

FACTORS AFFECTING STUDYING BY TEACHER EDUCATION STUDENTS AMIDST PANDEMIC

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ABSTRACT

Based from the literatures, there are numerous factors that greatly affects the studying of the students amidst pandemic. The study have used descriptively correlational research design where survey questionnaire as the main instrument in gathering data. There are 100 Teacher Education Students that served as the participants of the Study. The research instrument have two parts; profile of the participants and factors affecting their studies. The factors affecting their studies include; Personal, Teacher, Motivation to Learn and Learning Environment. Based from the results of the study, it was concluded that; most of the participants ages from 20-21, female, non-working and have a 1-3 siblings. They have a monthly family income of P10,000 and below. The participants have agreed that all the factors affects their studying amidst pandemic. There is a significant difference in the teacher, learning environment and motivation factors that affects studying when grouped according to profiles monthly family income and siblings.

Keywords: Pandemic, Studying, Teacher Education Students

INTRODUCTION

The COVID-19 Pandemic have greatly affects the educational system that has led to shifting the operation, culture, practices, and modalities. Learning should be constant despite of current predicament. Learners should be resilient and continue learning. This are just challenges and part of pursuing this golden opportunity to study despite of all the crisis faced by the Country (Malindog-Uy, 2020).

Based from the study of Baticulon, et. al., (2021) there were barriers were classified under five categories: technological, individual, domestic, institutional, and community barriers.

Application of e-learning is in trend and suitable in todays' predicament. Though, it was contradicted by Almaiah, et. al. (2020). She stated that it is the provision and utilization of online learning indeed challenging for most of the universities. Aside from that, there were difficulty in adjusting the learning styles, while having to perform responsibilities at home along with poor internet connection (Baticulon, et. al., 2021)

A survey conducted by Alipio (2020) revealed that due to the shifting into online classes, the Filipino university students was caught off guard with its accompanied difficulties. Financial, operational and internet connectivity should be considered in the low-income sectors and rural areas. Moreover, there are students who put their lives at risk just so not to be left behind in

their own education (Marquez, et. al., 2020). Aside from the technological barrier, learning environment have also become a problem. The environmental factors; lights, noise & temperature have significant direct effects on the academic performance among university students. (Vargas et al. 2020)

According to a research conducted by Labrague & Ballad (2020), college students who are subjected to a period of lockdown or house confinement report feeling moderate degrees of exhaustion. Kids who are more resilient and have a greater sense of social support are less fatigued during lockdown than students who lack these qualities. During the epidemic, many Filipinos have been feeling moderate to severe anxiety and moderate to severe depression that has a psychological effect (Tee, et. al., 2020). Young people such as college students are particularly vulnerable to the adverse mental and psychological health consequences of the stay-at-home orders or lockdown measures, as they pose a potential threat to their physical, mental and emotional health as well as their educational and developmental progress (Singh, et. al., 2020).

Similarly, Nell, Hood, and Graff (2020) found that college students were demotivated throughout the crisis. There is a lot of material to keep a record of in the virtual courses, and this may make it difficult to concentrate. Students have a tough time preparing for tests since deadlines are uncertain, assignments include errors, and the exams themselves are unclear. While the epidemic is wreaking havoc on the nation's finances and the mental health of Filipino families, kids and teachers alike, persistent concerns of inequity, deprivation, and regressive politics have put them in an impossible situation (Marquez, et. al., 2020).

With these literatures, it is obvious that there are numerous factors that greatly affects the studying of the students amidst pandemic.

The goal of this research is to discover the factors that affects the studies among education students.

THEORETICAL FRAMEWORK

According to Mc Leod (2020) he described Behaviorism learning theory as all behaviors are learned through interaction with the environment through a process called Conditioning. Thus, behavior is a response to environmental stimuli.

