Students' Adaptability Challenges On Online Learning In A Philippine Public University: Input For Academic Policy Modification

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Abstract

The study determined the students' adaptability challenges on online learning. It specifically identified the profile of the respondents in terms of age, sex, socio-economic status, educational attainment of the respondents' parents and the campus they belong. It also identified the academic performance of the student-respondents. Furthermore, it determined the problems faced by the students during online class along geographical location, adaptability struggle, technical issues, computer literacy, time management and self-motivation. Descriptive correlation design was utilized. Pearson-R correlation was used to determine the relationship of the respondents' profile and their academic performance and ANOVA was used to compare the problems faced by the students during online when grouped according to campus. Students' motivation also has an impact on their academic performance since they fall behind and are more likely to entertain the notion of quitting up as a result of the difficulties associated with navigating a technical medium during an online class that appears insurmountable. They are less driven to keep up with current educational trends, and they are not well prepared to face the problems of the future. They experienced burnout when taking online classes, and they were unable to comprehend online lectures because they were not sufficiently motivated to participate in online courses.

Keywords: academic performance, on-line learning, students challenges, adaptability

INTRODUCTION

It is education that takes place over the Internet that is known as online learning. It is referred to as "e-learning," among other labels, when it is done online. Although online learning is a sort of "distance learning," which is an umbrella word for any learning that takes place over a distance rather than in a traditional classroom, it is only one type of distance learning.

The usage of a network environment is essential for this type of learning, which is significant. When students learn in this type of environment, they are not learning in a physical location in the traditional sense, but rather in a shared "space," which is sometimes referred to as the "cyberspace." According to Smith et. al (2013), a learning network classroom is any location where students require access to a personal computer, a modem, and a telephone line, satellite dish, or radio link in order to participate. Also, he came to the conclusion that learning networks are groups of people that gather to learn together at a time, location, and pace that is convenient for them.

Ibrahim (2015), on the other hand, highlighted Khan's definition of online learning, which claimed that it was the delivery of teaching to a remote audience through the use of the Internet as an intermediary. Online learning, on the other hand, was defined by Guangul,et al. (2020) as educational material that is delivered via a computer. Both meanings are concerned with the content of the teaching and the manner in which it is delivered. As the practice's scope has expanded, the definition appears to have become less precise. To sidestep this problem, Oblinger (2005) uses the phrase "wholly online learning" to refer to online learning in its entirety. Some choose to concentrate on establishing direct linkages between distance education practices that existed before to the adoption of the web and the specific tools that are now available to students and instructors.

On-line learning has become increasingly popular as a result of the COVID 19 Pandemic. As a result, practically all educational institutions in the Philippines and the region, including Cagayan State University, have accepted and embraced this new trend in teaching and learning. Online learning is fundamentally different from traditional learning in that it involves a shift in the mode of delivery. This is true for both students and professors.

According to the findings of Shin (2004), the detrimental effects of online learning can be evident in the technicalities of the actual usage of the technology. These ramifications include the fact that technology is not always efficient, that it is more difficult for students to absorb concepts being taught, that online learning can induce social isolation, and that pupils do not develop necessary communication skills.

It has been suggested by Westhuis ,Ouellette and Pfahler (2006) that online learning can cause students and staff to experience social isolation as a result of the absence of social connection that occurs. "The e-learning approaches that are now being used in education have the tendency to cause participating students to experience reflection, distance, and a lack of contact." According to him, tension and anxiety can be exacerbated by the lack of human interaction that can be encountered in online learning environments. Additionally, online learning can cause pupils to lack the fundamental communication skills that they need to succeed in life. Asserted by Xu and Jaggars (2016), learning takes away from some of the social and team-building activities that take place informally in college classes, and this is supported by research. As evidenced by these consequences, being unable to engage with other students and teachers while enrolled in an online school can have major negative consequences.

