

Students' Academic Behaviors and Performance in Online Learning Amid The Covid-19 Pandemic

Allen Days S. Mori

MAEd, J.H. Cerilles State College, Dumingag Campus, Zamboanga del Sur

ABSTRACT

The study mainly focused on the students' academic behaviors in online learning amid covid-19 pandemic. It involved BEEed I, II, and III students of JHCSC-Dumingag Campus, Dumingag, Zamboanga del Sur, for the School Year 2021-2022. It specifically investigated the academic behaviors commonly demonstrated by the student-participants in online classes; the academic performance of the student-participants and the significant relationship between the student-participants commonly demonstrated academic behavior and academic performance. This quantitative study utilized the descriptive correlation method using the questionnaire-checklist. The statistical data used in the study were frequency, Weighted Average Mean (WAM) and Pearson Product Moment Correlation Coefficient. This study revealed that the student-participants highly demonstrated academic behaviors such as compliance, organizational skills, motivation, homework completion, independent seat work and cooperative learning skills. Many of them obtained excellent grades belonged range from 1.00-1.65, described as "excellent". However, there is no significant correlation between the student-participants' academic behaviors and their performance.

KEYWORDS: *Academic Behavior, Academic Performance, Online Learning, Covid-19 Pandemic, Students*

INTRODUCTION

The new coronavirus has changed the mode of physical learning since early 2020. According to UNESCO (2020), as of June, Schools in more than 180 countries had been closed. Nations worldwide have also responded to the devastation caused by disease and reassessed the services of online learning to face the challenges in the educational environment. The Ministry of Education of China also required schools of all levels to respond to the changes brought about by the pandemic and adjust the form of classes (Cheng, 2020; 2019; Neal, 2020). They started such modes of teaching online new semester, suspending classes without stopping learning, and suspending classes without stopping teaching. All universities are encouraged to use online teaching methods such as live broadcast teaching, video teaching, massive open online courses (MOOCs), and small private online courses (SPOCs) (Cheng, 2020).

Unlike the online teaching methods that everyone is accustomed to in the past, the reason for this online teaching comes from an urgent policy. Almost all courses and teaching plans must be converted into online learning mode in a very short time. With the impact of the pandemic, students were forced to devote time and energy to familiarize themselves with the use of online teaching platforms. Increased students' intention to switch to online learning and reduce learning shocks is also key factors during the pandemic.

As a result of the spread of corona virus disease 2019 (CoViD-19), countries worldwide have taken unprecedented actions in various areas to combat the pandemic. The pandemic has shifted the traditional chalk and board teaching paradigm to one based on digital technology.

The use of digital technology in education is thought to improve results and inspire students individually, based on the benefits achieved. Improving digital learning outcomes is a direct indicator of the effectiveness and efficiency with which learning is implemented. As result, the development of learning through the use of technological advancements is critical, and the teacher or educator should use it as much as feasible. It is necessary to avoid turning this psychological development into a negative experience, reflecting poorly on educators and pupils.

Furthermore, due to their poor knowledge of technology, teachers who do not comprehend the application of technology. The role of the teacher is limited to that of a facilitator, whereas pupils must improve their capacity to comprehend the information or topic offered by the teacher. For students to learn joyfully and passionately. Collaboration can be aided by educational technology (Saefraz, 2018; Shehzad, 2020). Teachers can interact with students throughout class, but students can also speak with one another. Students collaborate to solve challenged through online lessons and learning games. Students can share their views and ideas and encourage one another in collaborative tasks. At the same time, technology allows students to communicate with teachers physically. Students can ask a question about what they don't grasp. Students can upload their homework from home, and teachers can use their laptops to access and view completed assignments.

STATEMENT OF THE PROBLEM

This study aimed to investigate the academic behaviors and performance of BEEd pre-service teachers in online learning during the CoViD-19 pandemic. Specifically, this study sought answers to the following questions: 1. what are the academic behaviors commonly demonstrated by the students-participants during online classes? 2. What is the academic performance of the student-participants? 3. Is there a significant relationship between the student-participants' commonly demonstrated academic behaviors and their performance?

