Student's Experiences in Distance Learning: Lens from BTVTEd Majors

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ABSTRACT

This study aimed to analyze and evaluate the students' experiences in distance learning. The purpose of this study was to fully understand the students' experiences in distance learning. The study was based on the data collected in April 2022 through an online survey questionnaire from 382 Bachelor in Technical-Vocational Teacher Education (BTVTEd) college students in Universidad de Manila during the Academic Year, 2021-2022. The collected data were analyzed using different statistical treatments, to test and verify the hypotheses. The researcher determined the demographic profile of the respondents such as gender, age, year level and major. Aside from this, the researcher also analyzed the perceptions as well as the experiences, challenges, and recommendations of the participants in distance learning in terms of gadgets availability, connectivity, learning management system (LMS), computer literacy, and interaction. The research revealed that based on students' experiences in distance learning, they strongly agreed in terms of gadgets availability and interaction. The researcher found out that there are significant differences on the students' perceptions on distance learning, rejecting the null hypothesis. This study recommended that the teachers and parents must actively provide guidance and support to the students in the learning process so that students can complete their tasks and overcome the challenges that they are experiencing on distance learning.

Introduction

Coronavirus-19 has had a significant impact on the world's educational scene. Due to the hazard posed by the pandemic, all schools in the Philippines were postponed in March 2019. As schools and colleges around the world grapple with the effects of COVID-19, finding effective ways to continue transporting education has become a top priority, especially when face-to-face instruction is no longer permitted.

Government agencies, such as the Department of Education (DepEd) and the Commission on Higher Education (CHED), promoted online classes or flexible learning to address the pandemic issues and the constraints forced on schools to observe health protocols and practice social distancing. Thus, schools are now looking into the viability of implementing online classes or flexible learning. Because there are no limits on time, place, or pace of study, flexible learning seems to be the most practical approach. Flexible Learning (FL) appears to be the most suitable instructional modality at the height of COVID-19. Although flexible learning is no longer a new mode of instruction in higher education, past studies have revealed several problems. These include limited learners' readiness, the lack of distinction in pedagogy, and the lack of authorization in content development or merely teaching with predefined content. Furthermore, many universities and colleges are not equipped with infrastructures that facilitate online teaching, and students do not have access to computer hardware and internet services.

On the insights of students toward distance education, it's necessary for them to know what distance education is. Distance Education refers to an interactive, educational process between two people, student, and teacher, separated by physical distance *(Harry, et al., 1993, p.32)*. What it means is that distance education delivers equal opportunities to learners and reduces the distance among communicators for global, competitive learning environments among the countries.

HEIs have employed various modes of remote learning such as synchronous or real time online classes, and asynchronous or delayed-time classes. Moreover, faculty members are now being taught the use of various learning management systems (LMS)as part of their training for online classes, trainings are also being held to equip faculty members with skills for synchronous and asynchronous classes such as the use of platforms for video communications, and video recording and editing. Some are also being required to create course packs or modules that will be available for students who do not have access to the internet.

However, despite these efforts, several opinions are associated with remote learning especially with distance classes or e-learning. According to Bao (2020), the sudden change in remote learning has caused challenges to faculty members such as lack of online teaching experience, early preparation, or support from educational technology teams. For students, accessibility, affordability, flexibility, learning

pedagogy, and lifelong learning are arguments raised related to online pedagogy (Dhawan, 2020).

Students' insights are the main concern to set the roles of the students through knowing how they interact with teachers. Distance Education requires contact between the teacher and the student through their technical, academic, and personal roles to implement technology-based communication, and distance education offers an opportunity for educators to extend their academic offerings to new students and address the issue of equal educational standards. Everyone also can consult the uses of this kind of education. Students become more self-realized, responsible for their training and learning. Distance Education is an activity that holds the whole of the student activity, responsibility, and willingness for getting, asking for the related questions, answers. Distance Learning or Education is both a system and a process that fix learners with distributed resources. Educators' role becomes only just as facilitator while the student involves active learning in the form of constructivism. Distance Education delivers an opportunity for the student to interrelate with the teacher as soon as he/she encounters a need for this interaction. As a learning environment, there is positive correlation between students' perceptions of instructor immediacy of response with students with effective learning. Going distance education for the active learners takes planning and the understanding of available collaborating distance learning possibilities *(Notar, et al., 2002)*.