In addition, as a few students pointed out during an informal discussion with them last semester, technology is not always reliable and can create large interruptions to online classes, which is particularly problematic. Students enrolled in online courses must have access to high-speed internet at their residences, which can cause delays if the service is not available. A student's wi-fi may go down abruptly, preventing them from submitting an online assignment on time, or it may prevent them from attending an online class, causing them to miss instruction, lecture discussion, and even quizzes. Propounded by Werhner (2010),this has a significant negative impact on the student's education and academic performance. Furthermore, students have difficulty absorbing concepts that are taught through online learning since they have more distractions that divert their attention away from their online course work. Students can become distracted much more easily when they are not in a school environment in front of other students and teachers, which causes them to not absorb topics as well as they would if they were in a physical classroom setting with other students and teachers.

A similar study conducted by Martin (2021) explored the importance of flexibility in

assisting high school students manage their online learning throughout a time of COVID-19 that involved either entirely or partly distance-based online learning. He evaluated the effect of adaptability in predicting students' online learning self-efficacy in mathematics and their end-of-year mathematics achievement using the Job Demands-Resources theory and data from a sample of 1,548 Australian high school students from nine schools. After controlling for factors such as online learning demands, online and parental learning support, and background characteristics, he discovered that adaptability was significantly associated with higher levels of online learning self-efficacy and with gains in later achievement; online learning self-efficacy was also significantly associated with gains in achievement and that this relationship was significant mediator between adaptability and achievement (Wladis, Conway and Hachey 2015). As a result of these findings, flexibility has been identified as a valuable personal resource that can assist students in their online learning, even during periods of remote instruction, such as those experienced during COVID-19.

Online education in the Caribbean, on the other hand, has been explored by Kerr (2015), who discovered that by exploiting the opportunities provided by the Internet, online education in the Caribbean can enhance access to education. High failure rates among online postsecondary institutions, on the other hand, result in unacceptable levels of attrition, reduced graduate throughput, and increased costs of training for a country's labor force. In this context, this study examined students' impressions of their online learning experiences in the Caribbean in order to determine the most important elements impacting their academic success, with the goal of implementing corrective actions to increase retention and academic performance. An online survey, a focus group discussion, and a learning style assessment were all used to gather information. Analysis of an online survey administered to online tertiary students in the Caribbean revealed that self-reported perceptions of work and family obligations, the pace of courses, the quality of online course materials, and the timeliness with which tutors responded to assignments were among the most significant factors impeding learning and academic performance. Some other findings included perceptions of students' successful use of online learning tools by tutors and perceptions of which online learning tools are best suited for increasing students' academic achievement based on their individual learning styles and preferences, (Tanyel and Griffin, 2014).

Furthermore, as perceived by students, online learning is student-centered, with the learning process model shifting from a 'black box' model in which inputs consist of presented knowledge and the metrics of the output focus on what is known to a model that deals with the construction of cognition and competencies.

Furthermore, the development of learning environments is essential for the success of online learning. This is an example of how online learning, with its emphasis on the student, is shifting away from the conventional instruction-centered orientation and toward the support of learning. The instructor's position is evolving to include more responsibilities such as setting up the learning environment and serving as a resource for the learner.

Online learning becomes active in the sense that the student is challenged to own, manage, and schedule their own learning because regular classes are no longer held in a physical environment. The ability to control something that was previously under the authority of the instructor can be a tough challenge for some learners, especially those who are experiencing it for the first time. On the other hand, online learning should be interactive and collaborative, in which media-enabled learners are given the

opportunity to interact with the course content, as well as with the course teacher and with their fellow course participants and instructors, (Craig, 2015).

Students should be motivated and have a positive attitude toward On-line learning in light of the current situation, as they will be confronted with issues such as geographic location, adaptability difficulties, technical difficulties, time management, and motivation when participating in On-line learning.

