E-learning Approach and It's Influence to Teachers' Competence and Students' Academic Achievement

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Abstract

The integration of e-learning approaches has emerged as a transformative force, revolutionizing the dynamics of teaching and learning. This thesis delves into the multifaceted impact of e-learning on both teachers' competence and students' academic achievement.

The research embarks on a comprehensive exploration of the relationship between e-learning adoption and teachers' competence. Through surveys, it scrutinizes how e-learning influences educators' pedagogical skills, technological proficiency, and overall instructional effectiveness. Findings reveal a direct correlation between the incorporation of e-learning methods and teachers' capacity to engage students, facilitate interactive learning experiences, and adapt to the digital educational landscape.

Keywords: e-learning, Teachers Competence, Academic Achievement

1. Introduction

The impact of the pandemic has been far-reaching, reshaping almost every facet of people's lives and altering individual perspectives across multiple domains. The educational sector has been no exception, undergoing a substantial transformation in response to the global crisis. Traditional modes of learning have given way to innovative learning modalities, primarily leveraging technology to adapt to the current health crisis. The digital platform has emerged as a vital solution for educational institutions to fulfill their mandate of educating learners.

The suspension of face-to-face classes due to the threat of COVID-19 prompted the Department of Education to propose online classes and eLearning, despite the challenges faced by many Filipinos who lack access to such resources. This shift allowed students to engage with learning at their own convenience through the e-learning approach, which Muruthy and Yamin (2017) defines as the delivery of learning and training via digital resources. E-learning utilizes electronic devices, including computers, tablets, and internet-connected mobile phones. The English subject, known for its complexity, has presented challenges for many students.

E-learning, a formalized teaching approach utilizing electronic resources, is now a fundamental component of the education system (Alsoud & Harasis, 2021). This approach combines in-class and online learning, making use of computers and the internet as its primary elements. E-learning is characterized by its capacity to deliver knowledge and skills to a broader audience, and it can be synchronous or asynchronous (Ahmed & Al-Kadi, 2021).

While initially met with skepticism due to its perceived lack of a human touch in the learning process, e-learning has gained widespread acceptance with advancements in technology. The introduction of computers, smartphones, and tablets has revolutionized classroom learning (Arkorful & Abaidoo, 2020). Educational technologies are transforming higher education, incorporating e-learning environments and learning management systems for both individual and collaborative learning. The e-learning approach plays a vital role in helping students explore and comprehend various English-related concepts and relationships (Erfani & Ghapanchi, 2019).

Meanwhile, despite the Philippines' relatively high English proficiency, as reported by CNN in December 2020, ranking 27th out of 100 countries with "High Proficiency," there is still room for improvement in enhancing English-related skills among students (Dotong, 2021). English is a core subject and often proves challenging, even in traditional face-to-face classes. The enactment of Republic Act (RA) 10650, commonly referred to as the 'Open Distance Learning Act,' underscores the commitment to expand and democratize access to high-quality tertiary education and technical educational services in our country by promoting open learning services. Under the provisions of RA 10650, higher educational institutions (HEIs) and technical-vocational courses in the Philippines are striving to provide accessible, high-quality education through the use of open educational resources (OER) and the delivery of learning materials via diverse mediums, including print, audio-visual resources, electronic and virtual classrooms, as well as face-to-face sessions.

Even primary and secondary schools are drawing inspiration from this law, adapting its principles to meet their specific requirements and capabilities. Additionally, the Department of Education has expressed its intention to explore the use of radio and television for disseminating educational materials, acknowledging that not all students have access to computers and the internet (Lorenzo, 2016). These initiatives collectively represent our commitment to ensuring continued education in the face of unprecedented challenges.

E-Learning has seamlessly integrated into our educational system, marking a transformative shift. However, its intricate impact on both teachers' competence and students' academic achievement raises pertinent concerns (Krasnova & Shurygin, 2019). The challenges linked to E-Learning encompass a multitude of facets, including the pressing digital divide, the adaptability of teachers to online instructional methods, and the efficacy of these digital approaches in maintaining student engagement (Kintu, et al. 2017).