The purpose of this study is to identify and determine what the undergraduate students' experiences are concerning Distance Learning. The researchers focused on students' experiences on distance learning

Literature Review

In the study of Cruz, Maming, Raagas (2021) entitled "Lived Experiences of Senior High School Learners Under the Online Learning Mode at Goshen School of Technology and Humanities", one of the themes that was revealed is that the academic performance of the students is affected by knowledge tools issues, internet connectivity issues, study area, physical capability, and mental capability. It was also revealed that to stay flooded with the new normal, learners under online learning modalities must have their learning tools, materials, and equipment. The study showed that the learners had an outmoded gadget on hand that affects their academic performance, slow internet connection, lack cellular phone load, and malfunctioned apps affected their concentration while having an online class. However, the findings explained that the learners were provided with an area for online learning but sometimes got distracted because of the noisy environment.At this point, wherein everyone is greatly affected by this disturbance and particularly those in the online learning modality. Some expressed issues like they were attacked physically and mentally. The switching of traditional classes to online platforms intensely hit the learners to suffer from physical health issues. Learners experienced eye discomfort due to screen radiation because of too much contact to gadgets, back pain, and headache. Moreover, learners also experienced stress, anxiety related to family issues, pressure in schoolwork, and coping devices towards online platforms.

Lived experience is a person's first-hand experience of living in a particular place. A person's lived experience will be made up of their thoughts, feelings, opinions, and attitudes towards the place that they live in. Lived experience accounts from residents, if gathered and recorded, is important qualitative research. A person's lived experience is significant because it will impact a person's attachment to a place and will alter their level of engagement in that place. A person's lived experience and attachment will influence their arrogances towards the place in which they live. A person's lived experience will also influence the actions and decisions they make in the place where they live (Study Smarter, 2022).

The education sector was aware of the concerns about the ways of teaching and learning. Crosby et al (2020) noted that there were fears and mental and social well-being issues that translated to fear of not being safe. The familiarity of both students and teachers with distance learning was another source of concern (Jacobs & Ivone, 2020). However, given the situations and challenges of the pandemic, distance learning was perhaps the best option for students to learn while staying safe at home (Nasr, 2020). Heredia, Carvalho, and Vieira (2019) suggested that "learning is a subjective experience, often influenced by an individual's immersion in a complex mix of elements and interactions, which may be mediated or improved by using technologies" (p.10). Learning remains possible under any circumstance. While we face the pandemic, education could continue given the fact that now more than ever, we have the technology to make effective teaching and learning feasible even from a distance. Learning from home has become the design that schools follow to ensure the education of students while there is an ongoing global pandemic.

Methodology

The researcher used the mixed method of research.The mixed method involves combining or integration of qualitative and quantitative research and data in a research study. The researcher chose to focus on the mixed approach design to determine the students' experiences in distance learning. The researcher also used the Descriptive Survey method, the most familiar method of descriptive research is surveys; it involves interviews or discussions with larger audiences and are often conducted on more specific topics.

The purpose of descriptive research is, to describe, as well as explain, or validate some sort of hypothesis or objective when it comes to a specific group of people (McNeill. 2019). Qualitative type of research, which is defined according to Berg (2007) as research that refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and description of things. Furthermore, Qualitative research is a scientific process ofobservation that gathers non-numerical data and focuses more on meaning-making and interpretation to make a conclusion. To further describe this study, it can also fall under the*Phenomenological Research*that uses a qualitative research approach to study, analyze, and describe the common lived experiences of a particular group. This type of qualitative study also aims to describe different experiences from the perspectives of those who have experienced it. Particularly in this study, this aims to study the case of students who attended online classes during the time of pandemic.