In this study, the research questions such as "What is the profile of the student-respondents in terms of age, sex, monthly family income, father's highest educational attainment and mother's highest educational attainment; "What is the Academic Performance of the students during the Second Semester, School Year 2020-2021?"; "What are the problems faced by the students during online learning along geographical location, adaptability struggle, technical issues, computer literacy, time management and self-motivation?"; "Is there any significant relationship between the profile of the student-respondents and their academic

performance?", "Is there a significant difference on the problems encountered by student-respondents when grouped according to their campus?" and " Is there a correlation between the academic performance of the students and the problems encountered during online" were answered.

Objectives of the Study

The study determined the problems on adaptability faced by the students of Cagayan State University on Online Learning. It specifically identified the profile of the student-respondents in terms of age, sex, socio-economic status, educational attainment of the respondents' parents and the campus they belong. It also identified the academic performance of the student-respondents. Furthermore, it determined the problems faced by the students during online class along geographical location, adaptability struggle, technical issues, computer literacy, time management and self-motivation.

METHODOLOGY

Research Design
The descriptive survey method was utilized in this study, the students' adaptability challenges were documented and correlated with their academic performances.

Participants
The respondents of the study were the students of CSU Andrews, Gonzaga and Aparri. Stratified Sampling Procedure was used since this method considers stratum or strata for comparison of variables from different groups.

Data Collection tools
The information was acquired through the use of a Google form. To get the necessary information, a survey questionnaire was used. This instrument is divided into two parts: Part I

is concerned with the respondent's profile, and Part II is concerned with the problems that students face while taking online classes. These problems include those related to geographical location, adaptability difficulties (including technical difficulties), computer literacy (including computer literacy), time management, and self-motivation.

Data Analysis
Frequency, percentage and mean were used to treat the student-respondents' profile in terms of age, sex, monthly income of the respondents' parents, educational attainment, campus and the problems encountered by the students during online.

On the other hand, Pearson Correlation was used to treat the relationship between the respondents' characteristics such as age, sex, organizational affiliation, annual income and exposure to the different channels of communication like printed media, electronic media and interpersonal contact. All computed correlation coefficients were tested at .05 level of significance.

ANOVA and F-test were employed to test the significant differences on the problems of adaptability encountered by the respondents during online classes when grouped according to campus. The .05 level of significance was adopted to test the computed t-value as well as f-value.

RESULTS AND DISCUSSION

A. Respondents' Profile

In terms of **age,** the largest group of respondents was distributed to the second age bracket ranging from 19-21 years old which is comprised of 1,423 or 64.45 percent of the total number of respondents while only 8 or 0. 36 percent belonged to the last age bracket, 28-30.

Most of the respondents are female which consisted of 1,544 or 69.93 percent, majority of the student-respondents have parents whose monthly income falls at the income bracket of P2,100 to Php5,000 and their parents are high school graduates. These data imply that most of the respondents belong to poor families and their parents can hardly   provide the expected educational or technological gadgets the college students need during online learning.

B. Academic Performance of the Student-respondents

Table 2 shows that 378 out of 2,208 respondents or 17.12% had a grade of 88 with a descriptive value of "Good". While, 2 or 0.09% have a grade of 99 with "Excellent" as the descriptive value. Similarly, there were 2 respondents also who have a grade of 75 with a descriptive value of "Passing". The computed mean value is 88.021 with descriptive value of "Good". This finding intends to convey that the respondents are average learners during this Pandemic using online as the learning platform. They are not that highly intellectual, but they are not also poor in analysis and comprehension. This can be attributed to their exposure to information via the internet which aided them in analyzing and comprehending as part of their adaptability struggle due to the sudden change of learning platform used at present.

This finding is somewhat related to Kerr's (2015) findings in his study, Online Education and Academic Performance: The Case of Online Tertiary Students where he analyzed the perceptions of students` online learning experiences within the Caribbean in order to ascertain the major factors influencing their academic performance. It was found out that there were some major factors impeding learning and academic performance. Other results revealed students' perceptions of tutors' effective use of online learning tools and students' perceived online learning tools that are best suited for improving their academic performance according to their respective learning styles and preferences.

