Transition and Barriers to Online Learning of Junior High School Students: A Descriptive Correlational Studies

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***Abstract*—The present study aimed to determine and assess the barriers to Online Learning Modality that the Junior High School students from Universidad de Sta. Isabel experienced to meet the demands of distance learning. This study covered the student's assessment in the effectiveness, accessibility, motivation from the implemented transition. In order to come up with the result, the researcher used qualitative approach represented by a questionnaire. In gathering the data, a survey questionnaire was used which was checked and validated. Through Google Form, an online distribution of survey questionnaire was used whereas a link copy was sent to the respondents. All data gathered was interpreted using a ratingscale. Based on the results, the researcher determines the significant relationship between Availability Devices and Internet connectivity, Self-paced learning, and Submission timeline. The results showed a significant relationship between Availability Devices and Internet connectivity, Self-paced learning, and Submission timeline, with p-value of 0.047, 0.025, and 0.000,respectively. Lastly, based on the results, the researcher determines the significant relationship between Communication with Teachers and Internet connectivity, Self-paced learning, and Submission timeline. The results showed that there is significant relationship between Communication with Teachers and Self-paced learning, and Submission timeline, with p-value of 0.003, and 0.001,respectively. Finally, it is recommended from the result that future researchers may use the study as their foundation to determine other barriersof online learning modality for the improvement of the quality of education whatever the modality is.**

Keywords —online learning, online teaching, barriers, transition

1- INTRODUCTION

Online learning has been characterized as the utilization of technology to bridge a gap between the teacher and the student (Matthews,1999). The idea of distance learning is not a new concept anymore particularly in Higher Education Institutions. When the developmentof postal service has begun in the 19th century, state universities and colleges have introduced distance education to students across many countries. It was in 1840 when Isaac Pitman, an English

educator who pioneered the distance education. His concept was to offer correspondence courses via mailing texts.

Distance learning in the Philippines is still on its developing stage. Numerous Higher Education Institutions have adopted distance learning as a new step in educational delivery systems. The traditional lecture format is no longer the only acknowledged strategy for teaching students. However, the developments made in the technology for education, including the desire to serve increasing quantities of students have resulted in meeting the outgrowing needs of students in distance learning. It became much harder when Covid-19 pandemic has greatly affected different countries including the Philippines. Due to the massive effect of this current crisis, it resulted in the transition of traditional classroom set-up to distance education.

The researcher came up in developing a study about determining the barriers to meet the demands of online learning. The researcher strongly believed that studying through online education has firmly a lot of problems to face. In this paper, the researcher ought to believe that working on this research would be a helpful study in discussing the hindrances that the students are encountering during the implementation of distance learning program amid the pandemic crisis. The researcher would like to know from the selected Grade 10 students of Universidad de Sta. Isabel - Basic Education Department (USI-BED) what are these barriers that they are encountering from online learning modality.

Education in the Philippines is offered through a formal and non-formal system. Formal education typically spans for 14 years and Non-Formal Education basically refers to the educational activities carried outside the frame work of formal education. There are some changes in terms of educational system here in the Philippines and has been called as "Online Classes". According to Gerald Peña, (2020) incoming Grade 10 student from Lagro High School, “I have a hard time keeping up. I'm late for class” Peña said. Distance learning is mainly advantageous to other people, all they need is an electronic device and a good Wi-Fi then it is good to go. This form of education entails the use of course materials, videos and examinations online. It will be in any part of the world and still be able to attend a distance learning program from a post-secondary establishment of choice, and also do not need to return to the formal institute on a day to day basis. But the problems may occur when students facing barriers to meet the demands of distance learning. Some problems to be consider are; to submit the activities, having an unstable internet connection, cannot afford to buy a gadget and they do not manage their time when it comes to doing activities & house hold chores.

The COVID-19 outbreak increased the need for distance learning. This setup makes a little bit of no interaction between teachers and students. Many of us are sometimes being confused with online learning in which it uses the internet for virtual lectures, real-time assessments, and student-teacher interaction. Distance learning is not that new but for the most of teachers and students it will still be quite an adjustment. Distance learning may not be for everyone, especially for learners who like routines and schedules. Therefore, they can experience

hindrances and barriers in terms of their online learning. There is a minimal social interaction where distance learning offers a little interaction between students and teachers. Fellow students may also not be able to communicate at all. A little support can be managed since this approach relies heavily on the student's ability to study on his or her own. This is very challenging in terms of finding additional resources for the assessments independently. Commonly, accessibility may be a problem. Not everyone has their own gadgets or internet access. You may also find it difficult to get the materials for the courses especially if you are living in a rural area.

