**

**during Pandemic Era when they are group according to Gender**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Factors affecting Online Classes** | **F-Value** | **p-Value** | **Decision** | **Remarks** |
| Learning Factors | 338.823 | .000 | Reject Ho | Significant |
| Physical Factors | 210.485 | .000 | Reject Ho | Significant |
| Emotional and Social Factors | 207.182 | .000 | Reject Ho | Significant |
| Environmental Factors | 168.634 | .000 | Reject Ho | Significant |

It is evident that there is a significant difference on the factors affecting online classes among Entrepreneurship student at Quezon City University during pandemic era when they are group according to gender.

In terms of Learning Factors as indicated by the r value of 338.823 at 0.05 level of significance. The result implies that learning is essential factor of the students associated with motivational aspects, ability of the learner and aptitude necessary for online learning. Therefore, there is a significant difference to all factors of affecting online classes among Entrepreneurship students.

In terms of Physical Factors, the F-value garnered 210.485 and p value of o at 0.05 level of significance the rate is about 218 percent when group according to gender therefore there is a significant difference to all factors of affecting online classes among Entrepreneurship students.

The result implies that physical factors must have a well- ventilated and sufficient lightning, peaceful and clean place, lastly with normal temperature that will help learning processes of the students. It is generally recognized that ill health retards physical and motor develop­ment and malnutrition interferes with learning and physical growth. Children suffering from visual, auditory, and other physical defects are seriously handicapped in developing skills such as reading and spelling. It has been demonstrated that various glands of internal secretion, such as the thyroid and pituitary glands, affect behavior. The health of the learner will likely affect his ability to learn and his power to concentration. (https://www.yourarticlelibrary.com/).

In terms of Emotional and Social Factors the F-value garnered 207.182 and p value of o at 0.05 level of significance the rate is about 190 percent when group according to gender therefore there is a significant difference to all factors of affecting online classes among Entrepreneurship students.

According to Chris Anderson (2019) Stress caused by some type of physical or emotional trauma produces a hormone called cortisol that disrupts the connections between brain cells in the learning and memory part of the brain. Too much stress literally “shuts down” the brain and stops the learning process cold. Emotions are just as critical to learning they influence our attention, meaning, and memory.

Lastly the Environmental Factor was the lowest F-value garnered 168.634 and p value of o at 0.05 level of significance the rate is about 151 percent interpreted as “significant” therefore there is a significant difference to all factors of affecting online classes among Entrepreneurship students.

One of the factors that affect the efficiency of learning is the condition in which learn­ing takes place. This includes the classrooms, textbooks, equip­ment, school supplies, and other instructional materials. In the school and at the home, the conditions for learning must be favorable and adequate if teaching is to produce the desired results. It cannot be denied that the type and quality of instructional materials and equipment play an important part in the instructional efficiency of the school. It is difficult to do a good job of teaching in a poor type of building and without adequate equipment and instructional materials. (https://www.yourarticlelibrary.com/)

**Table 11**

**Significant difference in the respondents’ assessment on the Factors affecting Online**

**Classes among Entrepreneurship students’ of Quezon City University during**

**Pandemic Era when they are group according to Civil Status**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Factors affecting Online Classes** | **F-Value** | **p-Value** | **Decision** | **Remarks** |
| Learning Factors | 64.650 | .000 | Reject Ho | Significant |
| Physical Factors | 93.009 | .000 | Reject Ho | Significant |
| Emotional and Social Factors | 76.224 | .000 | Reject Ho | Significant |
| Environmental Factors | 85.392 | .000 | Reject Ho | Significant |

The result of the multivariate analysis sample on the assessment of the groups of respondents to the factors affecting classes among students of QCU during Pandemic Era as to emotional and social factors using one-way analysis of variance (ANOVA) revealed that there is significant difference on the assessment of the groups of respondents.By criteria, the differences are considered to be statistically significant.

**Table 12**

**Significant difference in the respondents’ assessment on the Factors affecting Online**

**Classes among Entrepreneurship students’ of Quezon City University during**

**Pandemic Era when they are group according to College Year Level**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Table 12* |  |  |  |  |
| **Factors affecting Online Classes** | **F-Value** | **p-Value** | **Decision** | **Remarks** |
| Learning Factors | 296.342 | .000 | Reject  Ho | Significant |
| Physical Factors | 216.037 | .000 | Reject  Ho | Significant |
| Emotional and Social Factors | 190.767 | .000 | Reject  Ho | Significant |
| Environmental Factors | 203.932 | .000 | Reject  Ho | Significant |

This means that when the respondents’ are grouped according to their college year level, all the given factors affecting online classes differ significantly; with the Learning Factors getting the highest F-value of 296.342 with p-Value of .000; while the Emotional and Social Factors got the lowest F-Value of 190.767 with p-Value of .000.

Ina Springler Linka article written on May 28, 2021, it states that the Their greatest challenge was linked to their learning environment at home, while their least challenge was technological literacy and competency. The findings further revealed that the COVID-19 pandemic had the greatest impact on the quality of the learning experience and students’ mental health. In terms of strategies employed by students, the most frequently used were resource management and utilization, help-seeking, technical aptitude enhancement, time management, and learning environment control.

**Conclusion**

Based on the result presented on this study, the researcher concludes the following:

* The profile variables of the respondents in this study, the researcher find out that most of the participants coming from the 3rd year students with a total population of 192 or 64% out of 300 participants while 21-22 years old 53.3% (169) dominated the the study while 213 (71%) out of 300 is female respondents and 292 (94%) is belong to single respondents.
* The following indicators identified from the following factors: students tend to multi-task playing computer games, sending message, and using Facebook during online classes, Weight gain due to stress eating since the online classes was implemented, Social disconnection from classmate and friends indicator and Transferring from to one place to another to attend the online classes conveniently got the lowest score as rated by the respondents therefore this indicators need to be address for further improvements.
* Regardless of the profile variables of the respondents in this study, the researcher find out that there is a significant difference and the rejection of hypothesis of the following factors identified as to the result of the assessment of the factors affecting online classes among entrepreneurship students’ of Quezon City University (QCU) during pandemic era.

**Recommendations**

* The respondents population of the study must be equal in terms of college year level, and gender to avoid biased results.
* Give attention for to the lowest point of the study as rated by the respondents to make sure that the learning outcome of the students is in line with the course syllabus and the activities given to avoid any inconvenience and stressful with them.
* Provide an activity that in line with the course syllabus and or the subject that compensate with the time allotted given to the students that balance activity with asynchronous and synchronous to ensure the school work balance and lessen the level of stress of the students .
* The cooperation of the entire households is really important in today’s virtual learning at home and isolated study area to be able to balance the school work and household chores.
* It is important for universities to prepare for any such future crisis. This study results will provide a useful insight to design the online courses effectively by considering all the factors impacting students’ intention and satisfaction.
* Further research studies can expand the scope of this study. Since, most studies have examined the effect and impact in terms of suggesting how to incorporate it within the action plan, and how to gauge responses.