Table 2. Academic Performance of the Student-respondents

Academic grade	Frequency (n= 2208)	Percentage
99	2	0.09
98	10	0.45
97	18	0.82
96	27	1.22
95	24	1.09

94	196	8.88
93	33	1.49
92	144	6.52
91	190	8.61
90	190	8.61
89	149	6.75
88	378	17.12
87	161	7.29
86	131	5.93
85	42	1.90
84	88	3.99
83	156	7.07
82	35	1.59
81	158	7.16
80	52	2.36
79	22	1.00
75	2	0.09
Mean= 88.021; s. d. = 0.089		

C. Problems on adaptability faced by the student-respondents during Online Learning

The student-respondents reported difficulties with online learning due to a variety of factors including geographic location, adaptation difficulties, technological difficulties, computer literacy, time management, and motivation.

With a mean of 4.33 and a description value of "agree," the first statement in the category of geographical location, "Studying in a far-flung barrio is difficult," has the highest mean and the highest description value, while the second statement, "The community where I study is not comfortable," has the lowest mean and a description value of "disagree." The overall mean is 3.77, with a descriptive value of "agree" as its descriptive value. As a result of this finding, the respondents rarely study online, particularly when they are from a remote barrio, because they found logging into an online learning system difficult, and the internet connection in their location was unreliable. In addition, the respondents' environments in which they are taking their online courses are not conducive to learning and are not comfortable for them to be.

Adaptability was also a problem for the respondents when it came to the new learning platform, according to the responses. In accordance with the data in the table, the mean score is 3.89, with the descriptive value "Agree." It appears from this research that the respondents are accepting of the fact that transferring from a traditional classroom and face-to-face training to computer-based training in a virtual classroom results in a completely different learning experience. It took some time for the pupils to become acclimated to the Learning Management Systems (LENS) and the computer-based education methods used in the classroom. Furthermore, they struggled to cope with online learning since they have a "traditional" attitude and find it difficult to adjust to new learning environments; as a result, they were stressed out by the large number of academic activities and online submissions.

In addition, the students were confronted with technical difficulties. As indicated in the table, the total mean is 3.52 with a descriptive value of agree, and the descriptive value is 3.52. Consequently, this study implies that respondents may not have access to high bandwidth or a robust internet connection, which are required for online courses, and as a result, they are sometimes unable to keep up with virtual classes. Furthermore, because the students' monitors are inadequate, it was difficult for them to keep up with the online class, which made their learning experience difficult to manage. Moreover, they found it difficult to stay on top of the technical

computer difficulties.

When it comes to time management, the respondents aren't certain of their answers either. Using this information, we can see that the overall mean is 2.40, with a descriptive value of "uncertain." It might be deduced from this conclusion that the respondents have a problem with time management. They have difficulty managing their time because online courses need them to put in a significant amount of time for serious study. Aside from that, they are unsure of the comments that were asked of them regarding their participation during online class due to their different daily obligations and other domestic duties that have been allocated to them.

requirements of their chosen course while online learning; others do not even have access to a computer and must rely on others for technical assistance as well as for properly preparing themselves for the successful completion of their course.

Respondents were unsure of their answers to the questions on computer literacy when it came to the statements that were asked. The finding received a mean score of 2.92 out of a possible 5 points, with a descriptive value of "uncertain." Thus, students have a limited understanding of how to run fundamental programs such as Microsoft Word and PowerPoint, but they are unsure of their ability to fix fundamental

A similar situation exists in terms of the student-respondents' confidence in their responses when it comes to challenges related to motivation. It was discovered that the total mean score is 3.31, with a descriptive value of "uncertain" as the descriptive value. Considering that students have trouble navigating a technological medium during online classes, this study suggests that they may be tempted to give up on their academic goals. Their responses to whether or not they are less motivated to follow new educational trends, whether or not they felt burnt out during online class, whether or not they could barely understand online lectures because they were not that positive driven in attending their online classes, and whether or not they were a little bit depressed while attending their online classes are also up in the air.