Lastly, this really requires self-motivation. You may have a hard time finishing your assessments and study materials if you're the type of person who needs an extra push to work. It is also easy to be distracted as your learning environment is not as controlled compared in a real classroom. (Moneymax,2020).

It is obvious that while transitions to online learning are a need, overlooking online instructional method can be similarly negative. Fundamentally, it has been a trial of authoritative digital agility with respect to the education institution (Zhaohui, 2020), in that, this pandemic has constrained the higher education area to go through different types of operational changes in addition to making adjustments to course conveyance techniques (UNESCO, 2020).

The instructive organizations are as yet careful about lifting closures so as to limit the spread of the illness. This has influenced their center endeavors coordinated toward educating, learning, and conducting research. As an answer, educational establishments have chosen to keep the far off/web based learning intact. In any case, both teachers/students and educational institutions face numerous different challenges related to access of technology, nature of online learning, financing, and accessible infrastructure.

The demands of online learning will continuously have a number of barriers to be experience by the students. Clearly, the Department of Education (DepEd) has made great adjustments in adopting the system of distance education. As these institutions continues to work on and as students adapt the sudden changes, the uncertain ties and problems in online learning is distinctly identified and increasing. While distance learning tries to be effective as conventional classroom learning under certain barriers, it hasn't been claimed that distance education can replace the traditional class room set-up. Like any other educational systems and programs, distance learning also comes with advantage anddisadvantages.

There view of related literature can beause ful implication for both students and teachers. The studies stated in this chapter will help the readers to fully understand how these barriers affect the students in terms of learning or acquiring knowledge, adapting to change, social interaction and a lot more. It will give the reader an idea that while they adapt to changes, it also brings out sudden problems that may eventually affectthem.

The findings of this study will serve as an assessment and as a basis whether it is need to be implemented or need adjustments. This study is all about the barriers that the selected Grade 10 students of USI-BED have experienced and encountered in online learning modality.The

study focused on how there searchers will determine these barriers and conduct a possible solution if needed.

Statement of the Problem

This study is focused on transition and barriers to online learning of Junior High School students of Universidad de Sta. Isabel-Basic Education Department. Specifically, the researcher aimed to answer the following questions:

1.What is the level of difficulty of transitioning to alternative learning modality interms of:

a. Internet connectivity
b. Self-paced connectivity
c. Submission timeline

2. What is the assessment of the respondents in the barriers encountered in termsof:

a. Convenience in performing skill- based tasks
b. Availabledevices
c. Communication withteachers

3. Is there a significant relationship between the level of difficulty of transitioning and the barriers encountered in online learning modality of Grade 10 students?

This research aimed to assess the encountered barriers of the grade 10 students in online learning modality. The result of this study will help the teachers determine the problems that the students have experienced in distance learning. It can also help them assess the strategies they are implementing while in distance learning. Also, thisstudy will contribute to the school administrators to know the struggles and difficulties that can be faced when studying through modified-online learning and modular/correspondence learning. The researcher developed this study to know how to cope and overcome thesedifficulties.

2- MATERIALS AND METHODS

Research Design

The study utilizes thedescriptive-correlation method. Descriptive was used to determine the level of difficulty in transitioning to online learning and assessment of students on the barriers on online learning. Correlation method was used to test the relationship between the transitioning and barriers to online learning.

Respondents of the Study

This study involved the Grade 10 students of Universidad de Sta Isabel-Basic Education Department. The researcher applied the central limit theorem. The total population of the Grade 10 is 175. The central limit theorem states if sample size is large enough, the distribution will be approximately normal. The general rule of $n \geq 30$applies.

The convenience sampling was used in this study.This procedure will help there searcher not to insert too much effort when gathering the data. A convenience sample of 30 Grade 10 students was targeted.

A sample was structured by quota based on the approximate percentage representation of the Grade 10 students at USI-BED. The survey was conducted over a period of one week in December 2021. The respondents were asked to completea questionnaire which intends to elicit the barriers of online learning. A sample size of 30 respondents participated in the study.