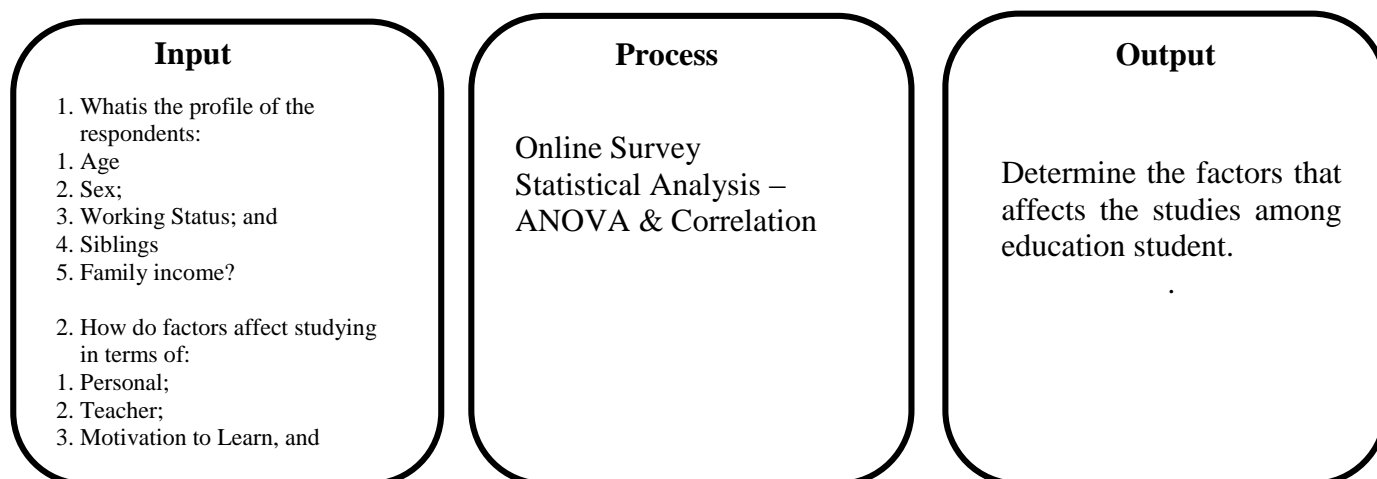


Figure 1. Conceptual Paradigm of the Study

The input – process – outcome model was used in the study. The profile of the respondents and factors affecting studying are part of the input. The process included the data gathering and analysis approach. The outcome of this study is the determined factors that significantly affect their studying.

METHODOLOGY

The study have used descriptively correlational research design where survey questionnaire as the main instrument in gathering data. Purposive sampling was used. There are 100 Teacher Education Students that served as the participants of the Study. The research instrument have two parts; profile of the participants and factors affecting their studies. The factors affecting their studies include; Personal, Teacher, Motivation to Learn and Learning Environment. The study have used SPSS to organize, treat and analyze the data gathered.

RESULTS AND DISCUSSION

Profile of the Respondents

The profile of the teacher education students was determined to give a more comprehensive background of their age, sex, working status and year level. Questionnaires were floated to 60 respondents.

Age. Based on the table, it can be described that the Prospective Elementary Teacher ages 20–21 years old has the highest frequency and percentage of responses which is equivalent to Forty-two (42) or 42%, while the student ages 18-19 has the lowest response frequency and percentage of Twenty-eight (28) or 28%.

Sex. Based on the table, the number of female respondents is higher than the male respondents. The female respondents have a frequency of Seventy-eight (78) or 78%, while the male has Twenty-two (22) or 22%.

Table 1. Frequency and Percentage Distribution of the Profile of the Respondents

PROFILE	FREQUENCY	PERCENTAGE	
AGE	<i>18-19</i>	<i>28</i>	<i>28</i>
	<i>20-21</i>	<i>42</i>	<i>42</i>
	<i>22-23</i>	<i>30</i>	<i>30</i>
SEX	Male	22	22
	Female	78	78
WORKING STATUS	Part-time	28	10
	Non-working	72	90
FAMILY MONTHLY INCOME	10,000 & below	39	39
	10,001 – 20,000	29	29
	20,001 & 30,000	27	27
	30,001 & above	5	5
SIBLINGS	None	36	36
	1-3	49	49
	4-6	14	14
	7-9	1	1

WORKING STATUS

Moreover, based from the table it showed that a most of the participants is non-working evident with a frequency and percentage of Seventy-two (72) or 72%, while some of them are having part-time job while studying with a frequency and percentage of Six (28) or 28%.

FAMILY MONTHLY INCOME

Based from the table, it shows that most of the participants has a family monthly income of P10,000 and below with a frequency of Thirty-Nine (39) or 39%, while least of them has a family monthly income of P30,001 and above with a frequency of Five (5) or 5%.

Siblings. Based from the table it revealed that most of the respondents has one to three siblings with a frequency of 49. Meanwhile, only One (1) or 1% of the participants has a sibling of seven to nine.

Factors Affecting Studying of Teacher Education Students Amidst Pandemic

Table 2. Personal-Factor Affecting the Studying of Education Students

Personal	Mean	SD	VD
1. Has good health and physically fitted.	4.51	0.69	SA
2. Safe from diseases and sickness.	4.06	1.04	A
3. Has self-discipline.	4.41	0.89	A
4. Has healthy mentality.	4.12	0.70	A
5. Can resolved own problems without affecting the studies.	3.84	0.70	A
6. Self-regulation in studying.	4.40	0.65	A
7. Can manage time appropriately for the study priorities.	4.06	0.93	A
8. Determined to accomplish every activities/ duties given.	4.36	0.75	A
9. Has a teachable attitude. Accepts and learn from own fault.	4.12	0.77	A
10. Has determination to face challenges on own.	4.13	0.92	A
Total	4.20	0.80	A

The table revealed that among the indicators in the personal-factor that affects studying,, indicator 1 “Has good health and physically fitted.” got the highest mean of 4.51 with standard deviation of 0.69 which described as Neutral. Meanwhile, indicator 5 “Can resolved own problems without affecting the studies.” got the lowest mean of 3.84 with standard deviation of 0.69 which perceived as Agree.

The overall grand mean is 4.20 with a standard deviation of 0.80 which are perceived as Agree. It means the personal-factors affects the studies of the students.

The participants perceived that having a good health and physically fit has greatly affecting their studies. However, students' well-being has suffered greatly as a result of online education. Vitamin D insufficiency, inactivity-related eye conditions, calcium inadequacy, and poor ergonomics are all consequences (Choudhary, 2021). Also, research shows that greater self-

efficacious learners get more out of studying and learning because they are more emotionally engaged in the process (Hayat, Shatiri, Amini & Shokrpour, 2020).

Table 3. Teacher-Factor Affecting the Studying of Education Students

Teacher	Mean	SD	VD
1. Giving of clear and concise instructions for every activities given.	4.51	0.70	SA
2. Offering of time to entertain questions/ queries among learners.	4.49	0.62	SA
3. Offering of time to talk to the students about their concerns in the subject.	3.90	0.54	A
4. Providing of clear and concise announcements to the students.	4.26	0.94	SA
5. Reminding of retrieval and submission of requirements.	4.37	0.70	A
6. Showing of teacher affection towards learning and learners.	4.18	0.89	A
7. Showing of concern among the students' circumstances.	4.12	0.79	A
8. Lending an ear with the students concerns, explanation and others.	4.52	0.68	SA
9. Eager to establish learnings among the learners.	3.94	0.79	A
10. Offering a helping hand among students.	4.04	0.77	A
Total	4.23	0.74	A

The table revealed that among the indicators in the teacher-factor that affects studying, indicator 8 “Lending an ear with the students concerns, explanation and others.” got the highest mean of 4.52 with standard deviation of 0.68 which described as Strongly Agree. Meanwhile, indicator 3 “Offering of time to talk to the students about their concerns in the subject.” got the lowest mean of 3.90 with standard deviation of 0.54 which perceived as Agree. The overall grand mean is 4.23 with a standard deviation of 0.74 which are perceived as Agree. It means the teacher-factors affects the studies of the students.

According to Rice (2003) quality of teachers is the most significant school-related factor impacting student accomplishment. Skills, knowledge, and desire on the part of a teacher may positively impact student learning (Traylor, 2020). A study by Siachifuwe (2017) found that students' poor academic performance in Open Learning Classes was caused by a number of teacher-related factors, such as a lack of teacher motivation, inadequate teacher preparation, a lack of punctuality on teachers' part, as well as a lack of teaching aids and non-marking of students' exercises.

Table 4. Learning Environment-Factor Affecting the Studying of Education Students

Learning Environment	Mean	SD	VD
1. Having a designated/ reserved learning area.	4.41	0.63	A
2. Having an Internet connection reserved for study purposes.	4.35	0.82	SA
3. Having a proper lighting that helps when studying .	3.83	0.71	A
4. Having a conducive learning environment. (Good lightings, comfortable etc.)	4.51	0.70	SA
5. Having a sufficient learning materials like books, gadgets and others solely for study purposes.	3.85	0.69	A
6. Having no distractions in the learning place. (Noise, playing kids etc)	4.62	0.72	SA
7. Having a proper ventilation to breath when studying.	4.25	0.88	SA
8. Having no other family activities conducted; parties, karaoke etc; when studying.	4.06	0.75	A
9. Having a reserved mobile load/ data for study purposes.	4.38	0.83	SA
10. Having a sufficient device like cellphones and laptops.	4.27	0.77	A
TOTAL	4.25	0.75	A

The table revealed that among the indicators in the learning environment-factor that affects studying,, indicators 6 “Having no distractions in the learning place. (Noise, playing kids etc).” got the highest mean of 4.62 with standard deviation of 0.72 which described as Strongly Agree. Meanwhile, indicator 3 “Having a proper lighting that helps when studying . ” got the lowest mean of 3.83 with standard deviation of 0.71 which perceived as Agree.

The overall grand mean is 4.36 with a standard deviation of 0.64 which are perceived as Agree. There are several factors in the surroundings that may significantly affect the students learning. According to Hendrix (2019), seating, lighting, noise, and even color may all have an impact on how well students learn. There is a strong correlation between a favorable learning environment and a student's overall capacity to learn. However, based on the opinions of those polled, noise is the most significant element affecting them right now. In the research findings of Diaco (2014), it was found that there was statistical evidence that students' cognitive performance was adversely impacted by noise pollution in the typical learning contexts.

Table 5. Motivation to Learn-Factor Affecting the Studying of Education Students

Motivation to Learn	Mean	SD	VD
1. Eager to graduate the education degree.	3.95	0.78	A
2. Interested in learning the subjects.	4.51	0.70	SA
3. Studied the subject intently because it is important in one's life.	4.19	0.81	A
4. Determined to always get an excellent test/ activity scores.	3.83	0.68	A
5. Eager to accomplish every activities with the intention to learn.	4.54	0.67	SA
6. Persistent to study well thinking about the future career.	3.91	0.63	A
7. Diligently studying to make parents happy and proud.	4.35	0.65	A
8. Diligently studying to be a good role model.	4.19	0.70	A
9. Inspired to study because of an idol or role model.	3.74	1.08	A
10. Persistent to study hard to be a scholar.	4.19	0.86	A
TOTAL	4.11	0.78	A

The table revealed that among the indicators in the learning environment-factor that affects studying, indicators 5 “Eager to accomplish every activities with the intention to learn.” got the highest mean of 4.64 with standard deviation of 0.66 which described as Strongly Agree. Meanwhile, indicator 9 “Inspired to study because of an idol or role model.” got the lowest mean of 3.74 with standard deviation of 1.08 which perceived as Agree.

The overall grand mean is 4.11 with a standard deviation of 0.78 which are perceived as Agree. It means that motivation to learn factor affects their studies.

Having a strong motivation to study, as well as a strong confidence in one's own ability to learn, may play a role in a student's success in college. In order to establish if students are engaged with the material, it may be helpful to look for any correlation between students' self-belief and their performance in certain courses (Edgar, Carr, Connaughton & Celenza, 2019).

SIGNIFICANT DIFFERENCE OF THE FACTORS AFFECTING STUDYING WHEN GROUPED ACCORDING TO PROFILE PERSONAL

It was revealed that there is a significant difference in the factors affecting studying in terms of personal when according to all profile variables. It means that personal-factor have significantly influence the studying of the students regardless of profile.

Teacher. It was revealed that there is a significant difference in teacher-factor affecting studying when grouped according to family monthly income and sibling profile variable. Meanwhile, there is no significant difference when grouped according to age, sex and working status profile variables. It means that family income and siblings profile have significantly affected by teacher factor.

LEARNING ENVIRONMENT

It was revealed that there is a significant difference in Learning Environment-factor affecting studying when grouped according to family monthly income and sibling profile variable. Meanwhile, there is no significant difference when grouped according to age, sex and working status profile variables. It was obvious that the family monthly income and the number of siblings was significant variable to consider in the learning environment of the students. The socio-economic status of the family affects academic achievement of the student (Obeta, 2014). During this time of change, the pandemic, and the influx of low-income kids into public schools in the Philippines, this has become a big issue (Dollaganger, 2020). The fortunate have easy access to high-quality education, while others who are less fortunate must make do with a subpar system (Smith, 2021). These financial difficulties have led poor learning environment.

MOTIVATION TO LEARN

It was revealed that there are no significant difference in motivation to learn-factor affecting studying when grouped according to all profile variables except for monthly income. It means that family monthly income have significantly affects the students motivation to study. Derived from the study of Kiddle and Kormos (2013) revealed that self-efficacy beliefs are the most strongly linked to socio-economic position, which has an overall medium-sized influence on motivational variables. Similar results has also emphasized that non-economically

disadvantaged kids outperform disadvantaged students in terms of role identification, academic identity, exploratory learning, exploitative learning, and cognitive and non-cognitive advantages (Li, Yao-Ping Peng, Yang & Chen, 2020).

CONCLUSION

1. Most of the participants ages from 20-21, female, non-working and have a 1-3 siblings. They have a monthly family income of P10,000 and below.
2. The participants have agreed that all the factors affects their studying amidst pandemic.
3. There is a significant difference in the teacher, learning environment and motivation factors that affects studying when grouped according to profiles monthly family income and siblings.

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