Table 3. Problems Faced by the student-respondents during online class

Category		
A. Geographical Location	**Mean**	**Interpretation**
1. Studying in a far flung barrio is hard.	4.33	Agree
2. Logging in to online learning system is difficult.	3.92	Agree
3. The place where I am taking my online class is not conducive for learning	3.43	Uncertain
4. The community where I study is not comfortable.	3.24	Uncertain

5. The internet connection in our place is not stable.	3.93	Agree
Overall Mean	**3.77**	**Agree**

B. Adaptability struggle	**Mean**	**Interpretation**
1. Switching from traditional classroom and face to face training to computer-based training in a virtual classroom makes the learning experience entirely different.	4.41	Agree
2. It takes time for me to get accustomed to Learning Management Systems (LENS) and the methods of computer-based education.	3.72	Agree
3. I could hardly cope with online learning	3.63	Agree
4. I am a student with a "traditional" mindset and find it difficult to adapt with the new learning circumstances.	3.65	Agree
5. I felt stressed because of the numerous academic tasks and online submissions.	4.04	Agree
Overall Mean	**3.89**	**Agree**

C. Technical issues	**Mean**	**Interpretation**
1. I am not provided with the high bandwidth or the strong internet connection that online courses require; thus, I fail to catch up with virtual classes.	3.61	Agree
2. My weak monitors make it hard to follow the online class and my learning experience becomes problematic.	3.64	Agree
3. I find it difficult to keep in tune with the technical requirements of my chosen course.	3.60	Agree
4. I don't even own a computer and I need to seek help from others for technical assistance.	3.38	Uncertain
5. I need technological support as well as properly equipping myself for the course's successful completion.	3.38	Uncertain
Overall Mean	**3.52**	**Agree**

D. Computer Literacy		
	Mean	**Interpretation**
1. I cannot operate basic programs such as Microsoft Word and PowerPoint and therefore I am not able to manage my files.	2.69	Uncertain
2. I find fixing basic computer problems troublesome, as I have no knowledge in this area.	3.13	Uncertain
3. I cannot manage my assignments and courseware in an organized manner.	2.88	Uncertain

4. I have limited fundamental knowledge of computer hardware that hinders me to participate in online classes.	3.10	Uncertain
5. I have no basic course in computer literacy.	2.80	Uncertain
Overall Mean	**2.92**	**Uncertain**
E. Time Management	**Mean**	**Interpretation**
1. I have time management problem.	3.65	Agree
2. I find hard to manage my time because online courses require a lot of time and intensive work.	3.73	Agree
3. I rarely have the time to take the online class due to my various everyday commitments	3.37	Uncertain
4. I have no regular schedule planner that would remind me for my academic assignments.	3.12	Uncertain
5. I attend my online class late due to household chores assigned to me.	3.15	Uncertain
Overall Mean	**3.40**	**Uncertain**
F. Motivation	**Mean**	**Interpretation**
1. I fall behind and nurture the idea of giving up, as difficulties in handling a technological medium during online class seem insurmountable.	3.28	Uncertain
2. I am less motivated to follow the new educational trends and also I am not properly equip for future challenges	3.33	Uncertain
3. I felt burn out during online class.	3.49	Uncertain
4. I could hardly understand online lectures because I am not that positive driven in attending online classes.	3.23	Uncertain
5. I am a little bit depressed when attending my online class	3.24	Uncertain
Overall Mean	**3.31**	**Uncertain**

D. Relationship between the Profile of the Student-Respondents and their Academic Performance

The association between the profile of the student-respondents and their academic success is depicted in the following table. It can be demonstrated that the P-values for the variables age, gender, and educational achievement of the parents are less than the 0.05 level of statistical significance. As a result, the null hypothesis is ruled out. This indicates that there is a statistically significant association between the respondents' overall success and their academic performance. This implies that characteristics such as the pupils' age, gender, and educational attainment of their parents have an impact on their performance.