The researcher used Purposive Sampling, in this sampling technique, the researcher selected the respondents based on the characteristics of a population and the objective of the study. It can help to answer the research questions and to achieve the research objectives. The researcher picked BTVTE college students in Universidad De Manila during the academic year of 2021-2022, for quantitative, there are 379 respondents while for qualitative, there are a total of 16 participants. This is to know the experiences, challenges, and recommendations of students in Universidad De Manila on Distance Learning.

Results

This section contains the analyzed data for the study. Furthermore, it presents the findings relevant to the student's experiences in distance learning: lens from BTVTED majors. Based on each research question, the combination of quantitative and qualitative approaches determined the overall feasibility of the research.

Table 1 presents the demographic profile of the respondents. For the quantitative part, the following were found among the respondents, majority are from 21-25 years old and are females. In terms of specialization, the respondents were distributed in different majors.

Table 2 presents the students' perceptions on distance learning in terms of gadgets availability. It is shown that the respondents strongly agreed on the perception of distance learning in terms of gadgets availability, with an overall mean of 3.43. The respondents strongly agreed about the following: I believe that it is important to have a personal gadget to use for online learning, with a mean score of 3.77; having a personal gadget helps me to customize my personal needs, with a mean score of 3.69. On the other hand, they agreed on I own or have daily access to a computer, with a mean score of 2.84.

According to the study of Ratnasari, Dewi and Haryanto (2019) Utilization of gadgets in learning at school plays an important role as a source of learning and supports the process of learning to be comfortable, so that the creation of learning processes is effective and efficient to improve student learning outcomes.

Table 3 presents the students' perceptions on distance learning in terms of connectivity. It is shown that the respondents agreed on the perception on distance learning in terms of connectivity, with an overall mean of 3.24. The respondents strongly agreed on "It is necessary to have a strong internet connection to complete my tasks", with a mean score of 3.60. On the other hand, they agreed on the following: I own or have proper Internet access at home, with a mean score of 3.03; I can easily access the Internet as needed for my studies, with a mean score of 3.08.

According to Hall, D. A. (2021, October 14) High-speed Internet may not be an option in all the towns where students live, so instructors should keep this in mind when designing a course and delivering content. For some students, required virtual meetings or hours of video-watching will require them to drive to neighboring towns or sit in the parking lot of a business with open-access Wi-Fi.

Table 4 presents the students' perceptions on distance learning in terms of learning management system (LMS). It is shown that the respondents strongly agreed on the perception on distance learning in terms of learning management system (LMS), with an overall mean of 3.26. The respondents' perceptions on I am willing to access our Learning Management System (LMS) daily to check announcements, has a mean score of 3.37 which means strongly agreed. I feel that our Learning Management System (LMS) is smooth and reliable, with a mean score of 3.24. and I can easily access our Learning Management System (LMS), with a mean score of 3.18.

According to Turnbull, D. (2020, March 5) Education is seen as an important vehicle to foster relationships with countries in the Asia-Pacific region – particularly with Australia's most important economic partner, China. There are many prior studies that have explored the impact of Learning Management Systems (LMSs) on users, through a variety of research designs. However, the diversity of research designs used means that the nuances and subtleties of the diverse approaches, particularly in the context of Australia and China are unknown.

Table 5 presents the students' perceptions on distance learning in terms of computer literacy. It is shown that the respondents agreed on the perception of distance learning in terms of computer literacy, with an overall mean of 3.11. The respondents strongly agreed on I can open, modify, save, download, and upload documents, with a mean score of 3.36. On the other hand, they agreed on the following: I possess sufficient computer keyboarding skills for doing online work, with a mean score of 3.17; I can easily fix my computer if I encounter computer problems, with a mean score of 2.82.

According to the study of Link and Marz (2006) At the Medical University of Vienna, most information for students is available only online. In 2005, an e-learning project was initiated and there are plans to introduce a learning management system. In this study, we estimate the level of students' computer skills, the number of students having difficulty with e-learning, and the number of students opposed to e-learning.

Table 6 presents the students' perceptions on distance learning in terms of interaction. It is shown that the respondents strongly agreed on the perception on distance learning in terms of interaction, with an overall mean of 3.34. The respondents strongly agreed on face-to-face contact with my classmates and instructors are necessary to learn, with a mean score of 3.55. On the other hand, they agreed on the following: I am willing to actively communicate with my classmates and instructors electronically, with a mean score of 3.24; I feel comfortable communicating online, with a mean score of 3.22.

According to the study of Salmi, L. (2013) Interaction and community building are essential elements of a well-functioning online learning environment, especially in learning environments based on investigative learning with a strong emphasis on teamwork. In this paper, practical solutions covering quality criteria for interaction in online education are presented for a simple implementation using standard generally available tools. The solutions are evaluated based on student experiences reported in writing in response to a qualitative survey given to adult university business students. In student responses, the importance of an active online presence by instructors was emphasized, as well as the availability of team meeting platforms. Blogs were seen as an effective way to support learning. Face-to-face interaction, both between students and between students and instructors, was seen as less important than expected.

Indicated in table 7 is the significant difference on the perceived distance learning when grouped according to their profile. The profiles of age, sex identity, and specialization showed that the p-values were higher at 0.05 level of significance, hence, it failed to reject the hypotheses. There was no significant difference on the distance learning when grouped according to their profile.

The findings of the study coincided with the results of the study of Lyons (2010) in terms of age and rank as it has a significant impact on the teacher's teaching competency as they have more years of cumulative teaching experience.

It also coincided with the results of the study of Gurley et. al. (2016) which concluded that factor such as sex, civil status, length of service, and highest educational attainment or the knowledge of online/offline applications do not show significance in teacher's competencies.

The experiences, challenges, and recommendations of participants on distance learning in terms of gadget's availability, connectivity, learning management system (LMS), computer literacy and interaction

Table 8 depicts the experiences of participants in distance learning in terms of gadget's availability, connectivity, learning management system (LMS), computer literacy and interaction.

The experiences identified by the participants in terms of gadget's availability are comfortable and no issue in gadget/s, gadget problem, struggling in using one device, difficulty in learning, struggling to do schoolwork. On distance learning are fast connection, internet and signal are not stable, no Wi-Fi connection at home. In terms of learning management system (LMS) are useful, LMS is hard to learn, in terms of computer literacy are computer literate, still learning computer skills. in terms of computer literacy are computer literate, still learning computer skills. in terms of interaction are: can communicate both online and in person, difficult to interact due to slow connection, can communicate online only.

According to the Animation Xpress Team (2021) Nowadays, gadgets play an important role for students. These gadgets are very important for them since they need to improve their learning skills and enhance their knowledge. However, teachers can also improve their teaching skills through them. Hwee Ling Koh and Yen Pei Kan (2020) Despite continual upgrades, students tend to use the administrative functions of learning management systems more frequently than their learning applications.

Table 9 depicts the challenges of participants in distance learning in terms of gadget's availability, struggle with internet connectivity, struggle with the LMS, lack of computer skills training, noise distraction, struggle with subjects and struggle with communication.

In the study of Segbenya, M., Bervell, B., Minadzi, V. M., & Somuah, B. A. (2022).Stated that the four main perceived challenges identified were unreliable power/electricity and internet connectivity, lack of collaboration and motivation during online learning. Therefore, it was recommended that steps are taken to resolve the perceived challenges while adopting the blended approach comprising face-to-face and online learning. The blended learning approach would enable students to adjust better and appreciate its usefulness in distance education.

Table 10 depicts the recommendations of participants in distance learning in terms of gadget's availability, connectivity, learning management system (LMS), computer literacy and interaction.

Taylor and Francis (2018) stated that the results indicate that the use of laptops has provided better results in terms of student's engagement with the videos, their collaborative behavior and satisfaction with the device. Hence, the findings of this research suggest that the type of mobile device used in activities that consider the use of videos in a collaborative class need to be carefully chosen to maximize the student's comfortability – and in consequence, their engagement with the video-based learning activity and their positive behavior and experience within the collaborative context.

Conclusions

The student respondents revealed that distance learning is excellent and essential for their degrees, but their access to the computer and other devices they would use for online

learning is sometimes not accessible and averagely available. The profiles of age, sex identity, and specialization showed that the p-values were higher at 0.05 level of significance, hence, it failed to reject the hypotheses. There was no significant difference on the distance learning when grouped according to their profile. On the other hand, the researcher also got the experiences, challenges, and recommendations of the students on distance learning in terms of gadget's availability, connectivity, learning management system (LMS), computer literacy, and interaction through the open-ended questions provided in the survey. The researchers found out that the results of coding revealed that in distance learning most of the participants experienced comfortable and no issue in gadget/s in terms of gadget's availability, in terms of connection, most of the participants experienced internet and signal are not stable, in terms of learning management system (LMS) most of the participants experienced that the LMS is useful, in terms of computer literacy most of the participants experienced basic computer skills, in terms of interaction most of the participants experienced that they can communicate both online and in person. While most of the participants challenges in distance learning in terms of gadgets availability are lack of gadget, in terms of connectivity, most of the participants challenges are slow connection, in terms of learning management system, most of the participants challenges are slow and inaccessible, in terms of computer literacy, most of the participants challenges are lack of computer skills and knowledge, and in terms of interaction, most of the participants challenges are loss of connection. However, most of the participants recommended that in distance learning in terms of gadgets availability, is to have a personal device, in terms of connectivity, most of the participants recommended to look for a place that has strong signal and choose the best internet provider, in terms of learning management system (LMS), most of the participants recommended to use other LMS, in terms of computer literacy, most of the participants recommended to improve computer skills, and lastly in terms of interaction, most of the participants recommended to improve interpersonal skills.

Given that the respondents recognized and appreciated the value of educational technologies they used during distance learning, it is recommended that before the onset of the semester, they should be trained in using the applications, technologies, and websites that their instructors will adopt in their classes. Also, instructors should be trained in this new kind of making set up to ensure the success of its implementation in the field, and they are likewise be trained in offering support to their students who will encounter burnout, low motivation, stress, and difficulties in using technology. Likewise, the school administrators should also consider the nature of socio-economic conditions of learners to adjust to their needs and thereby improve the learning condition in Higher Education Institutions during the New Normal set up to ensure quality graduates from their college or university.

Due to the widespread effect of the COVID-19 pandemic, various institutions such as universities and colleges have shifted to distance classes to keep the safety of everyone in the school's community. Because of this, many students and teachers must adapt to the new system of online learning, most especially here in the Philippines wherein traditionally, face-to-face and on-site classes are protruding and commonly used.Nevertheless,the researchers have conducteda study on the student's experiences in distance learning. Aligned with this, are the following

recommendations which can be used to further improve the research study. Students need to be oriented on how to learn independently. They need to be oriented about how to properly use their printed modules and how to effectively learn using this medium. The use of modalities should be based upon the realities of the students.

Their aptitude and environment should be considered. In addition, the use of varied teaching strategies should be implemented and reinforced to accommodate the needs of the learners.

Acknowledgement

Table 1. Demographic Profile of the Respondents

	Characteristics	Frequency	Percentage
Age	16-20 years old	28	7.3
	21-25 years old	344	90.1
	26 and above	10	2.6
	Total	382	100
Sex Identity	Male	166	43.5
	Female	216	56.5
Year level	3rd year	192	50.3
	4th year	190	49.7
	Total	382	100
Specialization	HRST	141	36.91
	FSM	74	19.37
	CPT	55	14.40
	ECT	7	1.83
	ET	47	12.30
	HVAC	31	8.12
	AMT	14	3.66
	GFD	13	3.40
	Total	382	100.00

Table 2.Student's Perception on Distance Learning in terms of Gadgets availability

No.	Indicators	Mean	Verbal Interpretation
1	I own or have daily access to a computer.	2.84	Agree
2	I believe that it is important to have a personal gadget to use for online learning.	3.77	Strongly Agree
3	Having a personal gadget helps me to customize my personal needs.	3.69	Strongly Agree
	Overall Mean	3.43	Strongly Agree

Legend: 3.25 – 4.00 Strongly Agree; 2.50 – 3.24 Agree; 1.75 – 2.49 Disagree; 1.00 – 1.74 Strongly Disagree.

Table 3. Student's Perception on Distance Learning in terms of Connectivity

No.	Indicators	Mean	Verbal Interpretation
1	I own or have proper Internet access at home.	3.03	Agree
2	I can easily access the Internet as needed for my studies.	3.08	Agree
3	It is necessary to have a strong internet connection to complete my tasks	3.60	Strongly Agree
	Overall Mean	3.24	Agree

Legend: 3.25 – 4.00 Strongly Agree; 2.50 – 3.24 Agree; 1.75 – 2.49 Disagree; 1.00 – 1.74   Strongly Disagree.

Table 4.Student's Perception on Distance Learning in terms of Learning Management System (LMS)

No.	Indicators	Mean	Verbal Interpretation
4	I can easily access our Learning Management System (LMS).	3.18	Agree
5	I am willing to access our Learning Management System (LMS) daily to check announcements.	3.37	Strongly Agree
6	I feel that our Learning Management System (LMS) is smooth and reliable.	3.24	Agree
	Overall Mean	3.26	Strongly Agree

Legend: 3.25 – 4.00 Strongly Agree; 2.50 – 3.24 Agree; 1.75 – 2.49 Disagree; 1.00 –1.74 Strongly Disagree.

Table5.Student's Perception on Distance Learning in terms of Computer literacy

No.	Indicators	Mean	Verbal Interpretation
7	I possess sufficient computer keyboarding skills for doing online work.	3.17	Agree
8	I can open, modify, save, download, and upload documents.	3.36	Strongly Agree
9	I can easily fix my computer if I encounter computer problems.	2.82	Agree
	Overall Mean	3.11	Agree

Legend: 3.25 – 4.00 Strongly Agree; 2.50 – 3.24 Agree; 1.75 – 2.49 Disagree; 1.00 – 1.74   Strongly Disagree.

Table6.Student's Perception on Distance Learning in terms of Interaction

No.	Indicators	Mean	Verbal Interpretation
13	I feel comfortable communicating online.	3.22	Agree
14	I am willing to actively communicate with my classmates and instructors electronically.	3.24	Agree
15	I feel that face-to-face contact with my classmates and instructors are necessary to learn.	3.55	Strongly Agree
	Overall Mean	3.34	Strongly Agree

Legend: 3.25 – 4.00 Strongly Agree; 2.50 – 3.24 Agree; 1.75 – 2.49 Disagree; 1.00 – 1.74 Strongly Disagree

Table7.Significant difference in the respondents' perception of distance learning when grouped according to their profile

Profile	P-value	Significant (0.05)	Decision
Age	0.630	Significant	Reject H0
Sex identity	0.551	Significant	Reject H0
Year level	0.021	Not significant	Fail to Reject Ho
Specialization	0.551	Significant	Reject H0

Table 8.Experiences of Participants in Distance Learning

Themes	Participants	Selected Responses
Comfortable and no issue in gadget/s	P1, P2, P4, P5, P9, P12, P13,	The experience was good because all the students nowadays are trying their best to adjust
Gadget problem	P3, P6, P7, P10	"It was not good because I was using only my smartphone."
Struggle doing schoolwork	P11, P10	"It was hard, I felt that I wasn't studying." "It was hard to bear and I passed some assignments and school requirements." -
Fast connection	P1, P2, P5, P9, P14	"My internet connection is not good and positive."
Internet not stable	P3, P4, P6, P7, P8, P12, P13, P16 P6, P7, P10, P11	"Internet and signal are not stable" "My interaction with my teachers is hard because sometimes we don't understand because of the Internet connection."
No Wi-Fi connection at home	P10, P11, P15 P6, P7, P10, P11	"My experience was not good because I only used data connection" "My interaction with my teachers is hard because sometimes we don't understand because of the Internet connection."
LMS is useful	P1, P3, P4, P5, P6, P7, P8, P9, P10, P12, P13, P14, P15, P16	"The learning management system is easy to adapt to."
LMS is hard to learn	P2, P11	"It is hard to learn."
Computer Skills	P1, P2, P4, P5, P7, P8, P9, P10, P13, P14, P15, P16 P3, P6, P11, P12	"I'm literate in using computers." "I'm still learning to use a computer."
Manageable Online class	P1, P2, P3, P4, P5, P8, P9, P12, P13, P14, P15, P16	"I'm good at interacting with my classmates." "I'm good at this because I'm not vocal or showy."

Table9. Challenges of Participants in Distance Learning

Themes	Participants	Selected Response
Lack of gadget	P1, P7, P8, P14P13, P15, P16	"I have an old phone and not having another gadget to use was so hard in distance learning." "My device sometimes lag."
Struggle with internet connectivity	P1, P2, P3, P4, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P1 P8	"My internet connection was not consistent." "Barriers in communication such as noise, internet disconnection." "Internet disconnection is one of the challenges in online interaction."
Struggle with the LMS	P1, P2, P3, P6, P7, P8, P9, P10, P11, P12, P13, P16 P14	#Sometimes if there are many users the Moodle is always down." "LMS are not easy to use." "Not knowing if there are announcements that didn't pass by."
Lack of computer skills training	P2, P3, P6, P7, P8, P9, P11, P12, P13, P14, P15	"I'm still learning to have computer skills."
Noise distraction	P2, P3, P6, P9, P10, P7, P16	"Barriers in communication such as noise, internet disconnection."
Struggle with subjects	P8, P11	"It was always challenging us to learn now that it's all online."
Struggle with communication	P13	"Although it is easy for us to communicate to our teachers and classmates, sometimes the instructions given to us are not clear and that results in miscommunication."

Table 10.Recommendations of Participants in Distance Learning

Themes	Participants	Selected Response
Gadget's availability	P1, P5, P6, P7, P8, P9, P15, P16 P11, P12, P13, P14	"During this online class, you must have at least 1 smartphone or if you can buy a laptop much better"
Internet connectivity	P1, P2, P4, P5, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16	"Always ready and conserve data load or internet connection." "The local governments should provide the internet connection especially to the students." "Use Wi-Fi instead of data connection." "We should inform our professor immediately if we had a bad signal or connection." "Don't force the student to open the camera because sometimes it can affect the signal."
LMS	P1, P2, P3, P13 P4, P9, P11 P7, P12 P8, P10, P14, P15, P16	"Updating overnight and notify student's days before maintenance of the system." "Make sure you know how LMS works." "It needs to be considerate with admins, faculty, profs, and students also." "Use another e-learning LMS that is accessible to all."
Computer Literacy	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16	"Reading proper etiquette of technology, computer, internet, and social media." "We must learn enough skills in computer literacy." "They always need to guide us and be with us to teach as always when we need to. And may they always consider students like her that have no sources of any gadget except the phone."
Interaction	P1, P2, P3, P4, P5, P7, P8, P9, P10, P11, P12, P13, P14 P15, P16	"Make sure you have a good internet connection and have a peaceful environment during online class." "We must learn to interact with other people." "Conduct a face-to-face class to have an interaction." "May they always check up on students and have some consideration in giving some activity and assignments." "Use different online platforms to interact with our teachers and classmates."

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