Research Instrument

The researcher prepared a Google Form in line with the Transition and Barriers of Online Learning Modality on the 30 Grade 10 USI-BED. The survey questionnaire is composed of letter of permission to the respondents and questions with choices that are based from the concepts and ideas stated in review of related literature and statement of the problem. In preparing the research questionnaire, there searcher used there cent studies in finding and formulating the appropriate questions. This includes the existing barriers before and the current challenges that are experienced by the researcher as astudent.

Statistical Treatment

The responses of the chosen respondents to the questionnaire were statistically analyzed with the data requirement of the conducted study. The use of data instruments helps the researcher to analyze the responses accurately. To measure the gathered data of thestudy, the following are the statistical treatments beingused: Frequency Distribution (*f*), Percentage (%), Mean (average).

3-RESULTS AND DISCUSSION

The findings were presented in graph and tabular form after the researcher gathered, computed, and analyzed the data based from the responses of the students. This result determined the transition and barriers that the students from the selected Grade 10 students of USI-BED who are experiencing or have encountered in meeting the demands of online learning during the S/Y 2021-2022.

The presented discussions below show the graphed and tabulated results for an easy understanding and analysis of the findings.

1. What is the level of difficulty of transitioning to online learning modality?

Table 1 shows the assessment of the respondents on the level of difficulty of transitioning to alternative learning modality in terms of Internet Connectivity.

On the first statement, the data revealed that the respondents perceived that Able to access fast internet connection is EASY. On the second statement, the data revealed that the respondents perceived that Able to attend synchronous sessions is EASY.

Overall, the respondents assessed that the level of difficulty of transitioning to alternative learning modality in terms of Internet Connectivity is EASY.

TABLE 1
Level of difficulty of transitioning to alternative learning modality in termsof: InternetConnectivity

Internet Connectivity	Very Easy	Easy	Moderate	Difficult	Very Difficult	Weighted Mean	Verbal Interpretation
Able to access fast internet connection.	1	16	9	4	0	2.53	Easy
Able to attend synchronous sessions	1	20	7	1	1	2.37	Easy
Overall Weighted Mean		**2.45**		**Easy**			

Table 2 shows the assessment of the respondents on the level of difficulty of transitioning to alternative learning modality in terms of Self-paced learning.

TABLE 2
Level of difficulty of transitioning to alternative learning modality in termsof: Self-paced Learning

Internet Connectivity	Very Easy	Easy	Moderate	Difficult	Very Difficult	Weighted Mean	Verbal Interpretation
Able to analyze and understand the LMS	1	12	14	2	1	2.67	Moderate
Able to achieve the learning targets in each module	1	13	13	2	1	2.63	Moderate
Able to answer the tasks after reading the materials.	1	16	10	3	0	2.50	Easy
Studying at my own pace is more effective	0	4	8	7	11	3.83	Difficult
Overall Weighted Mean		**2.91**		**Moderate**			

On the first statement, the data revealed that the respondents perceived that Able to analyze and understand the learning materials given is MODERATE. On the second statement, the data revealed that the respondents perceived that Able to achieve the goals and objectives on every module given is MODERATE. On the third statement, the data revealed that the respondents perceived that Able to answer the tasks after reading the learning materials is EASY. On the fourth statement, the data revealed that the respondents perceived that Studying at their own pace is more effective is DIFFICULT.

Overall, the respondents assessed that the level of difficulty of transitioning to alternative learning modality in terms of Self-paced learning is MODERATE.

Table 3 shows the assessment of the respondents on the level of difficulty of transitioning to alternative learning modality in terms of Submission timeline. On the first statement, the data revealed that the respondents perceived that Given enough time to finish their tasks and projects is Sometimes. On the second statement, the data revealed that the respondents perceived that Able to submit tasks/projects on time is Often. Overall, the respondents assessed that the level of difficulty of transitioning to alternative learning modality in terms of Submission timeline is Often.

TABLE 3

Level of difficulty of transitioning to alternative learning modality in termsof: Submission timeline

Internet Connectivity	Always	Often	Sometimes	Rarely	Never	Weighted Mean	Verbal Interpretation
Given enough time to finish the tasks.	0	15	12	3	0	2.60	Sometimes
Able to submit tasks/output on time.	0	17	11	1	1	2.53	Often
Overall Weighted Mean			**2.57**	**Often**			

2. What is the assessment of the respondents to the encountered barriers to online learning?

Table 4 shows the assessment of the respondents in the barriers encountered in terms of Convenience in performing skill-based tasks. On the first statement, the data revealed that the respondents perceived that it is more convenient to do laboratory activities at home is DIFFICULT. On the second statement, the data revealed that the respondents perceived that Having the desired tools and equipment to use had helped them to do may laboratory activities very well is DIFFICULT. On the third statement, the data revealed that the respondents perceived that their financial capability is not a problem in accomplishing their laboratory activity is DIFFICULT. Overall, the respondents assessed that the barriers encountered in terms of Convenience in performing laboratory activity is DIFFICULT.