In accordance with Martin's study (2021), the function of flexibility in assisting high school students navigate their online learning throughout a period of COVID-19 that included totally or partially remote online learning, this finding is supported by the literature. After controlling for factors such as

online learning demands, online and parental learning support, as well as student's own background characteristics, he discovered that adaptability was significantly associated with higher levels of online learning self-efficacy and with gains in later achievement; online learning self-efficacy was also significantly associated with gains in achievement—and that it significantly mediated the relationship between

adaptability and later achievement, Daymont and Blau (2008). As a result of these findings, flexibility has been identified as a valuable personal resource that can assist students in their online learning, even during periods of remote instruction, such as those experienced during COVID-19.

Table 4. **Relationship between the profile of the student-respondents and their academic performance.**

Variable	Chi-squared value	P-Value	Interpretation
Age	203.533	0.0001**	Highly significant
Sex	14.547	0.0007**	Highly significant
Mother's Educational Attainment	48.062	0.0004**	Highly significant
Father's Educational Attainment	26.872	0.0429*	Significant
Income	49.958	0.0001**	Highly significant

$\alpha = 0.05$

E. **Difference on the Problems encountered by the Student-Respondents when grouped according to their Campus**

These are the statements: "It will take some time for me to become acclimated to Learning Management Systems (LENS) and computer-based education methodologies." "It's difficult for me to stay on top of the technological requirements of my chosen course."; "I don't even possess a computer, so I have to rely on others to provide technical support." As a result, I am unable to manage my files because I am unable to operate basic programs such as Microsoft Word and PowerPoint; I do not have a regular schedule planner that would remind me of my academic assignments; and I am less

motivated to follow new educational trends because I am not adequately prepared for future challenges. have P-values that are greater than the threshold of significance of 0.05. In other words, there is no statistically significant variation in the respondents' problems along the lines of those worries.

However, practically all of the statements listed in the different categories as challenges experienced by the students have P-values that are less than 0.05, which indicates that they are not statistically significant. This indicates that there is a statistically significant difference in the challenges experienced by the student respondents when they are categorized

according to their university. This can be due to the fact that the respondents come from a variety of geographical areas, have varying levels of motivation and time management, and have varying levels of technological and computer proficiency. In addition, some respondents had a positive impression of the internet, but others were not as driven and interested in learning as they could be due to family and extra-curricular activities.

This finding was consistent with the findings of Bigelow (2009), who demonstrated that the complexity of online learning has a detrimental impact on the effectiveness of the learning experience. These ramifications include the fact that technology is not always efficient, that it is more difficult for students to absorb concepts being taught, that online learning can induce social isolation, and that pupils do not develop necessary communication skills.

Table 5. Differences of the problems encountered by student-respondents when grouped according to their campus

Problems Faced by the student-respondents during online class	Mean Square Within Campus	F-Value	P-Value	Interpretation
A. Geographical Location				
1. Studying in a far flung barrio is hard.	.65947515	9.23	0.0001**	Highly Significant
2. Logging in to online learning system is difficult.	.79990074	10.71	0.0000**	Highly Significant
3. The place where I am taking my online class is not conducive for learning	.98291216	20.63	0.0000**	Highly Significant
4. The community where I study is not comfortable.	1.1769928	23.88	0.0000**	Highly Significant
5. The internet connection in our place is not stable.	1.0341549	9.64	0.0001**	Highly Significant
B. Adaptability struggle				
1. Switching from traditional classroom and face to face training to computer-based training in a virtual classroom makes the learning experience entirely different.	.54400101	21.43	0.0000**	Highly Significant
2. It takes time for me to get accustomed to Learning Management Systems (LENS) and the methods of computer-based education.	.72919475	19.19	0.4005	Not Significant
3. I could hardly cope with online learning	.74638886	15.98	0.0000	Highly Significant
4. I am a student with a "traditional" mindset and find it difficult to adapt with the new learning circumstances.	.82711687	10.74	0.0000**	Highly Significant
5. I felt stressed because of the numerous academic tasks and online submissions.	.74103548	10.07	0.0242*	Significant