METHODS

This study focused on the students' academic behaviors and performance in online learning amid the CoViD-19 pandemic. It also determined the academic behaviors and performance of the student-participants during online classes.

The Participants of this study were the 75 select BEd I, II, and III students of JHCSC-Dumingag Campus. It utilized the quantitative research method, specifically descriptive correlational method, with the use of the questionnaire-checklist as data collection tool.

RESULTS AND DISCUSSIONS

The data reveal that the student-participants in Homework Completion were “very Highly demonstrated” with overall mean of “4.51”. in Organizational skills, the student-participants were “highly demonstrated” with an overall mean of 4.28”. In independent seatwork, the student-participants were “very highly demonstrated” with an overall mean of “4.47”. In Motivation, the student-participants were “very highly demonstrated” with an overall mean of “4.56”. And lastly, in Compliance, the student-participants were “very highly demonstrated” with an overall mean of “4.92”.

The grand mean of 4.55, explicitly reveals that the student-participants “very highly demonstrated” in online class. This means that they joining online classes on time, writing down homework assignments accurately and completely, and displaying some apparent intrinsic motivation to engage in course work.

Table 1. *Academic Behaviors*

Statements	WAM	AE	I
A. Home Completion			
1. I write down homework assignments accurately and completely.	4.76	A	VHD
2. When completing homework, I use highlighters, margin notes, or other strategies to note questions or areas of confusion for later review with teacher or tutor.	4.33	A	VHD
3. I turn in homework on time.	4.68	A	VHD
4. I take complete, and I organized class notes legible form and maintains them in one assessable notebook.	4.28	A	VHD
5. When completing homework, I use highlighters, margin notes, or other strategies to note questions or areas of confusion for later review with teacher or tutor.	4.17	A	VHD
6. I follow an efficient strategy to study for tests and quizzes.	4.61	A	VHD
7. I allocate enough time to study for tests and quizzes.	4.61	A	VHD
8. I seek help from the teacher to answer questions or clear up areas of confusion.	4.67	A	VHD
Overall Mean:	4.51	A	VHD
B. Organizational Skills			
9. I join to online class on time.	4.60	A	VHD
10. I bring to online class the necessary work materials expected for the course (e.g., pens, paper, calculator, etc.	4.52	A	VHD
11. I efficiently switch work materials when transitioning from one in-class learning activity to another.	4.59	A	VHD

Overall Mean:	4.57	A	VHD
13. I participate in online class discussion.	4.28	A	VHD
14. I get along with the others during group/pair activities.	4.11	O	HD
15. I do his/her 'fair share' of work during group/pair activities.	4.12	O	HD
16. I take a leadership position during group/pair activities.	4.64	A	VHD
Overall Mean:	4.28	O	HD
C. Independent Seat Work			
17. I have necessary work materials for the assignment.	4.61	A	VHD
18. I am on-task during the assignments at a level typical for students in the online class.	4.60	A	VHD
19. I recognize when I need teacher assistance in an appropriate manner.	4.57	O	HD
20. I request teacher assistance in an appropriate manner.	4.19	A	VHD
21. I request assistance from the teacher only when really needed.	4.29	A	VHD
22. If I finish with the independent assignment before time expires, I use the remaining time to check work or engage in other academic activity allowed by the teacher.	4.59	A	VHD
23. I take care the completing work as evidence by the quality of the finished assignment.	4.55	A	VHD
24. I am reliable in turning in in-online class assignments.	4.43	A	VHD
Overall Mean:	4.28	O	HD
D. Motivation			
25. I have positive sense of 'self efficacy' about the academic content (self-efficacy can be defined as the confidence that one can be successful in the academic discipline or subject matter if one puts for reasonable effort)	4.19	O	VHD
26. I display some apparent intrinsic motivation to engage in course by topics work (e.g., is motivated by topics and subject matter discussed or covered in the course; finds the act of working on course assignments to be enforcing in it's own right.	4.55	A	VHD
27. I display apparent extrinsic motivation to engage in course work (e.g., is motivated by grades, praise, public recognition of achievement, access to privileges such as sports eligibility, or other rewarding outcomes)	4.96	A	VHD
Overall Mean:	4.56	A	VHD
E. Compliance			
28. I am compliant.	4.88	A	VHD
29. I follow/understand directions the first time they are given.	4.93	A	VHD
30. I responds to teacher request and does not ignore teacher.	4.95	A	VHD
31. I respond well to natural consequences.	4.93	A	VHD

Overall Mean:	4.92	A	VHD
Grand Mean:	4.55	A	VHD

Legend:

5	4.21-5.00	Always	Very Highly Demonstrated (VHD)
4	3.41-4.20	often	Highly Demonstrated (HD)
3	2.41-4.20	sometimes	Slightly Demonstrated (SD)
2	1.81-2.60	Rarely	Occasionally Demonstrated (OD)
1	1.00-1.80	Never	Not Demonstrated (NT)

The data in Table 2 reveal that out of 75 participants, 37 or 49% of them have earned GWA of 1.00-1.65, “Excellent”; 19 or 26%, 1.66-2.15, “Very Good”; 9 or 12%, 2.16-2.35, “Good”; and 10 or 13%, 2.36-3.16, “Passes”.

Generally, the data distinctly show that many of student-participants have GWA of 1.00-1.65 described as “Excellent”. This means that the student-participants have performed excellently in the learning tasks given by their instructors.

Table 2. Student-Participants’ Academic Performance

Descriptors	F	P(%)
Excellent	37	49.00
Very Good	19	26.00
Good	9	12.00
Passes	10	13.00
Total	75	100%

Table 3. Significance of the correlation between the student-participants Commonly Demonstrated Academic Behavior and their Academic Performance

Variables	Rp	P-value	Level of Significance	Remarks
Academic Behavior Academic Performance	-0.03	0.80	0.05	Accept Ho

Table 3 shows the computed value of 0.80 is less than the Pearson r of -0.03 at 0.05 level of significance. Therefore, the null hypothesis is accepted. Thus, there is no sufficient evidence that supports the significant relationship between the students’ academic behaviors and their academic performance.

This implies that the students’ academic behaviors do not affect their performance during the CoVid-19 pandemic. The finding of the study is supported by the finding of Kolan and Dzandza (2018) that there is no statistically significant relationship between the students’ academic behaviors and their performance.

CONCLUSIONS AND RECOMMENDATIONS

The student-participants very highly demonstrate appropriate academic behaviors during online classes. The student-participants performance outstandingly in their academic subjects. The student-participants' commonly demonstrated academic behaviors are not associated with their performance.

That the students are equipped with positive academic behaviors necessary to obtain high grades amid the CoVid-19 pandemic; That the faculty members see to it that online instructions are within the context or level of understanding the students; that the parents give support to the instructions in teaching and developing the potentials, conduct, and abilities of the students by providing resources like internet access during online education; and That other researchers conduct similar studies on academic behavior with increased number of participants.

REFERENCES

- i. Chen, P. (2018). Researcher on Sharing Economy and E-Learning in the Era of "Internet Plus" in *Proceedings of the 2018 2nd International Conference on Education Science and Economic Management (ICESEM 2018)* (ICESEM) 751-754.
- ii. Sarfraz, M., Mohsin, M., Naseem, S., and Kumar, A. 2021. Modeling the relationship between carbon emissions and Environmental sustainability during COVID-19: a new evidence from asymmetric ARDL cointegration approach. *Eviron. Dev. Sustain.* 2021, 1-19. Doi: 10.1007/s10668-021-01324-0
- iii. Kolan and Dzandza (2018). Effect of social media on academic performance of students in Ghanaian universities: a case study of University of Ghana, Legon. Retrieved: <https://www.semanticscholar.org/paper/Effect-of-Social-Media-on-Academic-Performance-of-A-Bernard-Dzandza/3511c0b4ef9b0289ed0a7622f89c0bc9477bd3>