In the District of Motiong, the past few years have witnessed a remarkable upsurge in E-Learning adoption, primarily fueled by advances in technology and the unforeseen impact of the COVID-19 pandemic. While the Department of Education has made commendable efforts to bridge the digital gap through initiatives like the

DepEd Computerization Program, there remains a tangible struggle. This initiative, while striving to infuse flexibility and access to a wide spectrum of educational resources, brings forth its own set of challenges. These challenges are most acutely felt in the 12 elementary schools within our district that are yet to benefit from the Computerization Program (District Promeds, 2021). Their absence from this program significantly impedes both students and teachers in accessing essential digital devices and resources, amplifying the disparity in our educational landscape.

The lack of progress in teaching methods, particularly the integration of technology into the teaching-learning process, poses a significant obstacle to students' academic achievement. In today's educational landscape, students have diverse learning opportunities facilitated by the latest technologies. Unfortunately, the District of Motiong also faces concerning challenges, especially during the pandemic, impacting students' academic performance.

District data for the academic years 2019-2020, 2020-2021, and 2021-2022 indicate a noticeable decline in the average grade range for Grade 6 students. The range was set at 15 in 2019-2020, reduced to 14 in 2020-2021, and experienced a further decrease to 17 in 2021-2022. This trend highlights the urgency for improvement in teaching methodologies, especially given the transformative potential of technology in the classroom.

Addressing the diminishing average grade range of Grade 6 students underscores the need for proactive measures by educators. It is crucial for teachers to embrace innovative teaching methods and leverage technology to enhance the learning experience. This shift will not only contribute to academic progress but also empower students to navigate their education more effectively, even in challenging circumstances such as the ongoing pandemic.

While recognizing the commendable efforts made in the implementation of current school initiatives, it is imperative to acknowledge that certain inadequacies in the development, provision, and utilization of electronic resources have surfaced within academic institutions. Several researches work and a multitude of studies have sought solutions to these challenges, specifically concerning the development of electronic information resources and computer-based classes across various educational institutions (Kesharwani, 2019). However, it is noteworthy that relatively limited attention has been devoted to identifying and understanding the influence and impact of e-learning on the academic performance of high school students within high school learning institutions (Holmes & Prieto-Rodriguez, 2018). Given the increasing prevalence of e-learning within both elementary and secondary education, it is paramount to delve into the implications this teaching method has on students' academic excellence.

This study serves as a significant step in addressing this knowledge gap and contributes valuable insights into

the role of e-learning in educational institutions, particularly among Grade 6 learners. Exploring the impact of e-learning on academic performance, this research endeavour aims to enrich the understanding of the dynamics between technology-based teaching and students' scholastic achievements.

1.1. Objective of the Study

This study delved into the influence of the e-learning approach on teachers' competence and students' academic achievement among teachers and Grade 6 learners in the District of Motiong, Schools Division of Samar with the end output of crafting an intervention during the School Year 2022-2023

2. Methodology

This study drew on three key theoretical frameworks to guide its research: The Achievement Goal Theory by Wigfield and Eccles (2000), the Job-Demands Resources Theory by Demerouti et al. (2001), and the Expectancy Value Theory by Atkinson (1957). Each of these theories provides valuable insights into the relationships explored in this study.

The Achievement Goal Theory posits that students' goals for engaging in a learning task significantly impact their achievement-related processes and outcomes. It categorizes these goals into mastery, performance, and performance-avoidance goals. Mastery goals focus on competence development, performance goals emphasize showcasing competence, and performance-avoidance goals aim to avoid social judgment and humiliation (Wigfiled & Eccles, 2000). This theory has been associated with various outcomes such as student engagement, academic achievement, and student satisfaction.

2.1. Population Sample size and Sampling Technique

In the context of this study, the Achievement Goal Theory provides a framework to examine the various goals students and teachers may have when engaging with the e-learning approach. Students may have mastery goals, aiming to enhance their competence in the online learning environment. Teachers may set performance goals related to effectively delivering e-learning, and they may need to manage performance-avoidance goals related to concerns about the adaptability of this approach. The study can investigate how these different goals influence the competence of both teachers and the academic achievement of students.