TABLE 4
Convenience in Performing Skill-based Tasks

Internet Connectivity	Very Easy	Easy	Moderate	Difficult	Very Difficult	Weighted Mean	Verbal Interpretation
Demonstrate required skills.	1	3	2	13	11	4.00	Difficult
Use of tools and equipment alone.	1	7	3	8	11	3. 70	Difficult
Perform tasks according to standards	0	4	9	8	9	3.73	Difficult
Overall Weighted Mean		**3.81**		**Difficult**			

Table 5 shows the assessment of the respondents in the barriers encountered in terms of Available devices. On the first statement, the data revealed that the respondents perceived that they have at least 1-2 devices that they use to keep up in distance learning is EASY. On the second statement, the data revealed that the respondents perceived that their device/s meets the demands that they needed in order to finish their tasks, attend synchronous sessions is MODERATE. Overall, the respondents assessed that the barriers encountered in terms of Available devices is EASY.

TABLE 5
Use and Access of the Learning Management System

Internet Connectivity	Very Easy	Easy	Moderate	Difficult	Very Difficult	Weighted Mean	Verbal Interpretation
Open and navigate LMS	2	16	7	5	0	2.50	Easy
Post answers and do tasks/ assignments	1	14	10	5	0	2.63	Moderate
Overall Weighted Mean		**2.57**		**Easy**			

Table 6 shows the assessment of the respondents in the barriers encountered in terms of communication with teachers. On the first statement, the data revealed that the respondents perceived that they could communicate with their professors easily is MODERATE. On the second statement, the data revealed that the respondents perceived that they received feedback from their professors is MODERATE. On the third statement, the data revealed that the respondents perceived that it is easy to establish a good relationship with their professors is MODERATE. On the fourth statement, the data revealed that the respondents perceived that their professors were able to answer their concerns on time is MODERATE.

TABLE 6
Communication with Teachers

Internet Connectivity	Very Easy	Easy	Moderate	Difficult	Very Difficult	Weighted Mean	Verbal Interpretation
Communicate with subject teachers and advisers	1	4	13	10	2	3.27	Moderate
Receive feedback from teachers and advisers	1	3	15	9	2	3.27	Moderate
Can establish good contacts with teachers and advisers	1	8	14	6	1	2.93	Moderate
Teachers and advisers can answer concerns	1	3	13	11	2	3.33	Moderate
Understand instructions from teacher and advisers	3	11	9	4	3	2.77	Moderate
Overall Weighted Mean			**3.11**			**Moderate**	

3. Is there a significant relationship between the level of transitioning and the barriers encountered in online learning modality of the Grade 10 students of USI-BED?

Table 7 shows the testing of significant relationship between Convenience in performing laboratory activity and Internet connectivity, Self-paced learning, Submission timeline, and Self-motivation. In this table, if the p-value is less than or equal to the α-level (0.05), therefore, one or more mean sare significantly different/related. However, ifthep-value is larger than the α-level (0.05), the means are not significantly different/related.

Since the p-value of Self-motivation is 0.000, which is less than 0.05 level of significance, thus, the researchers' decision is to Reject Null Hypothesis. Therefore, the researchers concluded that there is a significant relationship between Convenience in performing laboratory activity and Self-motivation. However, there is no significant relationship between Convenience in performing laboratory activity and Internet connectivity, Self-paced learning, and Submission timeline.

TABLE 7

Significant relationship between Convenience in performing skill-based tasks and Internet connectivity, Self-paced learning, and Submission timeline

Convenience in performing Skill-based tasks	**Spearman Rho**	**P-value**	**Decision**	**Conclusion**
Internet connectivity Hypothesis	-0.129	0.498	Accept Null	No Significant Relationship
Self-paced learning Hypothesis	-0.023	0.906	Accept Null	No Significant Relationship
Submission timeline Hypothesis	-0.245	0.193	Accept Null	No Significant Relationship

Table8 shows the testing of significant relationship between Availability Devices and Internet connectivity, Self-paced learning, Submission timeline, and Self-motivation. In thistable, if the p-value is less than or equal to the α-level (0.05), therefore, one or more means are significantly different/related. However, if the p-value is larger than the α-level (0.05),the means are not significantly different/related.