C. Technical issues				
1. I am not provided with the high bandwidth or the strong internet connection that online courses require; thus, I fail to catch up with virtual classes.	.93524106	36.32	0.0032**	Highly Significant
2. My weak monitors make it hard to follow the online class and my learning experience becomes problematic.	.74103548	10.07	0.0001**	Highly Significant
3. I find it difficult to keep in tune with the technical requirements of my chosen course.	.93524106	36.32	0.576	Not Significant
4. I don't even own a computer and I need to seek help from others for technical assistance.	.877990345	25.34	0.192	Not Significant
5. I need technological support as well as properly equipping myself for the course's successful completion.	.844131443	27.91	0.0000**	Highly Significant
D. Computer Literacy				
1. I cannot operate basic programs such as Microsoft Word and PowerPoint and therefore I am not able to manage my files.	1.4181168	78.66	0.153	Not Significant
2. I find fixing basic computer problems troublesome, as I have no knowledge in this area.	.955424039	27.83	0.029*	Significant
3. I cannot manage my assignments and courseware in an organized manner.	1.29055949	162.17	0.010*	Significant
4. I have limited fundamental knowledge of computer hardware that hinders me to participate in online classes.	1.08539844	55.08	0.041*	Significant
5. I have no basic course in computer literacy.	.999126757	50.34	0.0536*	Significant
E. Time Management				
1. I have time management problem.	.985999596	85.30	0.0000**	Highly Significant
2. I find hard to manage my time because online courses require a lot of time and intensive work.	1.22755099	80.83	0.0000**	Highly Significant
3. I rarely have the time to take the online class due to my various everyday commitments	.955304039	3.73	0.0242*	Significant
4. I have no regular schedule planner that would remind me for my academic assignments.	.887126858	0.92	0.4005	Not Significant
5. I attend my online class late due to household chores assigned to me	1.00441547	74.18	0.0000**	Highly Significant
F. Motivation				
1. I fall behind and nurture the idea of giving up, as difficulties in handling a technological medium	1.18903462	43.79	0.0536*	Significant

during online class seem insurmountable.				
2. I am less motivated to follow the new educational trends and also I am not properly equip for future challenges	1.37018474	89.86	0.248	Not Significant
3. I felt burn out during online class.	1.09414915	24.44	0.192	
4. I could hardly understand online lectures because I am not that positive driven in attending online classes.	1.10003503	12.58	0.000**	Highly Significant
5. I am a little bit depressed when attending my online class	1.08923355	9.27	0.028*	Significant

α = 0.05

** highly significant

* significant

G. Significant Correlation between Students' Adaptability Challenges and their Academic performances

Table 6 shows the correlation between students' adaptability challenges and their academic performances. As reflected in the table, the P values of all variables are lower than 0.05 level of significance. This means that there is significant correlation between students' adaptability challenges and their academic performances. This means that the geographical location of students is highly significant to their academic performance which means that students' location affects their academic performance because they have difficulty in logging in to online system due to poor internet connectivity and their place is not conducive for learning.

On the other hand, the level of adaptability of students to online learning is likewise highly significant to their academic performance because students find switching from traditional classroom setting to virtual classroom entirely different; and it takes time for them to get accustomed to the Learning Management System and the methods of computer-based education. Since students are used to traditional mode of learning, they find it difficult to adapt with the new learning circumstances, and they find online learning and submission of activities/assignments stressful; hence, it can be gleaned that their academic performance is highly affected. A similar study by Xu and Jaggars (2016) would speak to the fact that academic environment is certainly an important aspect in ensuring that students attain their academic potential while participating in online learning. As a result, in order to benefit from such academic success, students must have a reliable internet connection.

Since students are not provided with high bandwidth or the strong internet connection that online courses require to students, they fail to catch up with virtual classes and that makes such technical issue affect their academic performance significantly. Many of the student respondents do not own a computer; hence, they need technology support to meet the requirements of their respective online courses.

Same table shows that computer literacy is highly significant to the academic performance of students because they can hardly manage their online files as they find fixing basic computer problems troublesome and students have limited fundamental knowledge of computer hardware and that hinders them to participate in online classes; thus, their academic performance suffers.

Similarly, Time Management also affects the academic performance of students since online courses require a lot of time and intensive work and since students rarely have the time to take the online class due to various everyday commitments at home like household chores, among others.

Moreover, students' motivation likewise affects the academic performance of students because

they fall behind and nurture the idea of giving up, as difficulties in handling a technological medium during online class seem insurmountable. They are less motivated to follow the new educational trends and they are not properly equipped for future challenges. They felt burn out during online class and they could hardly understand online lectures because they are not that positive driven in attending online classes.

Table 6. Significant Correlation between Students' Adaptability Challenges and their Academic performances

Adaptability Category	Pearson Correlation Coefficient (r)	Pearson Chi-square value	P-value	Interpretation
A. Geographical Location	r = 0.0914	39.7699	0.0009**	Highly Significant
B. Adaptability struggle	r = 0.0263	47.876	0.0007**	Highly Significant
C.. Technical Issues	r = -0.0558	31.053	0.0259*	Significant
D. Computer Literacy	r = -0.0445	18.413	0.0008**	Highly Significant
E. Time Management	r = 0.0514	33.848	0.0001**	Highly Significant
F. Motivation	r = -0.0689	54.816	0.0342*	Significant

α = 0.05

** highly significant

*significant

CONCLUSIONS AND RECOMMENDATIONS

In the light of aforementioned findings, the study concluded that the respondents' profile are contributory factors for their academic performance in online learning. The parents' educational attainment can affect the academic performance of their children. Thus, they are expected to be of guide to their schooling children. The student-respondents experienced problems along geographical location, adaptability struggle, technical issues, computer literacy, time management and self-motivation. And there is a significant difference on the problems faced by the respondents when

grouped according to campus. The findings and implications of the study served as the basis for academic policy formulation and modification so the intellectual and educational needs of the students will be addressed.

It is recommended that the Academic Department of Cagayan State University through the Offices of the University and Campuses Management Information System (MIS) and the Office of the University E-Learning/ Distance Learning should provide continuous capacity building webinars and trainings to its students to ensure that concerns related to their Adaptability Struggle, Technical Issues, Computer Literacy,

Time Management and Motivation be gradually addressed as said factors are found to be affecting the academic performance of students.

Significantly, a close and sustained collaboration of Cagayan State University with Local Government Units where CSU students are situated should emerged to provide students with wider access to the internet by providing them with free wi-fi connection.

Moreover, the blended learning be sustained as a modality of instruction in the university to address the need of students who have poor connectivity due to their geographical location and their inability to acquire the needed gadgets like cell phones, laptop, tablets etc. Teachers are

encouraged to develop and provide self-directed modules to students with problems on online access. Students with poor internet connectivity should likewise avail of the Local Government Unit's free wi-fi in their barangay hall, if possible, so they can attend their online classes. The university should allocate more funds to enhance information technology resources and make online learning be more accessible to students. Those who have no technological or educational gadgets to be used for their online classes must be the top priority of the university in identifying students who are in need of financial assistance from generous benefactors or scholarship donors.

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