2.2. Data Gathering Procedures

The primary data collection method for this study involves a meticulously designed survey questionnaire aimed at assessing implementation of e-learning approach and learners' academic achievement within the District of Motiong, Schools Division of Samar, specifically among Grade 6 learners and teachers. The

researcher personally administered this survey in various elementary schools throughout the district, and it's important to note that this study involves minors. To ensure the ethical and responsible collection of data from minors, the following steps were taken:

Prior to data collection, formal letters were sent to the Schools Division of Samar, the District Supervisor of Motiong, and the School Principals of the identified elementary schools. These letters requested permission to conduct the study in public elementary schools within the district. In the case of Grade 6 learners, special attention was given to obtaining informed consent from parents or legal guardians. Ethical

considerations were strictly followed, ensuring that participation is voluntary and that the research adheres to all applicable regulations and guidelines for research involving minors.

2.3. Statistical Treatment of Data

The data were tallied, organized, analyzed, and interpreted using the appropriate statistical tools both descriptive and inferential such as Frequency Count, Percentage, Median, Weighted Mean, Mean Absolute Deviation (MAD), Mode Mann-Whitney U-test for Independent Samples, Spearman's Rank Coefficient of Correlation, Chi-Square Test, Cramer's V-Test, and Fisher's t-Test.

Frequency Count. This statistic was used in reporting the profile of the teacher-respondents in terms of their age and sex, civil status, gross monthly family income, highest educational attainment, number of years in teaching, number of trainings attended, latest performance rating based on IPCRF, attitude toward e-learning. This was also used in reporting the personal profile of the student-respondents in terms of age and sex, parents' highest educational attainment, parents' occupation, gross monthly family income, types of technology used in learning, and attitude toward the e-learning approach.

Percentage. This statistical tool was used in presenting the proportion of the teacher and student-respondents having the same profile variates. The formula which was used (Sevilla et al. 1992:200):

$$P = [f/N] \times 100$$

where P refers to the percentage;
f refers to the number of occurrences; and
N refers to the total number of samples.

Median. This tool was used to describe if there is an even number of observations then there is no single middle value.

where: X=ordered list of values in data set;
n=number of values in data set

3. Results and Discussions

3.1 Implementation of Inclusive Education Principles

Relevant In-Service Training. Table 11 provides the regularity of attendance of the teacher-respondents to relevant in-service training in the different levels – national, regional, division, district, and school.

The preceding data showed that the teacher-respondents never attended national and regional level training while they sometimes attended division level training, oftentimes attended district level training, and always attended school level training.

The data signified that the teacher-respondents attended relevant in-service training which was accessible to them as part of their professional development.

Relevant In-Service Training of Teacher-Respondents

Level	Weighted Mean	Interpretation
National	1.04	Never
Regional	1.18	Never
Division	1.82	Sometimes
District	3.14	Oftentimes
School	3.79	Always

Legend: 3.50-4.00 Always
2.50-3.49 Oftentimes
1.50-2.49 Sometimes
1.00-1.49 Never

Attitude Toward e-Learning Approach. Table 12 presents the attitude of the teacher-respondents toward e-learning approach. There were 10 attitude statements appraised in this area.

The table presents that the teacher-respondents strongly agree along one attitude statement while they agree with six attitude statements, and were uncertain along three attitude statements with weighted means ranging from 3.39 to 4.54. From these attitude statements, "I believe students learn less in distance education courses" obtained the highest weighted mean.

Taken as a whole, the teacher-respondents agree on their attitude toward e-learning approach which is shown by the grand weighted mean of 4.02. This signified that the teacher-respondents manifested highly favourable attitude toward the use of e-learning approach in teaching.