Since the p-value of Internet connectivity (0.047), Self-paced learning (0.025), and Submission timeline (0.000), are less than 0.05 level of significance, thus, the researchers' decision is to Reject Null Hypothesis. Therefore, the researchers concluded that there is a significant relationship between Availability Devices and Internet connectivity, Self-paced learning, and Submission timeline. However, there is no significant relationship between Availability Devices and Self-motivation.

TABLE 8

Significant relationship between Available devices and Internet connectivity, Self-paced learning, and Submission timeline

Available Devices	**Spearman Rho**	**P-value**	**Decision**	**Conclusion**
Internet connectivity Hypothesis Relationship	0.365	0.47	Reject Null	Significant
Self-paced learning Hypothesis Relationship	0.409	0.025	Reject Null	Significant
Submission timeline Hypothesis Relationship	0.659	0.000	Reject Null	Significant

Table 9 shows thet esting of significant relation ship between Communication with Teachers and Internet connectivity, Self-paced learning, Submission timeline, and Self-motivation. In this table, if the p-value is less than or equal to the α-level(0.05), therefore, one or more means are significantly different/related. However, if the p-value is larger than the α- level (0.05), the means are not significantly different/related.

Since the p-value of Self-paced learning (0.003), and Submission timeline (0.001),are less than 0.05 level of significance, thus, the researchers' decision is to Reject Null Hypothesis. Therefore, the researchers concluded that there is a significant relationship between Communication with Instructors and Self-paced learning, and Submission timeline.However, there is no significant relationship between Communication with Instructors and Internet connectivity, and Self-motivation.

TABLE 9

Significant relationship between Communication with Teachers and Internet connectivity, Self-paced learning, and Submission timeline

Communication with Teachers	**Spearman Rho**	**P-value**	**Decision**	**Conclusion**
Internet connectivity Hypothesis Relationship	0.022	0.907	Accept Null	No Significant
Self-paced learning Hypothesis Relationship	0.516	0.003	Reject Null	Significant
Submission timeline Hypothesis Relationship	0.596	0.101	Reject Null	Significant

Based on the analysis and interpretation of the data gathered, findings revealed that:

1. the respondents assessed the level of difficulty of transitioning to alternative learning modality in terms of the following: Internet connectivity (2.45-EASY), Self-paced learning (2.91-MODERATE), Submission timeline (2.57-EASY).
2. The respondents assessed the barriers encountered in terms of the following: Convenience in performing skill-based tasks (3.81-DIFFICULT), Available devices (2.57-EASY), and Communication with Teachers (3.11-MODERATE).
3. Based on the results, the researchers determine the significant relationship between Convenience in performing skill-based tasks and Internet connectivity, Self-paced learning, Submission timeline. The results showed that there is significant relationship between Convenience in performing skill-based tasks with p-value of 0.000.
4. Based on the results, the researchers determine the significant relationship between Availability Devices and Internet connectivity, Self-paced learning, Submission timeline The results showed that there is significant relationship between Availability Devices and Internet connectivity, Self-paced learning, and Submission timeline, with p-value of 0.047, 0.025, and 0.000, respectively.

5. Lastly, based on the results, the researchers determine the significant relationship between Communication with Teachers and Internet connectivity, Self-paced learning, Submission timeline. The results showed that there is significant relationship between Communication with Teachers and Self-paced learning, and Submission timeline, with p-value of 0.003, and 0.001,respectively.

CONCLUSION

Although the COVID 19 pandemic hit everyone hard, teachers and students quickly resumed their journey by setting up emergency remote learning platforms with various online collaborative tools in hand, despite the lack of a pre-planned course structure or proper training for teachers or students to adapt to the change. Based on the result of the study, it is concluded that several factors have to be considered before implementing an online learning modality. Some of these are the availability of the devices to be used, knowledge and skills of both teachers and students in operating devices; and online platforms to be used during the online classes. The study will give teachers and administrators the idea of what specific areas have to be ready when doing online learning and teaching. It is very important to note that online learning and teaching modalities are a new approach to the education system, yet learning opportunities for students must be at stake.

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