Profile of Student-Respondents

This part provides information regarding the profile of student-respondents in terms of age and sex, parents' highest educational attainment, parents'

Attitude Toward e-Learning Approach of Teacher-Respondents

Attitude Statement	WM	I

1. I think distance education is not a viable alternative to learning compared to face-to-face environments	4.21	A
2. I believe students learn less in distance education courses	4.54	SA
3. I feel that grades will be lower for students in a distance education class	4.32	A
4. I believe there is less student-teacher interaction in distance education environments	4.18	A
5. I feel there is a high degree of depersonalization and anomie among students and teachers in distance education	4.07	A
6. I believe there is more academic dishonesty (cheating, plagiarism) in online courses	4.39	A
7. I think student discussions in distance education courses will seem impersonal and lack feeling compared to face-to-face classes.	4.21	A
8. I believe educational goals can be easily achieved through e-learning	3.46	U
9. I believe E-learning provides an opportunity for positive interaction between students with one another.	3.39	U
10. I feel that E-learning improves the student's self-learning skills	3.39	U
Grand Weighted Mean	4.02	
Interpretation	Agree	

Legend: 4.50-5.00 Strongly Agree (SA)
3.50-4.49 Agree (A)
2.50-3.49 Uncertain (U)
1.50-2.49 Disagree (D)
1.00-1.49 Strongly Disagree (SD)
Weighted Mean (WM)
Interpretation (I)

This part presents the relationship between the academic performance of the student-respondents and the identified factors, namely: student-related variates, perceived e-learning approach, and level of teaching competence.

Student-Related Variates. Table 30 presents the relationship between the academic performance of the student-respondents and their profile variates in terms of age, sex, parents' highest educational attainment, parents' occupation,

Relationship Between the Academic Performance of the Student-Respondents and Their Personal Variates

Variate	Association		Fisher's t-Value	p-Value @ α=.05	Evaluation/ Decision
	Coefficient	Degree			
Age	ρ = -0.046	Very Weak	0.600	0.557	NS / Accept Ho.
Sex	V = 0.080 (X^2 = 9.294;	Very Weak	1.046	0.411	NS / Accept Ho.

	df = 9)				
Parents' Highest Educational Attainment	ρ = 0.053	Very Weak	0.692	0.490	NS / Accept Ho.
Gross Monthly Family Income	ρ = 0.037	Very Weak	0.483	0.643	NS / Accept Ho.
Types of Technology Used in Learning	V = 0.070 (X^2 = 15.366; df = 18)	Very Weak	0.915	0.637	NS / Accept Ho.
Attitude Toward e-Learning Approach	ρ = 0.064	Very Weak	0.836	0.402	NS / Accept Ho.

ω=p=<.001<.05 pairwise normality deviated from the norm S = Significant
Fisher's t-Critical = ±1.984, df = 170 NS = Not Significant

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Appendix A. An example appendix

APPENDIX A

APPROVAL OF RESEARCH TITLE

Samar Colleges, Inc.
College of Graduate Studies
Catbalogan City

July 27, 2023

DR. NIMFA T. TORREMORO
Dean, College of Graduate Studies
Samar College

Madame:

The undersigned will enrol in thesis writing this First Semester, School Year 2023-2024. In this regard, I would like to present the following proposed thesis titles, preferably number 1 for your evaluation, suggestions, and recommendations:

1. E-LEARNING APPROACH AND ITS INFLUENCE TO TEACHERS' COMPETENCE AND STUDENTS' ACADEMIC ACHIEVEMENT
2. IMPLEMENTATION OF SCHOOL-BASED MANAGEMENT SYSTSYSTE AMONG SECONDARY AND ELEMENTARY SCHOOLS
3. ELEMENTARY AND SECONDARY SCHOOLS READINESS IN THE IMPLEMENTATION OF FACE-TO-FACE CLASSES

Very truly yours,

(SGD.) IRIS Q. MALABARBAS
Researcher

____ (SGD.) RENNO JOSE B. GABUYA, EdD
Evaluator
___ ((SGD.) IMELDA M. UY, EdD
Evaluator
____ (SGD.) LETECIA R. GUERRA, PhD
Evaluator

Approved Title Number: 1

Approved:

(SGD.) NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies