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**PERSPECTIVES OF GRADE 12 PRIVATE SCHOOL STUDENTS ON COMBINED
MODES OF COMMUNICATION IN REMOTE LEARNING: AN ANALYSIS
OF POSITION PAPERS ON ITS IMPLEMENTATION
IN THE TIME OF COVID-19 PANDEMIC**

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31 October 2023

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Biographical Sketch

The author is an artist turned educator with almost 4 years of teaching experience. Passionate about singing and studying, she studied Bachelor of Arts in Communication Arts, majoring in Speech Communication, at the University of the Philippines Los Baños while pursuing a career as a professional singer-songwriter.

After graduating cum laude in 2010, she focused on her music career for 4 years—recorded albums, performed on TV shows, radios, malls, and held concerts in Thailand, Singapore, and Indonesia. She was then tagged as the Asia’s Acoustic Sweetheart as her album series “I Love Acoustic” under Universal Music Group, Inc. sold more than 300,000 copies across Asia. This album series garnered her numerous awards in the country and some neighboring Asian countries: Star Awards’ “Acoustic Album of the Year” in 2009, Awit Awards’ “Internation Achievement Award” and “Most Downloaded Artist for 2010”, and Top 10 of Asia Award’s “Asia’s Young Music Icon Award” in 2018, to name a few.

In 2020, her love for learning called her to become an educator at Manresa School (MS), a private Catholic school in Parañaque, where she has been teaching grade 12 English. On her 3rd year, she was elected as the MS Faculty and Staff Organization’s (MSFSO) Public Relations Officer for the high school department. Currently, she serves as the MSFSO Vice President. Her passion to educate the young led her to further enhance her teaching and pursue a Certificate in Teaching at the Philippine Normal University’s (PNU) College of Flexible Learning and e-PNU, where she also serves as Secretary of the Community of Innovative and Versatile Educators (CIVER) Organization, the organization of PNU’s online CTP students.

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“Alone, I can do nothing, but with God, I can do everything,” Saint Candida Maria de Jesus once said. Indeed, this thesis would not have been completed without the saving power of the Lord Jesus Christ Almighty and the intercession of Mama Mary, to whom I give thanks for granting me the strength and capacity to soldier on no matter what.

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Dedication

I dedicate this study to my father, Rolando Oriol, and my mother, Deng Oriol, as I would not have had the privilege of pursuing further education without their unconditional support, constant assurance, and endless motivation. I also dedicate this study to my brother, sister, relatives, friends, mentors, colleagues, and most of all, the Manresa School community. May this study serve as an inspiration for all to dream countless dreams—life is too precious to limit ourselves to only one dream for the entirety of our lifetime.

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Abstract

PERSPECTIVES OF GRADE 12 PRIVATE SCHOOL STUDENTS ON COMBINED MODES OF COMMUNICATION IN REMOTE LEARNING: AN ANALYSIS OF POSITION PAPERS ON ITS IMPLEMENTATION IN THE TIME OF COVID-19 PANDEMIC

This study explored the perspectives of Manresa School academic year (AY) 2020-2021 grade 12 students on synchronous and asynchronous modes of communication in remote learning and the consequences of the combined modes of communication in their learning process. The data was gathered from the participants' position paper about the implementation of remote learning in the time of COVID-19 pandemic—a requirement in the course the researcher teaches in the study site. The phenomenological research design was utilized as the researcher conducted an inductive thematic coding in the analysis of the data.

The study revealed 13 themes describing the perspectives of the participants on the combined modes of communication: (1) self-paced, (2) undetermined response time, (3) time-efficient, (4) flexible location, (5) open to more distractions, (6) internet-dependent, (7) mediated by electronic and information technologies, (8) utilization of online and multimedia resources, (9) less interpersonal connection, (10) utilization of social networking sites and online messaging applications, (11) flexible interaction, (12) limited to no supervision, and (13) control over response.

The study also discovered that the combined modes of communication had two major consequences on the participants' learning process: (1) discovery of their own learning strategies, and (2) acknowledgement of their deficiencies in the nature of education for their future.

Keywords: remote learning, online learning, synchronous, asynchronous, modes of communication, students, learning, COVID-19, pandemic

Chapter I

RATIONALE FOR THE STUDY

Remote Learning as the Context of the Study

As Novel Coronavirus 2019 (COVID-19) began to infect people in 2020, the Philippine government “declared ‘enhanced community quarantine’ (ECQ) for Metro Manila between 15 March and 14 April, which was subsequently extended to the whole island of Luzon” (Amit et al., 2021). The ECQ “consisted of: strict home quarantine in all households, physical distancing, suspension of classes and introduction of work from home” (Amit et al., 2021).

In response to this, “the Philippine Commission on Higher Education (CHED) then released Covid advisory no. 5 stating the cancellation of classes and school activities” and gave schools “the autonomy to make judgments on the inclusion of flexible learning and other alternative means of teaching and learning delivery” (Alvarez, 2020). Recognizing both the severity of the COVID-19 pandemic and the importance of continued learning, Manresa School (MS), a private Catholic school in BF Homes, Parañaque, opted to implement remote learning for the duration of the pandemic.

Prior to the pandemic, way back in 2017, MS already had “research day” once a week for the senior high school (SHS) students, where the students stayed in their homes and accessed their lesson materials via a learning management system. However, the proceedings of MS “research day” are significantly different from the full-blown remote learning set-up the students had to suddenly adapt to due to the unexpected COVID-19 outbreak.

From four days of face-to-face classes and only one day of asynchronous online learning, MS students suddenly had to learn via a combination of synchronous

and asynchronous online learning: four days of synchronous online learning where teachers and students would meet via an online video conferencing platform for the entire duration of the class, and one day of asynchronous learning where the students were only required to meet their adviser via an online video conferencing platform in the morning to be reminded of their tasks for the day, then be free to proceed on their own for the rest of the day. However, as the school year progressed, the four days of synchronous online learning became lenient; the school administration gave the teachers the prerogative to decide whether they would meet their students synchronously or asynchronously, depending on the demand of their lesson and their activity for the day.

Importance of Modes of Communication as a Research Focus

All MS students were undeniably affected by the sudden and drastic change in the mode of communication, but it could be argued that the pressure was greater for the grade 12 students, as they had to finish their high school education during a catastrophic moment in history: the deadly COVID-19 pandemic. **This study therefore focuses on the perspective of the MS AY 2020-2021 grade 12 students on the combination of synchronous and asynchronous modes of communication based on their lived experience of remote learning during the pandemic and the consequences of the combined modes of communication in their learning process.** The findings of this study could provide valuable insights in terms of planning, designing, and implementing learning strategies post-pandemic.

Chapter II

REVIEW OF LITERATURE

Phenomenological Study on Students' Experiences of Emergency Remote Learning during Pandemic

In July 2021, a year into the COVID-19 pandemic, Esquierdo-Pitogo and Ecle explored the lived experiences of college students at a state university and state college in Mindanao, Philippines, who were subjected to emergency remote learning (ERL) due to the pandemic. Upon conducting an inductive thematic analysis of data collected from two in-depth focus group discussions (FGD) consisting of 16 participants, the utilization of synchronous and asynchronous modes of communication was reported to be beneficial for the participants, as “the benefits of remote learning emerged as one of the themes based on the students’ experiences” (p. 81). Convenience and flexibility were the top benefits reported, supported by the students’ appreciation of the opportunities to “record and review class discussions” and to study at their own pace and time of convenience—feats that are not offered by the traditional learning set-up where the primary mode of communication is synchronous.

Esquierdo-Pitogo and Ecle’s research also uncovered that the participants’ self-discipline and responsibility improved. “With remote learning, the students explained that cheating is minimized and prevented due to the structure of their class, which involved documentation and camera recording during exams and other activities” (p. 81). The participants’ involvement and learning were also refined by the combination of synchronous and asynchronous activities. “Oral recitation, online presentations, and real-time online exams were among the synchronous activities” that the students reported enhanced their engagement and learning, while the asynchronous activities

such as research and homework “significantly helped with their learning”.

Esquierdo-Pitogo and Ecle then concluded that the blend of synchronous and asynchronous communication resulted in student-centered or active learning approaches that placed a greater degree of responsibility on the learner.

The students’ learning practices were developed, namely their time management, resourcefulness, and technology utilization (p. 84), time management being the most cited answer. In 2020, Simon et al. already identified time management as one of the most frequently cited task students described in the study “Learning Postdisruption: Lessons from Students in a Fully Online Nonmajors Laboratory Course”.

Though some of the participants of Esquierdo-Pitogo and Ecle claimed to appreciate the asynchronous mode of communication, a greater number of students expressed negative feedback regarding said mode of communication (p. 89). Another theme that emerged in the aforementioned study is the tendency of the students to be distracted as they work on asynchronous tasks. Another theme is that the students found it difficult to understand the content of their lesson materials on their own. Mental and physical health also emerged under the theme of personal barriers, as students reported experiencing depression and anxiety while taking a course that utilized both synchronous and asynchronous communication. Overall, the majority of the participants are unfavorable of the blend of synchronous and asynchronous modes of communication, as they felt discouraged, unmotivated, and disconnected from their classmates and teachers.

Mixed Methods Study of Students' Experiences and Perceptions of Remote Learning Methods

In 2021, Nguyen et al. explored students' perspectives on and experiences of remote instruction modalities in their study “Insights Into Students' Experiences and Perceptions of Remote Learning Methods: From the COVID-19 Pandemic to Best Practice for the Future”. The aim was to guide pedagogical choices made during the present pandemic as well as in the future development of online courses and virtual learning experiences. The survey method was utilized to collect quantitative and qualitative information on students' experiences with synchronous and asynchronous distant learning methods, as well as the particular pedagogical strategies connected to each. The online social media platform, Instagram, was used to recruit 4,789 undergraduate volunteers from colleges in 95 different countries.

Majority of the participants reported preferring synchronous online classes, and those who have experienced synchronous remote teaching as their principal method of instruction reported being more engaged and motivated. Their qualitative research revealed that students yearn for the social features of on-campus education, and that learning activities conducted via the synchronous mode of communication lessen some feelings of loneliness. Furthermore, students who participated in synchronous class encounters that used active-learning strategies reported higher levels of motivation, engagement, enjoyment, and satisfaction with the instruction—all of which are social in nature. Their respondents' recommendations for changes in remote teaching then emphasized increased engagement, interaction, and student participation.

Active Learning. The first and most conclusive finding of Nguyen et al.'s study was that using active learning strategies results in students' perceptions of emotion and involvement being more positive. In contrast to students whose classes included

at least some active-learning components, students whose classes only used passive-learning techniques reported lower levels of engagement, satisfaction, participation, and motivation. This was evident in the significant differences on a number of measures, and was in line with earlier studies (Freeman et al., 2014) on the benefits of active learning. The participants evaluating active learning online as more enjoyable and satisfying than passive lectures on campus shows that the preference for passive lectures on campus depends on factors other than the lecture itself. The lecture hall setting, peers' social and physical presence, or the acceptance of passive lectures as the standard format for on-campus instruction are a few examples of this. This suggests that online active learning may have greater support than in-person learning.

This study also discovered that “student perceptions of affect and engagement are associated with students experiencing a greater diversity of learning modalities.” Two distinct outcomes demonstrated this: first, the highest student ratings were related with a combination of active and passive methods on all measures except distraction, in addition to the fact that classes that include active learning outperformed classes that rely primarily on passive methods. Second, these elevated scores correspond with classes that employ a greater variety of techniques.

The second finding implies that students gain from learning environments that employ a variety of strategies, potentially combining active and passive learning. The results, however, made it unclear if the said effect is explicitly linked to mixing active and passive ways or if it is simply linked to using a variety of methods, whether they are active, passive, or any combination of the two. The issue was that “the number of methods used is confounded with the diversity of methods (e.g. it is impossible for a classroom using only one method to use both active and passive methods).” To try to answer this, Nguyen et al. examined the effects of technique variety and number independently, keeping the other constant. Few statistically significant changes were

observed across a vast number of these comparisons, which may be because each comparison only looked at a small portion of the data. Therefore, the study's data indicated that utilizing a wider variety of teaching strategies in the classroom might improve student outcomes.

Social Presence. In contrast to flexible typical online learners, student responses to Nguyen et al.'s open-ended survey questions revealed a startling divergence in the motivations behind their preferences (Harris and Martin, 2012; Levitz, 2016). The desire for social connection was emphasized in students' justifications for favoring in-person sessions over synchronous remote programs, which is consistent with research on the value of social presence in online learning.

Short et al. (1976) used the Social Presence Theory to illustrate how students viewed one another as real when communicating via various technologies. These concepts directly relate to issues with online education and pedagogy in networked learning, where connections between students and teachers enhance learning results, particularly with "Human-Human interaction" (Goodyear, 2002, 2005; Tu, 2002). These concepts are important when comparing asynchronous and synchronous learning. According to Tu, students respond well to synchronous "real-time discussion in pleasantness, responsiveness and comfort with familiar topics," and real-time discussions become more responsive and immediate than asynchronous computer-mediated communications. According to Tu's research, students view synchronous media like conversations as having greater interaction because of their immediacy, which strengthens social presence and encourages the application of active learning strategies (Gunawardena, 1995; Tu, 2002). Therefore, "verbal immediacy and communities with face-to-face interactions", like those found in synchronous learning classrooms, can simultaneously increase reported learning and instructional satisfaction while reducing the psychological distance of communicators online

(Gunawardena and Zittle, 1997; Richardson and Swan, 2019; Shea et al., 2019). This research indicates that non-traditional online learners are more likely to recognize the importance of social presence, even though synchronous learning might not be suitable for traditional online students and a portion of the study's participants.

The significance of social relationships in learning is related to social presence as well. All too frequently, the narrow emphasis placed on course content in today's educational systems ignores the humanity of both teachers and students (Gay, 2000). The COVID-19 pandemic has caused many students to become even more socially isolated, which raises the significance of social presence in the classroom.

Nguyen et al.'s study then revealed that, contrary to what is frequently observed in traditional classrooms, worldwide student perceptions on remote learning concur with pedagogical best practices (Shekhar et al., 2020). According to the analysis of the study's open-ended questions and preferences, most students liked instructional strategies that encourage both active learning and social interaction. This study's findings were reported to be helpful to instructors as they create online courses, especially for students whose first preference might be in-person instruction. In fact, given how widely used remote learning became during the COVID-19 pandemic, institutions may start using it by default in times of temporary emergency.

Mixed Methods Research on the Challenges and Opportunities of E-Learning in a Private University during the COVID-19 Pandemic

In his study "The Rise of E-Learning in COVID-19 Pandemic in Private University: Challenges and Opportunities", Daniel Hermawan of Parahyangan Catholic University in Bandung, Indonesia investigated the challenges and opportunities experienced by students in private universities by using e-learning as a cutting-edge teaching strategy during the pandemic. The COVID-19 pandemic has

necessitated the use of e-learning in education, replacing traditional classroom instruction with various learning media. Despite challenges like inadequate digital infrastructure, unstable internet connections, and varying access among students, e-learning remains a viable option for addressing the educational process in all parts of the world, including Indonesia.

After applying a mixed method approach, Hermawan asserted that e-learning can be recognized as an effective educational strategy for combating the COVID-19 pandemic. However, there is still room for improvement in terms of comfort, infrastructure, and knowledge absorption. Upon surveying 186 private university students aged 17 to 24, it was found that students participated in online learning from “home with varying family conditions.” One hundred percent of universities used free online collaborative platforms such as Zoom, Google Hangouts Meet, and others. The research measured a number of indicators related to student perceptions in the use of e-learning. The indicators reviewed were related to “perceptions, attitudes, infrastructure, and ease of use/absorption of information/knowledge.”

Hermawan claimed that because students perceived e-learning as a response to the COVID-19 pandemic, they embraced the conduct of their classes via electronic devices. Participants believed that “e-learning is an opportunity for them to get to know new tools that have never been used in the learning process all this time.” Furthermore, they stated that they are able to learn more independently, flexibly, and responsibly plan their schedules, keeping in mind that learning occurs privately in each person's home. This result is strengthened by Luaran's (2014) findings, which emphasized the flexibility of learning and the ability to select either instructor-led or self-study courses, as well as to learn without regard to time or space restrictions.

Because they are not physically confined to a classroom and can access classes through a variety of digital channels, students were more at ease with e-

learning from an attitude standpoint. They can also record e-learning so they can review the lessons asynchronously on their own time. Since e-learning reduces the amount of money that must be spent on campus transportation, it is also found convenient practically and financially. However, in light of the drawbacks of online learning, which are thought to be concentrated in lower levels of interaction and a higher volume of assignments than in-person lectures, this attitude point is insufficient. This problem further strengthened Mamattah's (2016) argument that e-learning is not a suitable medium for studying courses with practical components, such as laboratories and classes on computation due to the absence of communication between students and teachers conducted physically.

In terms of the quality of learning, the participants believed that Indonesia's internet connection infrastructure, based on each household, is adequate, as corroborated by data showing that 67.74% of students had internet service provider subscriptions. However, this score was not noteworthy because there were still a lot of infrastructure limitations that exist. These included things like networks that frequently slow down, difficulty receiving signals in particular areas, occasional power outages at specific times, and inconsistent internet speeds that interrupt synchronously communicated learning activities as well as students' asynchronous consumption of learning materials and accomplishment of learning activities. Students' ability to study online is also thought to be hampered by other factors, such as the noise level of their homes and eye strain from prolonged screen staring. Additionally, students believed that the noise level in their homes and screen fatigue from staring at screens were barriers to e-learning.

While e-learning is thought to facilitate student-teacher interaction without physical presence of both parties, there was not much evidence of this based on students' reluctance to ask questions during an online session. Additionally, certain

quantitative material may be challenging to comprehend digitally, and one-way learning tends to occur. Finally, educators who struggle with technology may find it challenging to engage students during synchronous lectures conducted virtually or e-learning lectures. Additionally, students' absorption of knowledge tends to be less than optimal due to the lecturer's voice or audio intonation, which can affect how quickly, slowly, or lowly they transfer the information they learn.

The study's findings also showed that 37.43% of the participants remembered that e-learning should last between 30 and 45 minutes, followed by 29.41% for 15 to 30 minutes and 24.06% for 45 to 60 minutes. The reason for this duration is that e-learning lectures cannot always be completed in the same amount of time as face-to-face meetings due to the use of electronic devices, a high internet data requirement, and visual fatigue when staring at a smartphone or computer screen for extended periods of time. Instead, the content and duration must be adjusted accordingly.

Finally, Hermawan reiterated that there are several opportunities and challenges associated with the emergence of e-learning as a substitute teaching method at private universities during the COVID-19 epidemic. Regarding the challenges, "aspects of attitudes, infrastructure, and absorption of knowledge from students" still require enhancements, given that e-learning not only converts all in-person instruction into virtual form but also streamlines and simplifies pre-existing lectures with minimal interaction between instructors and learners. Additionally, lecturers need to exercise more restraint and diligence in order to minimize boring and one-way lectures and increase participation through a variety of independent modules and exercises carried out online before to or after lectures. In terms of prospects, the development of e-learning during the COVID-19 epidemic highlighted the readiness of Indonesian universities, particularly private ones, to build dependable infrastructure for a digital campus. Additionally, the Indonesian government's "Making Indonesia 4.0"

vision aims to improve and educate students and teaching staff for a mature digital infrastructure through the adoption of e-learning as the ideal momentum for this kind of education. All stakeholders, including technologically reticent lecturers, may be forced by the COVID-19 epidemic to attempt and adopt different digital platforms that facilitate the online exchange of knowledge and information. Undoubtedly, the opportunities and challenges of e-learning arise during the phase of transition from in-person to online learning. However, with continued innovation and learning, e-learning has the potential to become the preferred method of instruction and serve as a bridge between Indonesia's widely dispersed educational system in Sabang and Merauke. It can also serve as a means of achieving equitable distribution of the quality of national education, which is currently difficult to achieve through in-person meetings alone.

This study can be expanded in terms of teachers and how e-learning alters how lecturers prepare and present information to students. A mutually beneficial e-learning model between professors and students can also be built through research in order to gain a various perspectives on the use of e-learning during the Covid-19 pandemic.

Transcendental Phenomenological Study of Students' Experiences in Virtual Learning

Albeit no mental and physical health issues emerged in a similar study conducted in Isabela State University Cabagan Campus, Philippines in October 2022, Gumarang uncovered several data that support Equierdo-Pitogo and Ecle's discovery: (1) students' difficulty in understanding the lessons, and (2) students' exposure to various distractions in his research "Living in the digital world: A transcendental phenomenological study of the students' experiences in virtual learning" (2022). Upon interviewing five students and analyzing gathered data using Colaizzi's method of analysis, Gumarang revealed six themes: (1) Poor Internet Connectivity, (2) Poor

Understanding, (3) Financial Difficulty, (4) Poor Location for Learning, (5) an Unorganized Schedule for Virtual Meetings, and (6) the Use of Multiple Online Learning platforms.

Despite Guramang's study being conducted two years into the pandemic, the participants still reported a difficulty in adjusting to distance learning utilizing online technologies. It is worth noting that even when the students' lessons were communicated to them via synchronous virtual meetings, they still "cannot understand fully their discussions" (p. 132) due to a variety of reasons.

One of said reasons was that the students were "encountering problems on how to manage their time simply because of this unorganized schedule" (p. 131) due to the disorganization of their online class schedule. The participants reported "having difficulties with the schedule of asynchronous and synchronous since there is no systematic schedule; the schedule change [sic] all the time depending on the decisions of their instructors" (p. 131). Besides the disorganized schedule, the students were mandated "to download applications for online learning," which became "the reason why their mobile phones are not functioning well" anymore.

Qualitative Descriptive Research on Students' Perspectives on the Benefits and Challenges of Emergency Remote Teaching

An exploratory study on the perspectives of students on the benefits and challenges of ERL was then conducted in November 2022 at the University of Ghana by Emmanuel Boakye Omari, Joana Salifu Yendork, and Ebenezer Ankrah. Through a thematic analysis of the interviews conducted on 20 students, the study's results "showed students had both positive and negative experiences which had diverse impacts on their self-esteem, academic confidence, and performance" (Omari et al., 2022).

“Learning management system (LMS) failure, internet challenges, laziness on the part of the students, high cost of Internet, unconducive environment, and comprehension difficulty” were the challenges encountered by the participants. On the other hand, the benefits reported were “opportunities to express oneself in class, less distraction, improved grades, and benefits of virtual learning experiences for future endeavors.” The “students’ self-esteem, academic confidence, and academic performance” were all significantly impacted by these benefits and challenges. Despite the approach-avoidance motivation framework, the results of Omari et al.’s study revealed that while the University of Ghana implemented emergency remote teaching to improve students’ learning experiences, lessen the effects of Covid-19, and reduce the delays in tertiary students’ education, the approach had both positive and negative effects on students’ wellbeing and academic confidence.

These results are in line with findings from other research on the impact of emergency remote teaching (Demuyakor, 2020; Henaku, 2020; Hussein et al., 2020; Serhan, 2020). The challenges reported were anticipated since the emergency remote teaching (ERT) method was implemented without providing the students sufficient preparation. Without psychological readiness, it was predictable that the students, not being accustomed to remote teaching and learning, will have difficulty adjusting. Additionally, research has shown that “challenges with devices and gadgets used to undertake emergency remote teaching program, financial difficulty due to high cost of internet data, and disruption resulting from the need to assist with house chore” are other factors that negatively affect students’ experiences with ERL (Henaku, 2020). Omari et al. claimed that “The unpreparedness for the change from the traditional face-to-face mode of teaching and learning may have prevented students from applying the right coping strategies to manage the distress.”

However, despite the unpreparedness of the participants, they reported several

benefits they observed in their ERL experience: (1) “eradication of distraction that comes with the traditional face-to-face form of teaching and learning,” (2) enhancements of the students’ ability to “express themselves,” (3) improvement of the students information technology (IT) literacy, and (4) improvement of students’ grades. These beneficial outcomes came about as a result of some students being motivated to learn because of the incorporation of information and communication technology (ICT) in ERL. The findings also show that individuals were able to engage in class with confidence in ERL, which in turn increased their self-esteem. With ERL, “students do not have to physically face the entire class to be intimidated, therefore feeling confident in class” (Alden & Regambal, 2010). The results corroborate earlier studies (Van Gundy et al., 2006; Hussein et al., 2020) that demonstrate how undergraduate students' self-esteem is raised by participating in online discussion forums.

This study therefore aims to conduct further exploration of the perspectives of students on the combined modes of communication, and the consequences of the combined modes of communication on their learning process.

Chapter III

RESEARCH FRAMEWORK AND RESEARCH QUESTIONS

Phenomenology as a Tradition

This research utilized the phenomenological research design, as it aims to understand and describe the students' perspectives of synchronous and asynchronous modes of communication based on their first-hand experience of utilizing both during the last year of their secondary education.

Phenomenology is a tradition frequently credited with having its roots in the writings of German philosopher Edmund Husserl (1859–1938). However, Husserl undoubtedly drew inspiration from older thinkers. The phenomenological tradition was then carried on by other authors such as Heidegger, Sartre, and Derrida, but in very different directions. One unifying idea behind phenomenology is “an intense concern about the world appears to the person experiencing the world” (“What is Phenomenology?”, 2021). The subjectivity of the observer is of interest to a phenomenological approach, but this interest need not be limited to the level of the individual. The process through which an implicit awareness of how the world appears is developed, commonly referred to as the "life-world," and how people create a sphere of intersubjectivity is of interest to phenomenologists.

Another issue that phenomenology addresses is how people perceive the world incorrectly. Husserl, for instance, gives the impression that if people could get rid of their prejudices, they would be able to have actual insight into the world. The concept of "bracketing" as a research technique, which entails setting aside one's preconceived notions about the topic at hand, builds on this one. Husserl views undistorted insight as intuitive, implying a level of objectivity of understanding attained after much analysis and reflection.

In *The Idea of Phenomenology*, Husserl proposes what he terms "the epistemological reduction," in which researchers are expected to provide this positing of a transcendent universe with "an index of indifference" (Husserl 1999, sec. 30). In *Ideas I*, this is the "phenomenological epoché," according to which "We put out of action the general positing which belongs to the essence of the natural attitude; we parenthesize everything which that positing encompasses with respect to being" (Husserl 1982, sec. 32). This means that any judgments that assert the independent existence of the world or of worldly entities, as well as all judgments that assume such judgments, are to be bracketed and not used when doing phenomenological analysis.

The idea that phenomenology must function within the parameters of the phenomenological reduction has a number of justifications, first being epistemological modesty, which states that phenomenology's focus is not constrained by doubts about the reality of the "external" world. A second benefit of the reduction is that it enables the phenomenologist to provide a phenomenological analysis of the natural attitude itself. If, as Husserl asserts, the natural attitude is one of the premises of scientific inquiry, then this is extremely crucial. The purity of phenomenological description is the final point of discussion. The implicit idea that the universe exists independently from us may have an impact on what we are inclined to accept as an accurate depiction of how things work in the world.

According to Husserl (2001), the reduction, in part, enables the phenomenologist to return to the "things themselves," or to the ways that things are truly provided in experience. In fact, Husserl thought that we would ultimately find the unmistakable proof that would lay the groundwork for every scientific discipline right here, in the world of phenomena. Because of this, it is critical that researchers have the ability to see past the limitations of common sense reality and take things for granted. Husserl introduces his "principle of all principles" in this context, which asserts

“that every originary presentive intuition is a legitimizing source of cognition, that everything originally (so to speak, in its ‘personal’ actuality) offered to us in ‘intuition’ is to be accepted simply as what it is presented as being, but also within the limits in which it is presented there” (1982, p. 44).

The findings of phenomenology are meant to be facts about the fundamental characteristics of events and their modes of givenness rather than a collection of specific facts about consciousness. Phenomenologists strive to provide accounts of the fundamental characteristics of material object perception as a whole, rather than just their individual reports of their experiences with material items. But given that phenomenology uses a descriptive approach that entails meticulously describing experience, Husserl suggests that “the phenomenologist must perform a second reduction called ‘eidetic’ reduction”—one that “involves a kind of vivid, imagistic intuition.”

In Husserl's works, the eidetic reduction serves to set aside any discussions of the contingent and accidental in favor of focusing on intuiting the fundamental qualities or essences of things and acts of awareness (Husserl 1982, section 2). Researchers imagine variations on an object and ask, "What holds up amid such free variations of an original [...] as the invariant, the necessary, universal form, the essential form, without which something of that kind [...] would be altogether inconceivable?" (Husserl 1977, section 9a). “This intuition of essences proceeds via what Husserl calls ‘free variation in imagination’” (Smith, n.d.). Eventually, researchers will run into something that cannot be changed without eradicating the object as a unique example of its sort. Here, it is implicitly asserted that if it is improbable that an object of sort K could be devoid of feature F, then F is a component of K's essence.

Therefore, it could be said that eidetic intuition is an a priori technique “in gaining knowledge of necessities” (Smith, n.d.). However, the outcome of the eidetic

reduction was not merely that researchers learn about essences, but also that an intuitive understanding of essences was developed. Although not to *sensory* intuition but to *categorical* or *eidetic* intuition (Husserl, 2001), essences reveal themselves (*Wesensschau*). Husserl's techniques in this instance could be compared to the typical techniques of conceptual analysis, such as imaginative thought experiments (Zahavi 2003, 38–39).

In his work “Qualitative Research: Hermeneutical Phenomenological Method,” Guillen explained what phenomenology is in the simplest way:

In summary, phenomenology leads to finding the relationship between objectivity and subjectivity, which is present in each instant of human experience. Transcendence is not reduced to the simple fact of knowing the stories or physical objects; on the contrary, it tries to understand these stories from the perspective of values, norms and practices in general, as Rizo-Pattern pointed out. (2018)

This study will explore its participants’ insights about their experience of the synchronous and asynchronous modes of communication in the context of remote learning and uncover how their learning practices were impacted by the combined modes of communication.

Research Questions

This study answered the following questions:

1. What are the perspectives of Manresa School AY 2020-2021 grade 12 students of synchronous and asynchronous modes of communication?
2. What are the consequences of the combined modes of communication on their learning process?

Chapter IV

RESEARCH METHODOLOGY

Study Site

The study is conducted in Manresa School, “a private, co-Educational Roman Catholic” school situated in B.F. Homes, Parañaque City. It was “established in 1971 by the nuns of the Congregation of the Hijas de Jesus sisters”, founded by St. Candida Maria de Jesus. It “offers education in the Preschool (Nursery to Kindergarten), Elementary (Grades 1 to 6), Junior High School (Grades 7 to 10), and Senior High School (Grades 11 to 12)”. Manresa School’s “Elementary department gained Level 1 Accreditation by the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) in May 31, 2001” and its “High School department was granted Level 2 PAASCU Accreditation on January 31, 2003, which was renewed for another five years on May 5, 2008.”

Data Collection and Analysis

Data was collected from position papers written by Manresa School grade 12 students for the academic year 2020-2021. The position papers were outputs of one of the writing tasks in the subject *English for Academic and Professional Purposes*, one of the courses taught by the researcher in the site of the study. Each essay depicts the students’ respective stand on whether they believe the implementation of remote learning is beneficial to them as learners, and in the process of communicating their stand on the issue, the students describe their personal experiences of synchronous and asynchronous communication.

In order to be allowed to analyze said output of the students, the researcher submitted a request of approval to the school principal of Manresa School. The

principal then advised the researcher to craft the following: (1) consent form, and (2) letter to parents. Upon the acquisition of the signatures of the SHS assistant principal and the school principal, the research then disseminated said documents to the participants so that their legal guardians could sign them. The signed consent forms and letters to parents were then returned by the participants to the researcher via electronic mail (email). The position papers of the participants who gave their consent were then downloaded and compiled by the researcher.

Utilizing inductive thematic coding, all position papers were scrutinized. Between the two approaches of thematic analysis, this study employed the semantic approach, as the researcher analyzed “the explicit content of the data” (Caulfield, 2019) found in the participants’ position papers. Furthermore, this study followed the six steps developed by Braun and Clarke: (1) familiarizing oneself with the data, (2) generating codes, (3) constructing themes, (4) reviewing potential themes, (5) defining and naming themes, and (6) producing the report.

Table 1.

Data and Analysis on Self-paced

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants’ Learning Practice
<p>“Having to accomplish something within a strict time frame is a long gone aspect, letting you take things at a slower pace. You have the freedom to study at your own pace, which enables you to have more flexibility with your day-to-day indoor activities”</p>	<p><i>Self-paced</i></p>	<p>Learning proper time management and self-discipline</p>

“Creating a smooth transition to each subject and task provided could have a better impact on their work ethic and disposition as a whole.”

“Train the students in time management due to the freedom that comes with it”

“Allow students have control over how much time they allot for tasks”

“Students can practice time management skills”

“Students are expected to be responsible for their time management”

“Requires students to deal with time efficiently”

“Increase the chance of procrastination among students”

“. . . people who have a busy schedule or responsibilities to do, this can be a convenience for them how they can work at their own time and pace”

“. . . students are trained to have a sense of responsibility, challenging them to manage their own freedom of doing things at their own time and pace, learning how to manage their schedule can enhance their behavior and other life skills”

<p>“ . . .students can adjust to the demands of the curriculum they are fulfilling, as well as have a sense of independence when pacing themselves as they progress.”</p>		
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Table 2.

Data and Analysis on Undetermined Response Time

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants’ Learning Practice
<p><i>“Makes it easier for students to delay their school works The student that would learn the lesson should give more effort to learn. . .”</i></p> <p><i>“Online classes just make it easier for them (students) to delay their school works.”</i></p> <p><i>“Group tasks may be difficult since there is no guarantee that all members will participate”</i></p> <p><i>“Questions may not be answered instantly”</i></p> <p><i>“Several subjects that heavily rely on direct feedback from instructors face difficulties</i></p> <p><i>“feedback is one of the concerns in remote learning, questions, and concerns may not be</i></p>	<p><i>Undetermined response time</i></p>	<p>Learning the importance of feedback</p>

discussed and answered immediately due to the lack of physical or face to face interaction among students and teachers”

Table 3.

Data and Analysis on Time-efficient

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants’ Learning Practice
<p><i>“Online Distance Learning is the most effective setup that would enable students to learn and get an education regardless of distance and the lockdown period should be maximized so delays in school years will be avoided”</i></p> <p><i>“. . .enable students to learn and get an education regardless of distance and the lockdown period should be maximized so delays in school years will be avoided”</i></p> <p><i>“The best option in the time of the pandemic because it is convenient”</i></p> <p><i>“Time is not wasted, we can still be productive and we can still learn something amidst the Covid-19 pandemic”</i></p> <p><i>“Doing school at home helps students in practicing time management and self-</i></p>	<p><i>Time-efficient</i></p>	<p>Renewed appreciation of the importance of education for their future</p>

discipline on their own. Time management and self-discipline are both important requirements for achieving goals in life.”

Table 4.

Data and Analysis on Flexible Location

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants’ Learning Practice
<p><i>“Students are learning from a comfortable environment”</i></p> <p><i>“The kind of environment that the student has should be one of the factors to be considered most especially in remote learning since the environment between the school and home is disparate which affects how the student focuses on listening to the teacher and copes up with studying.”</i></p> <p><i>“. . .it would be done easier so it could be done at your own time and could be done if you are anywhere, for example I have to go to a relatives house but I have school all I need to do is that I have to bring a device that could be used for online class like a phone, tablet, or laptop so that I could still listen while i’m not at home.”</i></p>	<p><i>Flexible location</i></p>	<p>Discovered the importance of environment / learning space in the success of the learning process</p> <p>Learn their own strategies to overcome procrastination, laziness, and other hindrances to effective learning</p>

<p><i>“Students no longer have to leave the comfort of their own homes to attend class”</i></p> <p><i>“. . .students are at the comfort of their homes, allowing them to study more, furthermore, encouraging independence convenient for students living in rural areas, those with health concerns or disabilities, and those who frequently travel”</i></p> <p><i>“Some students may not have access to a quiet place in order to study; interference with the clarity of the audio may distort the student’s comprehension of the lesson which can affect the overall performance of the student in the long run.”</i></p>		
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Table 5.

Data and Analysis on Open to More Distractions

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants’ Learning Practice
<p><i>“Majority of students get easily distracted”</i></p> <p><i>“Students can easily be tempted to give in to distractions especially if unsupervised”</i></p>	<p><i>Open to more distractions</i></p>	<p>Disinterest in participating in lessons and activities</p>

<p><i>“Students may find it difficult to focus on the discussion due to environmental factors”</i></p> <p><i>“ . . .since they are at their homes, the temptation to do something more interesting rather than listening to class is always present, not to mention other factors in their homes that may also affect their focus.”</i></p> <p><i>“ . . .students often multitask with non-academic activities such as browsing their social media accounts. Not only does this cause procrastination to students after classes, but is also possible while classes are happening.”</i></p>		
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Table 6.

Data and Analysis on Internet-dependent

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants’ Learning Practice
<p><i>“One of the main disadvantages of online classes is the instability of the Internet connection. . . [which] can greatly affect their grades and cause anxiety on their (students) part the possibility of experiencing a lot of technical difficulties, such as a bad internet connection can cause</i></p>	<p><i>Internet-dependent</i></p>	<p>Increased dependence on the Internet for their learning and academic tasks</p>

significant interruption in this learning experience.”

“Teachers are unable to teach properly in the class and give instructions to students due to technical difficulties such as weak signals, unstable internet”

“remote learning will also be severely difficult if it will be implemented due to the sorry state of our internet and telecommunication services in our country. . .”

“. . .not everyone is privileged to have access or to afford a stable internet connection, electricity, and electronic devices”

“Remote learning may be ineffective due to the unstable internet connection that we are experiencing, especially when it is the rainy season”

“So long as internet access and sufficient equipment are available, the students nor the teachers no longer have to leave the comfort of their own homes to attend class.”

“Given that remote learning is grounded on the internet, this advantage is one of its most prominent qualities.”

Table 7.

Data and Analysis on Mediated by Electronic and Information Technology

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants' Learning Practice
<p><i>“Students and teachers are exposed to the screen for more than 6 hours a day that possible affects their health and eyesight”</i></p> <p><i>“ . . .students use different gadgets and electronics to aid the needs of students and teachers. This affects them specifically sleep habits and strain in the eyes.”</i></p> <p><i>“Draining because of the screen time students and teachers are exposed to”</i></p> <p><i>“Eye-strain and back pain have also become a recent problem of students and teachers due to the fact that their screen time has detrimental effects to one’s health.”</i></p> <p><i>“The utilization of technology enhances the students’ skills, literacy and proficiency in technology”</i></p> <p><i>“Teachers cannot maximize the technology and resources they have to teach their students and properly observe their improvement if they are well trained to teach in an online class”</i></p>	<p><i>Mediated by electronic and information technology</i></p>	<p>Health problems caused by heavy use of electronic devices (eye strain/problems, migraine, disrupted sleep cycle, back pain)</p> <p>Improved proficiency in using electronic and information technology</p>

“ . . . teaching them how to use the computer with the age of technological advancement, [students] will be able to adjust in the future as continuous advancement can prepare the students.”

“In response to that, although resources are very limited during these trying times, the government has responded by making learning materials available via the use of televisions and radio frequencies. Some cities have also distributed devices in response to the need [sic] of the students.”

Table 8.

Data and Analysis on Utilization of Online and Multimedia Resources

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants’ Learning Practice
<p><i>“Students are able to download and view their materials online”</i></p> <p><i>“Students can participate in classes from anywhere in the world, provided they have a computer and Internet connection”</i></p> <p><i>“ . . .provides multiple media usage and can also be used in conjunction with modules for</i></p>	<p><i>Utilizes online and multimedia resources</i></p>	<p>Improved level of Internet and media literacy</p> <p>Increased retention of information and knowledge</p> <p>Becoming more critical in terms of checking the validity and credibility of references</p>

supplement; studies show that students are able to retain even more information”

“Based on research, it has resulted in increased retention of knowledge among students as videos are recorded and can be replayed by the learners”

“. . .allows us to find other ways on how to educate students using multimedia content. Just because traditional learning or physical classes have been ‘normal’ and ‘effective’ as a mode of learning, it does not mean that it is the only effective way to learn. It should also not be the sole effort of the teacher for the student to learn his/her subject.”

“Students check the validity and credibility of scholarly articles that will be used for learning”

Table 9.

Data and Analysis on Less Interpersonal Connection

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants’ Learning Practice
<i>“The lack of interaction with peers and teachers may affect the students’</i>	<i>Less interpersonal connection</i>	Decreased motivation to participate in group-based activities

performance in their academics; without physical interaction with the teacher, it may be difficult for other students to communicate their thoughts and ideas.”

“Without physical interaction with the teacher, it may be difficult for other students to communicate their thoughts and ideas”

“Students may have a difficult time with the subject since it is not taught in a face to face environment that both the students and teachers are used to doing”

“Less interaction between students and teachers when most of the students are fond of interactions especially in learning since it weakens the possibility of boredom”

“Social interaction during the education process is important for them (students) to be able to have motivation to comprehend and fully understand the concepts. . . online classes prevents them from doing this action.”

“May lead to a feeling of loneliness and contributes to people no longer being used to face-to-face social interaction”

Feelings of anxiety,
loneliness, and isolation

Table 10.

Data and Analysis on Utilization of Social Networking Sites and Online Messaging Applications

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants' Learning Practice
<p><i>"Students who are timid or may have fear of speaking may be encouraged to speak to the teachers privately through the use of private comments."</i></p> <p><i>"Makes use of different platforms for students to interact with their teacher through emails, chat boxes, etc."</i></p> <p><i>". . .this is an advantage for other who have a timid personality because they can easily address their concerns by simply messaging their teacher."</i></p> <p><i>"Breakout sessions can be maximized for students to discuss and collaborate among peers."</i></p>	<p><i>Utilizes social networking sites and online messaging applications</i></p>	<p>Improved self-confidence and communication skills (developed courage to communicate concerns to their teachers)</p> <p>Better collaboration skills</p>

Table 11.

Data and Analysis on Flexible Interaction

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants' Learning Practice
<p><i>"Having more time to set things to a schedule that best suits your lifestyle helps you evaluate yourself better"</i></p>	<p><i>Flexible Interaction</i></p>	<p>Getting to know oneself in relation to what it is to be a learner</p> <p>Discovery of their</p>

<p><i>and know your strengths and weaknesses.”</i></p> <p><i>“ . . . having more time to yourself lets you understand why some things are harder to grasp than others, and why some topics feel like a breeze to continue.”</i></p> <p><i>“ . . .It is also important to remember that remote learning choices usually allow students to divide the time they spend in the course in whatever way they work for them.”</i></p> <p><i>“Even while sick, the students can catch up on what they missed since the lesson for that day has been posted already, allowing them to review and catch-up as they rest for the day to recover.”</i></p> <p><i>“ . . .students are able to download and view their materials online and work on them in accordance with their personal schedules”</i></p>		particular learning style
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Table 12.

Data and Analysis on Limited to No Supervision

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants’ Learning Practice
<i>“One of the main reasons why remote learning is ineffective is because</i>	Limited to no supervision	Tendency to cheat when accomplishing assessments without

students have the possibility to cheat while doing their online assessments because there is no one there to check them.”

“Students have the possibility to cheat while doing their online assessments because there is no one to check them”

“Easier for students to cheat as they are not being closely monitored as they were in a traditional class setup”

“Can easily cheat on examinations, sleep during class, and do other stuff that the teacher is not aware of”

“Class monitoring of students is made more complicated”

“Group tasks may be difficult since the instructor may not be able to monitor the students’ participation efficiently”

“There is no certain way to determine whether the student is cheating”

“The teacher is not there to personally monitor the students. . . this makes it easier for students to look for ways [to cheat] and get away with cheating without anyone potentially finding out.”

supervision

Disinterest in group-based activities

Urge to procrastinate

Table 13.

Data and Analysis on Control Over Response

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants' Learning Practice
<p><i>“Online classes just make it easier for them (students) to delay their school works.”</i></p> <p><i>“Students can easily be tempted to give in to distractions especially if unsupervised”</i></p> <p><i>“Doing school at home helps students in practicing time management and self-discipline on their own. Time management and self-discipline are both important requirements for achieving goals in life.”</i></p> <p><i>“. . .requires students to be highly motivated and able to deal with time efficiently”</i></p> <p><i>“Students who are less motivated and disciplined may find it hard to keep up with their lessons”</i></p> <p><i>“Makes it easier for students to delay their school works The student that would learn the lesson should give more effort to learn. A lenient schedule would cause the students' to procrastinate in doing the tasks.”</i></p>	<p><i>Control over response</i></p>	<p>Learning time management and self-discipline</p> <p>Losing motivation to study and attend to their academic responsibilities</p> <p>Urge to procrastinate due to distractions</p>

“ . . . ability to train the students in time management, due to the sense of freedom that comes with it”

Table 14.

Data and Analysis on Learning Proper Time Management and Self-Discipline

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants’ Learning Practice
<p><i>“Having to accomplish something within a strict time frame is a long gone aspect, letting you take things at a slower pace. You have the freedom to study at your own pace, which enables you to have more flexibility with your time day-to-day indoor activities.”</i></p> <p><i>“Creating a smooth transition to each subject and task provided could have a better impact on their work ethic and disposition as a whole.”</i></p> <p><i>“Train the students in time management due to the freedom that comes with it”</i></p> <p><i>“Allow students have control over how much time they allot for tasks”</i></p> <p><i>“Students can practice time management skills”</i></p> <p><i>“Students are expected to be responsible for their time management”</i></p>	<p>Self-paced</p>	<p><i>Learning proper time management and self-discipline</i></p> <p>Getting to know oneself as a learner</p> <p>Discovery of own learning strategies</p>

“Requires students to deal with time efficiently”

“Increase the chance of procrastination among students”

“. . . people who have a busy schedule or responsibilities to do this can be a convenience for them how they can work at their own time and pace”

“. . . students are trained to have a sense of responsibility, challenging them to manage their own freedom of doing things at their own time and pace, learning how to manage their schedule can enhance their behavior and other life skills”

“. . .students can adjust to the demands of the curriculum they are fulfilling, as well as have a sense of independence when pacing themselves as they progress.”

Table 15.

Data and Analysis on Learning the Importance of Feedback

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants’ Learning Practice
<i>“Makes it easier for students to delay their school works</i>	Undetermined response time	<i>Learning the importance of feedback of teachers on learning</i>

<p><i>The student that would learn the lesson should give more effort to learn. . .</i></p> <p><i>“Online classes just make it easier for them (students) to delay their school works.”</i></p> <p><i>“Group tasks may be difficult since there is no guarantee that all members will participate”</i></p> <p><i>“Questions may not be answered instantly”</i></p> <p><i>“Several subjects that heavily rely on direct feedback from instructors face difficulties</i></p> <p><i>“feedback is one of the concerns in remote learning, questions, and concerns may not be discussed and answered immediately due to the lack of physical or face to face interaction among students and teachers”</i></p>		<p>Frustration over unanswered queries</p>
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Table 16.

Data and Analysis on Discovering the Importance of Environment and Learning Space

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants’ Learning Practice
<i>“Students are learning from a comfortable environment”</i>	Flexible location	<i>Discovered the importance of environment / learning</i>

“The kind of environment that the student has should be one of the factors to be considered most especially in remote learning since the environment between the school and home is disparate which affects how the student focuses on listening to the teacher and copes up with studying.”

“ . . .it would be done easier so it could be done at your own time and could be done if you are anywhere, for example I have to go to a relatives house but I have school all I need to do is that I have to bring a device that could be used for online class like a phone, tablet, or laptop so that I could still listen while i'm not at home.”

“Students no longer have to leave the comfort of their own homes to attend class”

“ . . .students are at the comfort of their homes, allowing them to study more, furthermore, encouraging independence convenient for students living in rural areas, those with health concerns or disabilities, and those who frequently travel”

“Some students may not have access to a quiet

space in the success of the learning process

Learn their own strategies to overcome procrastination, laziness, and other hindrances to effective learning

Developed inherent desire to learn

<i>place in order to study; interference with the clarity of the audio may distort the student's comprehension of the lesson which can affect the overall performance of the student in the long run."</i>		
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Table 17.

Data and Analysis on Improved Level of Internet and Media Literacy

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants' Learning Practice
<i>"Students are able to download and view their materials online"</i>	Utilizes online and multimedia resources	<i>Improved level of Internet and media literacy</i>
<i>"Students can participate in classes from anywhere in the world, provided they have a computer and Internet connection"</i>		Increased retention of information and knowledge
<i>". . .provides multiple media usage and can also be used in conjunction with modules for supplement; studies show that students are able to retain even more information"</i>		Becoming more critical in terms of checking the validity and credibility of references
<i>"Based on research, it has resulted in increased retention of knowledge among students as videos are recorded and can be replayed by the learners"</i>		
<i>". . .allows us to find other ways on how to educate</i>		

students using multimedia content. Just because traditional learning or physical classes have been ‘normal’ and ‘effective’ as a mode of learning, it does not mean that it is the only effective way to learn. It should also not be the sole effort of the teacher for the student to learn his/her subject.”

“Students check the validity and credibility of scholarly articles that will be used for learning”

Table 18.

Data and Analysis on Becoming More Productive

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants’ Learning Practice
<p><i>“ . . .lessens contact with other people this could be seen as an opportunity to be more productive in doing different tasks.”</i></p>	<p>Less interpersonal connection</p>	<p><i>Becoming more productive</i></p>
<p><i>“Some students find that they work better when they are alone. . . prefer individual asynchronous tasks than group works.”</i></p>		

Table 19.

Data and Analysis on Improved Self-confidence and Communication Skills

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants' Learning Practice
<p><i>“Students who are timid or may have fear of speaking may be encouraged to speak to the teachers privately through the use of private comments.”</i></p> <p><i>“Makes use of different platforms for students to interact with their teacher through emails, chat boxes, etc.”</i></p> <p><i>“. . .this is an advantage for other who have a timid personality because they can easily address their concerns by simply messaging their teacher.”</i></p> <p><i>“Breakout sessions can be maximized for students to discuss and collaborate among peers.”</i></p>	<p>Utilizes social networking sites and online messaging applications</p>	<p><i>Improved self-confidence and communication skills (developed courage to communicate concerns to their teachers)</i></p> <p>Better collaboration skills</p>

Table 20.

Data and Analysis on Knowing Oneself as a Learner

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants' Learning Practice
<p><i>“Having more time to set things to a schedule that best suits your lifestyle helps you evaluate</i></p>	<p>Flexible Interaction</p>	<p><i>Knowing oneself as a learner</i></p> <p>Discovery of their</p>

<p>yourself better and know your strengths and weaknesses.”</p> <p>“ . . . having more time to yourself lets you understand why some things are harder to grasp than others, and why some topics feel like a breeze to continue.”</p> <p>“ . . .It is also important to remember that remote learning choices usually allow students to divide the time they spend in the course in whatever way they work for them.”</p> <p>“Even while sick, the students can catch up on what they missed since the lesson for that day has been posted already, allowing them to review and catch-up as they rest for the day to recover.”</p> <p>“ . . .students are able to download and view their materials online and work on them in accordance with their personal schedules”</p>		particular learning style
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Table 21.

Data and Analysis on Learning How to Multitask and Pursue Non-academic Interests

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants’ Learning Practice
“It is also important to remember that remote	Self-regulated	<i>Learning to multitask and pursue other</i>

learning choices usually allow students to divide the time they spend in the course in whatever way they work for them. . .”

“ . . . having more leniency with the students can help them explore different inner interests that may have not been touched on by previous classroom settings.”

“ . . . instills important values in students, such as independence, responsibility, self-discipline and self-motivation as it encourages students to manage their own time, conduct self-study or independent learning, and set their priorities”

“ . . . it helps the students to become independent and proactive for themselves. . . to take initiative of working on a task or learning a lesson”

“ . . . requires strong self-motivation, online courses usually require assignments, projects, and tests that require enough time management and organizing skills”

“Despite this being a perfect opportunity to act as a motivator to one, once this pressure has been exploited and has become something of a disturbance or distress to the student instead of a

interests

Become more well-rounded individuals

Become more responsible for their own learning

Develop independent learning strategies

Tendency to cram due to poor time management and procrastination

motivator, this may affect the performance and mental health of the student if this has not been handled properly. “

“remote learning somehow reinforces students’ discipline, considering that, with the help of their guardians, they are expected to practice self-regulation in their homes, ideally in order to achieve a work-life balance”

“. . . ability to train the students in time management, due to the sense of freedom that comes with it”

Table 22.

Data and Analysis on Losing Motivation to Study and Attend to Academic Responsibilities

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants’ Learning Practice
<p><i>“Online classes just make it easier for them (students) to delay their school works.”</i></p> <p><i>“Students can easily be tempted to give in to distractions especially if unsupervised”</i></p> <p><i>“Doing school at home helps students in practicing time management and self-</i></p>	<p>Control over response</p>	<p>Finding intrinsic motivation to finish high school education</p> <p><i>Losing motivation to study and attend to their academic responsibilities</i></p>

discipline on their own. Time management and self-discipline are both important requirements for achieving goals in life.”

“ . . .requires students to be highly motivated and able to deal with time efficiently”

“Students who are less motivated and disciplined may find it hard to keep up with their lessons”

*“Makes it easier for students to delay their school works
The student that would learn the lesson should give more effort to learn. A lenient schedule would cause the students’ to procrastinate in doing the tasks.”*

“ . . . ability to train the students in time management, due to the sense of freedom that comes with it”

Table 23.

Data and Analysis on Tendency to Procrastinate Due to Lack of Motivation and Distractions

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants’ Learning Practice
<i>“It is also important to remember that remote</i>	Self-regulated	Ability to multitask and pursue other interests

learning choices usually allow students to divide the time they spend in the course in whatever way they work for them. . .”

“ . . . having more leniency with the students can help them explore different inner interests that may have not been touched on by previous classroom settings.”

“ . . . instills important values in students, such as independence, responsibility, self-discipline and self-motivation as it encourages students to manage their own time, conduct self-study or independent learning, and set their priorities”

“ . . . it helps the students to become independent and proactive for themselves. . . to take initiative of working on a task or learning a lesson”

“ . . . requires strong self-motivation, online courses usually require assignments, projects, and tests that require enough time management and organizing skills”

“Despite this being a perfect opportunity to act as a motivator to one, once this pressure has been exploited and has become something of a disturbance or distress to the student instead of a

Become more well-rounded individuals

Become more responsible for their own learning

Develop independent learning strategies

Tendency to procrastinate due to lack of motivation, self-discipline, and distractions

motivator, this may affect the performance and mental health of the student if this has not been handled properly. “

“remote learning somehow reinforces students’ discipline, considering that, with the help of their guardians, they are expected to practice self-regulation in their homes, ideally in order to achieve a work-life balance”

“. . . ability to train the students in time management, due to the sense of freedom that comes with it”

Table 24.

Data and Analysis on Greater Dependence on the Internet

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants’ Learning Practice
<i>“One of the main disadvantages of online classes is the instability of the Internet connection. . . [which] can greatly affect their grades and cause anxiety on their (students) part the possibility of experiencing a lot of technical difficulties, such as a bad internet connection can cause significant interruption in this learning experience.”</i>	Internet-dependent	<i>Greater dependence on the Internet for their learning and academic tasks</i>

“Teachers are unable to teach properly in the class and give instructions to students due to technical difficulties such as weak signals, unstable internet”

“remote learning will also be severely difficult if it will be implemented to due to the sorry state of our internet and telecommunication services in our country. . .”

“ . . .not everyone is privileged to have access or to afford a stable internet connection, electricity, and electronic devices”

“remote learning may be ineffective due to the unstable internet connection that we are experiencing, especially when it is the rainy season”

“So long as internet access and sufficient equipment are available, the students nor the teachers no longer have to leave the comfort of their own homes to attend class.”

“Given that remote learning is grounded on the internet, this advantage is one of its most prominent qualities.”

Table 25.

Data and Analysis on Losing Motivation to Participate in Academic Endeavors

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants' Learning Practice
<p><i>“The lack of interaction with peers and teachers may affect the students’ performance in their academics; without physical interaction with the teacher, it may be difficult for other students to communicate their thoughts and ideas.”</i></p> <p><i>“Without physical interaction with the teacher, it may be difficult for other students to communicate their thoughts and ideas”</i></p> <p><i>“Students may have a difficult time with the subject since it is not taught in a face to face environment that both the students and teachers are used to doing”</i></p> <p><i>“Less interaction between students and teachers when most of the students are fond of interactions especially in learning since it weakens the possibility of boredom”</i></p> <p><i>“Social interaction during the education process is important for them (students) to be able to have motivation to comprehend and fully understand the concepts.</i></p>	<p>Less interpersonal connection</p>	<p>Difficulty in accomplishing academic tasks</p> <p><i>Losing motivation to participate in academic endeavors</i></p> <p>Feelings of anxiety, loneliness, and isolation</p>

... online classes prevents them from doing this action.”

“May lead to a feeling of loneliness and contributes to people no longer being used to face-to-face social interaction”

Table 26.

Data and Analysis on Becoming Disinterested in Group-Based Activities

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants’ Learning Practice
<p><i>“One of the main reasons why remote learning is ineffective is because students have the possibility to cheat while doing their online assessments because there is no one there to check them.”</i></p> <p><i>“Students have the possibility to cheat while doing their online assessments because there is no one to check them”</i></p> <p><i>“Easier for students to cheat as they are not being closely monitored as they were in a traditional class setup”</i></p> <p><i>“Can easily cheat on examinations, sleep during class, and do other stuff that the teacher is not aware of”</i></p>	<p>Limited to no supervision</p>	<p>Tendency to cheat when accomplishing assessments without supervision</p> <p><i>Becoming disinterested in group-based activities</i></p> <p>Urge to procrastinate</p> <p>Inability to understand lessons</p>

<p><i>“Class monitoring of students is made more complicated”</i></p> <p><i>“Group tasks may be difficult since the instructor may not be able to monitor the students’ participation efficiently”</i></p> <p><i>“There is no certain way to determine whether the student is cheating”</i></p> <p><i>“The teacher is not there to personally monitor the students. . . this makes it easier for students to look for ways [to cheat] and get away with cheating without anyone potentially finding out.”</i></p>		
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Table 27.

Data and Analysis on Tendency to Cheat During Assessments

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants’ Learning Practice
<p><i>“One of the main reasons why remote learning is ineffective is because students have the possibility to cheat while doing their online assessments because there is no one there to check them.”</i></p> <p><i>“Students have the possibility to cheat while doing their online assessments because</i></p>	<p>Limited to no supervision</p>	<p><i>Tendency to cheat when accomplishing assessments</i></p> <p>Disinterest in group-based activities</p> <p>Urge to procrastinate</p>

there is no one to check them”

“Easier for students to cheat as they are not being closely monitored as they were in a traditional class setup”

“Can easily cheat on examinations, sleep during class, and do other stuff that the teacher is not aware of”

“Class monitoring of students is made more complicated”

“Group tasks may be difficult since the instructor may not be able to monitor the students’ participation efficiently”

“There is no certain way to determine whether the student is cheating”

“The teacher is not there to personally monitor the students. . . this makes it easier for students to look for ways [to cheat] and get away with cheating without anyone potentially finding out.”

Table 28.

Data and Analysis on Feelings of Anxiety, Loneliness and Isolation

Excerpts	What It Says About the Combined Modes of Communication	Consequence on Participants' Learning Practice
<p><i>“The lack of interaction with peers and teachers may affect the students’ performance in their academics; without physical interaction with the teacher, it may be difficult for other students to communicate their thoughts and ideas.”</i></p> <p><i>“Without physical interaction with the teacher, it may be difficult for other students to communicate their thoughts and ideas”</i></p> <p><i>“Students may have a difficult time with the subject since it is not taught in a face to face environment that both the students and teachers are used to doing”</i></p> <p><i>“Less interaction between students and teachers when most of the students are fond of interactions especially in learning since it weakens the possibility of boredom”</i></p> <p><i>“Social interaction during the education process is important for them (students) to be able to have motivation to comprehend and fully understand the concepts. . . remote learning</i></p>	<p>Less interpersonal connection</p>	<p>Difficulty in accomplishing academic tasks</p> <p>Decreased motivation to participate</p> <p><i>Feelings of anxiety, loneliness, and isolation</i></p>

prevents them from doing this action.”

“May lead to a feeling of loneliness and contributes to people no longer being used to face-to-face social interaction”

Chapter V

RESEARCH RESULTS

This study uncovered 13 themes answering the first research question and 15 themes answering the second research question. All themes were classified into five dimensions. The summary of data gathered could be seen in the table below.

Table 29.

Data Summary

Dimensions	Perspectives on the Combined Modes of Communication	Consequences of the Combined Modes of Communication on Participants' Learning Practices	
		Discovering their Own Learning Strategies	Acknowledgement of their Deficiencies in the Nature of Education for their Future
Time	Self-paced	Learning Proper Time Management and Self-discipline	Losing Motivation to Study and Attend to Academic Responsibilities
	Undetermined Response Time		
	Time-efficient	Learning the Importance of Feedback	
Spatial	Flexible Location	Discovering the Importance of Environment and Learning Space	Tendency to Procrastinate Due to Lack of Motivation and Distractions
	Open to More Distractions		
Technology	Internet-dependent	Improved Level of Internet and Media Literacy	Greater Dependence on the Internet
	Mediated by Electronic and Information Technologies		
	Utilization of Online and Multimedia Resources		
Social	Less Interpersonal Connection	Becoming More Productive	Losing Motivation to Participate in Academic

	Utilization of Social Networking Sites and Online Messaging Applications	Improved Self-confidence and Communication Skills	Endeavors
Interactivity	Flexible Interaction	Knowing oneself as a Learner	Becoming Disinterested in Group-based Activities
	Limited to No Supervision	Learning How to Multitask and Pursue Nonacademic Interests	Tendency to Cheat During Assessments
	Control Over Response		

Perspectives on the Combined Modes of Communication

Regarding the participants' perspectives on the combined synchronous and asynchronous modes of communication, five major themes emerged: (1) time, (2) spatial, (3) technology, (4) social, and (5) interactivity.

Time Dimension

There are three subthemes that described the participants' perspectives on the modes of communication in relation to time.

Self-paced. The participants believed that the addition of asynchronous mode of communication allowed them to learn at their own pace:

Having to accomplish something within a strict time frame is a long gone aspect, letting you take things at a slower pace. You have the freedom to study at your own pace, which enables you to have more flexibility with your time day-to-day indoor activities.

Despite the fixed class schedule set by the SHS assistant principals, the subject teachers were given the freedom to forego the conduct of a discussion real-time especially when the learning task does not require one. In such cases, some teachers then simply posted lesson materials for the students to study on their own during their

most convenient time. The lesson materials were in the form of pre-recorded informative videos, PDF documents, or slide presentations prepared by the teachers themselves. Pre-existing and generic references were also posted but were referred to as “supplementary materials”. This echoes Esquierdo-Pitogo and Ecle’s finding that “students have more time for self-paced and self-guided asynchronous activities as one of the benefits of remote learning.”

In some subjects, the participants were also allowed to take non-graded examinations asynchronously. Through the use of Google Forms, the teachers would post the students’ quizzes and indicate instruction regarding the date and time of submission, and the students may take the assessment anytime before the deadline.

Other learning strategies that do not require the presence of the teacher were also conducted asynchronously such as accomplishment of worksheets and creation of outputs of various natures: slide presentation, video, podcast, and others. The instructions would be merely posted in an assignment in the subject’s Google Classroom along with the deadline. This allowed the participants to “have control over how much time they allot for tasks” since they were not constrained in a synchronous class session via an online meeting platform with their teacher, and the conduct of teacher-facilitated activities always come with time constraint.

Undetermined Response Time. Alongside the perceived freedom they had over the pace of their learning, the participants described the presence of undetermined response time during asynchronous communication processes. Due to the absence of a real-time interaction between the students and their teacher, the students find it “easier for students to delay their school works,” a participant revealed.

Another participant expounded that the fact that the asynchronous communication was happening over the Internet made it more susceptible to

procrastination, because unlike synchronous mode of communication conducted face-to-face, remote learning provides no opportunity for the teachers to physically approach a student who has not accomplished a task; the best medium for synchronous communication that allows a quick exchange of information was a voice call, and even then, there was no assurance that after the call, the student would positively respond to the teacher's instruction—positive response being through the form of compliance and accomplishment of tasks. This is the reason the participants of this study revealed being able to easily delay their school works.

The participants also described undetermined response time on the part of their teachers as their “questions may not be answered instantly” during the asynchronous communication process. Asynchronous communication between and among students and teachers were all done via online platforms. The school utilized Google Chats as their official platform the quick-exchange messaging. A participant expressed dismay over this feat of the asynchronous mode of communication: “Feedback is one of the concerns in remote learning. Questions and concerns may not be discussed and answered immediately due to the lack of physical or face-to-face interaction among students and teachers.”

The undetermination of response time was also most evident in group-based learning activities as a participant expressed dismay about the asynchronous conduct of group activities because “there is no guarantee that all members will participate,” a participant who was a student leader shared.

Several participants felt anxious over questions not answered instantly, and were worried because “several subjects that heavily rely on direct feedback from instructors face difficulties.” Another participant expressed that “feedback is one of the concerns in remote learning; questions and concerns may not be discussed and

answered immediately due to the lack of physical or face-to-face interaction among students and teachers.”

The undetermined response time in asynchronous communication caused frustration and confusion to the students, and could be one of the reasons behind Esquierdo-Pitogo and Ecle’s finding that students feel “disconnected” during remote learning.

Time efficient. Considering the various technologies utilized by the participants as they participate in synchronous and asynchronous communication for their learning, several of them commended how they were able “learn. . . regardless of distance and the lockdown period.”

A significant number of the participants stated that the combination of the two modes of communication in remote learning maximized their time and allowed them to “still be productive. . . amidst the COVID-19 pandemic.”

Spatial Dimension

There are two subthemes that described the participants’ perspectives on the modes of communication in relation to space.

Flexible Location. The combination of synchronous and asynchronous modes of communication in the context of remote learning meant that students were not limited to a particular physical location. This nature allowed the students to “learn from a comfortable environment.” Contrary to the traditional classroom setting, the “student no longer had to leave the comfort of their own homes to attend class.” They were “at the comfort of their homes, allowing them to study more, furthermore encouraging independence.” A participant also stated that the flexibility of the location provided by remote learning is “convenient for students living in rural areas, those with health

concerns or disabilities, and those who frequently travel.”

Some participants appreciate how they could spend time with their family without compromising their studies: “For example, I have to go to a relative’s house but I have school; all I have to do is . . . bring a device that could be used for online class like a phone, tablet, or laptop so that I could listen while I’m not at home.” This, in turn, develops students’ ability to multitask and pursue other interests, and mold them into well-rounded individuals.

On the other hand, some students express that “the environment between the school and home is disparate” and that not all homes are conducive to learning. “Some students may not have access to a quiet place in order to study,” a participant stated.

Furthermore, not all students’ homes have a strong Internet connection as well. “Interference with the clarity of the audio may distort the student’s comprehension of the lesson which can affect the overall performance of the student in the long run,” the participant continued. This corroborates Esquierdo-Pitogo and Ecle’s discovery that Internet and technology access are some of the major barriers to remote learning.

Open to More Distractions. Since both the synchronous and asynchronous modes of communication in remote learning were conducted via technological gadgets, the students reported to be more distracted often and by more things. “Students easily be tempted to give in to distractions especially if unsupervised,” a participant admitted. This is because even during synchronous discussions, they can simply open a tab in their browser during synchronous classes without the teacher seeing. Despite the teachers reminding them to focus on the discussion, the students may simply disobey and continue consuming other information, and there is nothing the teacher can do to reprimand them. “According to research, students who are

attending online classes often multitask with non-academic activities such as browsing their social media account,” another participant admitted.

Besides digital distractions, the physical location where the student is situated. Since a lockdown was implemented during the conduct of this study, most participants were in their own homes, and not all participants’ homes were conducive to learning. A participant described the distractions students experienced:

Students find it difficult to focus on the discussion due to environmental factors. . . since they are at their homes, the temptation to do something else more interesting rather than listening to class is always present. Not to mention, other factors in their homes that may also affect their focus.

This corroborates Esquero-Pitogo and Ecle’s discovery that one of the barriers in remote learning is the poor learning environment; “there were uncontrollable and controllable environmental distractions that contributed to poor learning environment experienced by the students in remote learning” (2021, p. 86).

Technology Dimension

There are three subthemes that described the participants’ perspectives on the modes of communication in relation to technology.

Internet-dependent. As the participants of this study experience synchronous and asynchronous communication in the context of remote learning, they viewed it as completely dependent on the Internet. “One of the main disadvantages of online classes is the instability of the Internet connection. . . which greatly affects their grades and cause anxiety on their part,” a participant stated.

The students, being aged 17-18, related synchronous and asynchronous communication with purely online communication. “The possibility of experiencing a lot of technical difficulties such as a bad Internet connection can cause significant interruption in the learning experience,” another participant shared. “Teachers are unable to teach properly in the class and give instructions to students due to technical difficulties such as weak signals, unstable Internet. . .,” stated another participant.

Evidently, the participants experienced frustration, stress and anxiety due to the interruptions in their learning experience caused by Internet problems. This supports Gillis and Krull’s findings in 2020 that lack of connectivity is the major barrier in online and remote learning.

Mediated by Electronic and Information Technologies. Another observation the participants made about synchronous and asynchronous communication that was greatly influenced by their remote learning experience due to COVID-19 is that both modes of communication are mediated by electronic and information technology.

All the participants stated that remote learning requires particular electronic and informations technology such as “computer hardware and software, operating systems, web-based information and applications, telephones and other telecommunications products” (“What is Information and Technology?”, 2022). This was one of the most argued disadvantage of remote learning, as the students deemed it unfair to other students who are not capable of securing such technology to not be able to continue learning during the pandemic just because of their financial incapacibilities.

A number of participants also viewed the use of electronic and informations technology in remote learning as something that is detrimental to the health of both teachers and students: “Students use different gadgets and electronics. . . This affects

their sleep habits.” Besides disrupted sleep patterns, “eye strain and back pain have also become a recent problem of students and teachers,” another participant claimed, saying that prolonged “screen time has detrimental effects to one’s health.”

Another participant expounded on the perceived detrimental effects of screen time on their health: “Students and teachers are exposed to the screen for more than 6 hours a day that possibly affects their health and eyesight.” Because of this, some participants view the experience as “draining because of the screen time that students and teachers are exposed to.” On the other hand, there are some participants—albeit, only a few—who see this as positive: “The utilization of technology enhances the students’ skills, literacy and proficiency in technology.”

Said utilization of technology was previously identified in Esquierdo-Pitogo and Ecle’s study as one of the activities and practices in remote learning, technology utilization being one of the three themes mentioned by their participants. Simon et al. (2020) initially discovered technology utilization as one of the major themes identified by students in response to the question “What are you doing to be successful in the (online) course?”

Utilization of Online and Multimedia Resources. In relation to the previous observation of the participants, they also perceived that the synchronous and asynchronous communication modes utilize online and multimedia resources. Majority of the participants had positive remarks about this: “Students are able to download and view their materials online.” Another participant enjoyed how “students can participate in classes from anywhere in the world, provided they have [a] computer and Internet connection.”

The utilization of online and multimedia resources were then connected by some participants to better information retention. “Based on research, [there is]

increased retention of knowledge among students as videos are recorded and can be replayed by the learners,” a participant stated.

Furthermore, some participants shared how the use of online resources train them to “check the validity and credibility of scholarly articles” they will be using for their learning, thus, training them to become more critical in terms of checking the integrity of their academic references.

Social Dimension

There are two subthemes that described the participants’ perspectives on the modes of communication in relation to socialization.

Less Interpersonal Connection. The students reported less interpersonal connection as they experienced the blend of synchronous and asynchronous communication in remote learning, which they found detrimental to their learning. “Students may have a difficult time with the subject since it is not taught in a face-to-face environment that both the students and teachers are used to doing,” a participant stated.

Another participant expressed dismay about the lessened interaction between and among students saying that “the students are fond of interaction. . . since it weakens the possibility of boredom.” This is because even in the real-time class discussions conducted via Google Meet, the students were strictly instructed not to utilize the chat box for non-academic purposes, such as side comments, jokes, or witty banter. This is to avoid distractions while the teachers are conducting synchronous virtual discussions.

This supports Esquierdo-Pitogo and Ecle’s finding that students’ “negative preference for remote learning may also be attributed to the less or lack of social

presence compared to face-to-face courses” and to the previous claim that the “preference for face-to-face courses is largely due to social-emotional interaction or social presence” (Nguyen et al., 2021).

The participants of this study affirmed that the lack of interpersonal connection may “lead to a feeling of loneliness” and worse, “contributes to people no longer being used to face-to-face social interaction.” On the other hand, an optimistic participant perceived the “lessened contact with other people as an opportunity to be more productive in doing different tasks.”

Utilization of Social Networking Sites and Online Messaging Applications.

While some participants criticized the lessened interpersonal connection experienced in remote learning, especially in asynchronous communication, others noted the use of social networking sites and online messaging applications and appreciated how this allowed the “students who are timid or may have fear of speaking” to “be encouraged to speak to the teachers privately through the use of private comments.”

Some participants viewed the utilization of social networking sites and online messaging applications as “an advantage for [those] who have a timid personality because they can easily address their concerns by simply messaging their teacher” via asynchronous communication platforms. The use of “breakout rooms” was also viewed by some participants as a good means of discussion and collaboration among their peers.

On the other hand, a participant questioned the quality of communication done using social media: “It is harder to express your concerns and feelings online,” as one “cannot sense the emotion” of the person they are communicating with, thus “it makes you wonder if they actually mean what they say.”

Interactivity Dimension

There are three subthemes that described the participants' perspectives on the modes of communication in relation to interactivity.

Flexible Interaction. Most participants described a flexible interaction between students and teachers. This supports Esquierdo-Pitogo and Ecle's finding in 2021 that one of the benefits of ERL is the flexible schedule. This flexibility of the interaction between students and teachers was one of the reasons most cited by the participants whose stand was that remote learning was beneficial for them during COVID-19.

"Online distance learning is possibly the safest and most convenient way for students to continue their education both effectively and with caution rather than face-to-face classes that would risk their health in infecting themselves and others with the virus amidst the ongoing pandemic," a male student expressed. He furthered that in case students encountered technical difficulties that would hinder them from attending the synchronous class discussion via the virtual streaming platform, Google Meet, "students may ask [for] the [lesson] materials in advance from their teachers" and they could study them on their own, "giving the students a sense of ease."

Another male student described his experience regarding flexible interactions stating that besides virtual meeting platforms, they were able to communicate with their classmates and teachers via "different communication [tools] such as chat box, video call, conference for both audio and video, and [their lesson materials] may be accessible for desktops, mobile phones, laptops, tablets, and so forth."

Lastly, a female participant who was passionate about understanding the Japanese culture and learning the Japanese language, expressed how the times they were not required to meet with their teachers via Google Meet gave her the opportunity to pursue other interests, which helped her "attempt new things."

It could then be argued that the combination of synchronous and asynchronous communication allows students to get to know who they are as individuals in relation to what it is to be a learner. Furthermore, the asynchronous activities provide them the opportunity to discover the kind of learner that they are: visual, aural, reading and writing, or kinesthetic.

Limited to No Supervision. Contrary to the data Esquierdo-Pitogo and Ecle were able to gather in their study in 2021, that cheating is minimized, the participants of this study admitted that “students have the possibility to cheat while doing their online assessments” due to the limited supervision present in tasks facilitated via asynchronous communication.

The participants in Esquierdo-Pitogo and Ecle’s study reported that “cheating is minimized and prevented due to the structure of their class, which involved documentation and camera recording during exams and other activities.” In Manresa School, students were not required to record themselves during examinations and other activities; instead, they were required to have their cameras open during the real-time facilitation of assessments via the online meeting platform, Google Meet, supervised by a teacher.

Still, “there is no certain way to determine whether the student is cheating,” a participant shared. Another participant expounded: “The teacher is not there to personally monitor the students. . . this makes it easier for students to look for ways [to cheat] and get away with cheating without anyone potentially finding out.” Besides cheating, students could also “sleep during class, and do other stuff that the teacher is not aware of,” another participant admitted. Even during the synchronous class discussions, “class monitoring of students is made more complicated” by the online nature of remote learning.

Control Over Response. Related to the self-regulated nature they experience from the combination of synchronous and asynchronous communication in the remote learning set-up, the participants also reported enjoying a high degree of control over their response during the activities facilitated using the asynchronous mode of communication.

In the face-to-face learning modality dominated by synchronous communication between students and teachers, the students were forced to respond quickly to instructions. However, in the remote learning set-up, the students were given asynchronous tasks which gave the students the option to delay their response or not respond at all.

A participant who exhibits a low motivation for learning admitted that it was “easier for students to delay their school works,” while a large number of participants—students who were dedicated to their learning—expressed how they were pushed “to be highly motivated “ in order to attend to their tasks and be “able to deal with time efficiently.” To maintain “highly motivated” proved to be a challenge for many as they were used to the direct and real-time commands of their teachers when they were in the classroom. This time, however, there were many instances when teachers merely left textual instructions for the students to read, understand, and obey.

The participants who were against the implementation of remote learning argued that “students who are less motivated and disciplined may find it hard to keep up with their lessons,” as unlike in a traditional face-to-face setting, the asynchronous learning tasks require the students to “give more effort to learn.” A participant admitted that the “lenient schedule causes the students to procrastinate.” Some students utilized the control over the response for the good of their learning experience, while others abused said control by letting laziness hinder them from being productive.

Consequences of the Combined Modes of Communication in their Learning Process

Two major themes emerged in the description of the participants of the consequences of the combination of synchronous and asynchronous modes of communication on their participants' learning process: (1) discovering their own learning strategies, and (2) acknowledging their deficiencies in the nature of education for their future.

Discovering their Own Learning Strategies

As the students experienced having more freedom in deciding if they were to attend to their learning tasks or not, they were also given the freedom in deciding how to learn their lessons. Because of this, several participants shared that the combination of the synchronous and asynchronous modes of communication cause “the students [to] become independent and proactive for themselves” and, through the utilization of the combined modes of communication, were able to discover the learning strategy that works well for them.

A participant shared that the presence of asynchronous classes allowed “students to study slowly in a way wherein they could understand the given lesson.” Some participants expressed learning better when they watch the lesson videos over and over again, writing down notes, making graphs and diagrams, and participating in virtual group study sessions with their peers.

Time Dimension

Learning Proper Time Management and Self-Discipline. Majority of the participants claimed that the freedom they were given to study at their own pace trained them to budget their time on their own and “deal with time efficiently.” The

giving and facilitation of tasks through asynchronous communication prompted the students to take charge of how much time they allot for tasks. Because of this, students learned how to be responsible and self-disciplined in order to be able to comply with the deadlines set by their teachers and submit their outputs on time.

The limited synchronous communication with their teachers developed the students' capacity to set their own alarms and be able to attend online lectures on time, and make their own schedule when to accomplish their assignments in time for the submission.

Learning the Importance of Feedback. The undetermined response time in asynchronous communication caused a certain degree of confusion from some participants as they complained about their questions not being answered instantly. Questions to instructors as well as peers with whom they share a task with, when unanswered, caused frustration in some participants because of their need for clarification regarding instructions about tasks.

“Several subjects that heavily rely on direct feedback from instructions” were found to be difficult by some participants. Another participant shared that “feedback is one of the concerns in remote learning” as the lack of physical or face-to-face interaction among students and teachers required a higher degree of asynchronous response in order to help students understand what they had to do during the times they were not in a synchronous session with their teachers. Thus, the participants learned the importance of feedback both from their teachers and their classmates to the success of their learning experience.

Spatial Dimension

Discovering the Importance of Environment and Learning Space. During the traditional face-to-face classes, the students were all required to be in the confines of their classroom. When the pandemic happened, they had the opportunity to enjoy a flexible location while learning. As students experience “learning from a comfortable environment” which is their home due to the lockdown, a significant number of the participants realized that their environment “affects how the student focuses on listening to the teacher and copes up with studying,” a participant shared.

As they realize the importance of the quality of their learning space, a participant expressed how “some students may not have access to a quiet place in order to study,” showing a greater respect for the impact of where they study to the quality of their learning.

Technology Dimension

Improved Level of Internet and Media Literacy. As they utilized various online and multimedia platforms during their experience of the two modes of communication, the participants reported a significant improvement in their internet and media literacy.

Prior to the pandemic, the students were exposed to face-to-face discussions and wrote their own notes. Upon the implementation of remote learning, they suddenly had to adapt to a new method of delivery. “Students are able to download and view their materials online,” a participant shared, and because of this, they learned how to maneuver through various online platforms. Since learning tasks were all conducted online as well, the students were trained to access and create multimedia materials of various kinds.

Said exposure to the Internet and its many applications practiced the participants to “check the validity and credibility” of the resources they use, thus making them more responsible users of the Internet and its media.

Social Dimension

Becoming More Productive. Another unpopular sentiment regarding the lessened interpersonal connection in the remote learning set-up is that the students were able to work on their tasks efficiently. Less interaction with other people during the asynchronous sessions “could be seen as an opportunity to be more productive in doing different tasks,” a participant shared.

Improved Self-confidence and Communication Skills. The utilization of social networking sites and online messaging applications for asynchronous communication reportedly boosted the confidence of some participants in terms of approaching their teachers to communicate their concerns. “Students who are timid or may have fear of speaking may be encouraged to speak to the teachers privately through the use of private comments,” a participant admitted.

The use of emails, chat boxes, and other online communication tools was seen as an advantage for students with timid personalities because “they can easily address their concerns” without having to meet with them face-to-face.

Interactivity Dimension

Knowing Oneself as a Learner. The flexibility of interaction between the students and their teacher gave the students time to reflect on their strengths and weaknesses: “Having more time to set things to a schedule that best suits your lifestyle helps you evaluate yourself better and know your strengths and weaknesses,” a

participant claimed. Another participant stated: “Having more time to yourself lets you understand why some things are harder to grasp than others, and why some topics feel like a breeze to continue.”

The presence of asynchronous communication presented the participants with the opportunity to get to know themselves as individuals and as learners. It allowed for the discovery of their respective learning preferences and development of their individual learning habits.

Learning How to Multitask and Pursue Non-academic Interests. The perspective that the blend of synchronous and asynchronous modes of communication allows a self-regulated learning experience developed the participants’ ability to “explore different inner interests that may have not been touched on by previous classroom settings.” “Students have more time for things they need to do such as resting and school work,” a participant shared.

Since the students are not following a strict synchronous schedule, they have had the liberty to decide when to attend to their asynchronous task, thus giving them the opportunity to do other things related to their hobbies and leisure activities. Some examples of other interests of the participants were learning a foreign language, attending webinars on non-academic topics, practicing music and other artistic expressions, etc.

Acknowledging their Deficiencies in the Nature of Education for their Future

Majority of the participants viewed their experience of the two modes of communication to continue their education during the time of the pandemic as the “best option,” as “time is not wasted,” a participant shared. “We can still be productive,

and we can still learn something amidst the Covid-19 pandemic,” the participant expounded.

Though some of the participants advocated for an academic freeze, a more significant number appreciated the implementation of remote learning as they believed that “the lockdown period should be maximized so delays in school years will be avoided.” Thus, it could be said that through their remote learning experience, the participants developed a renewed sense of appreciation for their education and how important it is for their future.

Time Dimension

Losing Motivation to Study and Attend to Academic Responsibilities. A participant shared that it “requires students to be highly motivated” in order to accomplish their tasks during the asynchronous classes. Another participant admitted that “students who are less motivated and disciplined may find it hard to keep up with their lessons,” thus it could be argued that the blend of synchronous and asynchronous communication in the remote learning set-up causes some students to lose motivation to accomplish their academic responsibilities.

The students’ possession of control over their response “makes it easier for students to delay their school works,” and therefore, decreases their drive to study as compared to when their teachers are conducting synchronous classes and are in command of the students’ responses.

Spatial Dimension

Tendency to Procrastinate Due to Lack of Motivation and Distractions. While some participants successfully learned time management and self-discipline,

there are some who developed a greater tendency to cram their outputs due to procrastination.

This particular phenomenon may be attributed to the self-regulation that comes with asynchronous communication as well as the presence of control over the students' response in the aforementioned mode of communication. A participant admitted that "a lenient schedule would cause the students to procrastinate in doing their tasks" and that students "should give more effort to learn."

Technology Dimension

Greater Dependence on the Internet. Since the conduct of synchronous and asynchronous communication in the context of remote learning was done via the Internet, the participants developed a greater dependency on the Internet to the point that they felt extreme anxiety when disruptions in their Internet connection occur.

"One of the main disadvantages of online classes is the instability of the Internet connection. . . [which] can greatly affect their [students'] grades and cause anxiety on their [students] part," a participant shared. Most of the participants have forgotten the traditional way of learning such as reading physical copies of learning materials and writing physical notes, and conducted all their learning activities with the use of the Internet.

Social Dimension

Losing Motivation to Participate in Academic Endeavors. Due to the various distractions and the perceived absence of interpersonal connection despite utilization of online collaboration tools and messaging applications, the participants

admitted that their motivation to participate in various academic activities significantly decreased.

“Students. . . find it difficult to focus on the discussion. . . since they are at their homes” and “the temptation to do something else [is] more interesting rather than listening to class is always present, not to mention other factors in their homes that may also affect their focus,” a participant shared. Some of the “factors” mentioned by the participant are relatives talking to them, parents asking them to do chores, siblings and pets wanting to play with them—all while they were attending a synchronous online discussion.

Furthermore, “without physical interaction with the teacher, it may be difficult for other students to communicate their thoughts and ideas,” a participant expressed. Other participants further stated that they experienced a high level of boredom even during the synchronous sessions still because of the absence of physical interaction.

Interactivity Dimension

Becoming Disinterested in Group-Based Activities. Compared to the traditional face-to-face set-up, students expressed a decrease in enthusiasm during group-based activities due to several factors. One of the most prevalent reasons for the disinterest in group-based activities is the limited supervision of teachers on asynchronous communication among the members of the group.

“Groups tasks may be difficult since the instructor may not be able to monitor the students’ participation efficiently,” thus the students find it discouraging to put in effort in their group tasks while other students do not. They feel that their teachers do not identify which students are participating in the group tasks and which students are not.

Tendency to Cheat During Assessments. Contrary to the findings of Esquierdo-Pitogo and Ecle, the participants of this study admitted to students having greater inclination to cheat during assessments due to the limited supervision possible in online learning, even synchronous exam facilitation via online streaming platforms. As “class monitoring of students is made more complicated,” it was “easier for students to cheat as they are not being closely monitored as they were in a traditional class set-up,” the participants admitted.

This is because of the fact that during the remote learning set-up, the primary means of supervising students as they took their assessment was to have them open their cameras. This requirement is far less efficient in ensuring the absence of cheating compared to when the students were physically in the classroom and teachers can facilitate pen and paper type of examinations.

Manresa School utilized Google Forms for their online examinations, and it did not have the features other exam-taking tools had; the students had the option to open other tabs to search for answers.

Feeling Anxious, Lonely, and Isolated. An unpopular sentiment was that the absence of physical interaction made students feel that they are alone as they face the challenges of being a student. The combination of synchronous and asynchronous modes of communication leads “to a feeling of loneliness and contributes to people no longer being used to face-to-face social interaction.”

Discussion

The results show that synchronous and asynchronous modes of communication could indeed be beneficial to students due to convenience and flexibility, as Esquierdo-Pitogo and Ecle stated in their phenomenological study on

students' experiences of ERL in 2021. The flexibility of student-teacher interaction and the flexibility of the location where students can pursue their learning are reported to make the experience convenient for the participants. Just like the participants of Esquierdo-Pitogo and Ecle, this study's participants' responsibility and self-discipline are also believed to have improved as they utilized synchronous and asynchronous modes of communication for the academic year 2020–2021.

Participants of this study also confirmed Esquierdo-Pitogo and Ecle's discovery that (1) students find it difficult to understand the content of their lesson material on their own, and (2) one of the personal barriers to successful learning the students encounter is anxiety. Results of this study further show that students related their anxiety to the fact that synchronous and asynchronous modes of communication are Internet-dependent; instability of their Internet connection had quite a significant negative effect on the students' emotions. Additionally, the lessened interpersonal connection brought by the online nature of remote learning also contributed to the students' feelings of anxiety.

Another consistency between the aforementioned study and this study is the reported development of students' learning practices. Esquierdo-Pitogo and Ecle identified three aspects their participants improved on: (1) time management, (2) resourcefulness, and (3) technology utilization. Similarly, the participants of this study believe that they improved their time management skills and enhanced their technology utilization. On the other hand, there was no mention of resourcefulness in the data at all.

Esquierdo-Pitogo and Ecle also reported that the blend of synchronous and asynchronous modes of communication in ERL resulted in student-centered learning

approaches that placed a greater degree of responsibility on the learners. The results of this study seem to confirm this claim, as the students reported evaluating themselves—their strengths, weaknesses, and learning habits—as they worked asynchronously. This could be interpreted as the learners acknowledging their responsibility as learners and that they have developed metacognition in order to ensure a successful learning experience for themselves.

A barrier to the success of their learning experience reported by Esquierdo-Pitogo and Ecle's participants was the numerous distractions during the asynchronous tasks; the participants of this study had a similar experience. However, the participants of this study also reported being distracted during synchronous discussions. This disparity may be attributed to the fact that the participants of this study are usually 17–18 years old, while the participants of Esquierdo-Pitogo and Ecle are college students; thus, they could be presumed to be more advanced in age and maturity.

Despite the replication of some themes present in the previous studies, five of the themes in this study were presented in a different perspective. First, while some participants of this study confirmed that the lessened interpersonal connection of students to their instructors and fellow students led to feelings of being “disconnected” (Esquierdo-Pitogo and Ecle, 2021), some participants also reported being more productive due to the minimal interpersonal interaction as they were able to focus better without the distraction of interacting with their classmates. This finding resonates the finding of Omari et al. Some participants shared that the absence of face-to-face interaction in remote learning prevented them from being distracted by their classmates' noise and other physical activities that commonly disturbs them when in the classroom setting.

Second, since synchronous and asynchronous communication require the mediation of electronic and information technologies, the participants of this study claimed that their technology proficiency was enhanced. This resonates Omari et al.'s findings as well. This improvement in their technology literacy was deemed advantageous by this study's participants, as they know that technology literacy is a beneficial skill in the digital age. On the other hand, several participants also acknowledged the potential harmful effects of using technological devices for long periods of time, such as headache, back problems, sleep pattern disruption, eye strain, and generally, "screen fatigue from staring at screens were barriers to e-learning" (Hermawan, 2020).

Third, while the utilization of online and multimedia resources during asynchronous communication had always been categorized under "accessibility" in the context of online learning (Mahyoob, 2020), another perspective was uncovered in this study: the participants claimed that the said practice enhanced their critical thinking skills as they became more keen about the credibility and validity of the online materials they use as references in their various academic outputs, including their research paper. This finding could also be considered as reflection of the improvement of students' IT literacy as described by Omari et al. (2022).

Last, albeit the utilization of social networking sites and online messages applications being cited as one of the "uncontrollable environmental distractions" in Esquierdo-Pitogo and Ecle's study, some participants of this study claimed that the said practice was advantageous to students who are timid and usually hesitant to communicate their questions to their instructors as well as their classmates. The asynchronous nature of online messaging applications gave the timid students confidence to express their concerns.

The participants' perspective on synchronous and asynchronous communication had various consequences to their learning practices. It is worth noting that this study and Esquierdo-Pitogo and Ecle's study both uncovered the theme "tendency to cheat" but in two very different perspectives. In the latter's study, the participants claimed that their tendency to cheat was minimized, while in this study, the participants claimed otherwise. This difference in findings may have been influenced by the difference in the grade level of the participants of the two studies: high school students and college students, respectively.

Another interesting feature of this study is the emergence of two opposing themes: decreased motivation to participate in academic endeavors, and increased productivity, though the latter was reported by a smaller number of participants compared to the former.

One point of difference between the findings of Esquierdo-Pitogo and Ecle and those of this study is the students' tendency to cheat. Contrary to the former's findings, the participants of this study revealed that the fact that they believe they are not being supervised by their teachers as they accomplish their activities as well as their assessments made them more inclined to cheat. This may be because, unlike in Esquierdo-Pitogo and Ecle's study site, in Manresa School, the students were not required to record themselves as they took their assessments; the graded assessments were conducted synchronously via Google Meet, and the students were required to have their cameras open. This rule only allows teachers to see the faces of the students while taking the examination but does not prevent the students from opening other tabs and searching for the answers to the examination questions.

Another point of difference between Esquierdo-Pitogo's study and this study is the students' perspective on their involvement in the learning process. The participants

of Esquierdo-Pitogo and Ecle claimed that student involvement and learning were refined during their ERL experience, while this study's participants admitted to decreased motivation to study and participate in class discussions and group activities due to the lessened social interaction and the numerous physical and digital distractions.

The last point of difference between Esquierdo-Pitogo and Ecle's study and this study is the overall preference of the participants; the majority of Esquierdo-Pitogo and Ecle's participants are unfavorable of ERL. On the other hand, the majority of this study's participants stated that despite the challenges that come with it, remote learning—and the combination of synchronous and asynchronous online communication—is still the best learning delivery method to utilize during the time of the pandemic, as they recognized, once again, the importance of education for their future now that they have undergone a traumatic experience that threatened their likelihood of continuing their education.

In 2022, Gumarang also explored the experience of university students in virtual learning and yielded some similar results as Esquierdo-Pitogo and Ecle in this study. Gumarang's participants also complained about the numerous distractions, poor internet connectivity, and poor location for learning.

One interesting point of discussion is the reported use of multiple online platforms. Both Gumarang's and this study's participants described using multiple online platforms as they participated in synchronous and asynchronous modes of communication. However, for the former's participants, this posed a problem for the students as they claimed to have been required to download applications; downloading applications requires more from a gadget, and since Gumarang's

participants were using mobile phones, the said requirement caused their mobile phones to malfunction, therefore serving as another hindrance to their learning.

While the participants of this study also reported using multiple online platforms, they did not see it as a problem; on the contrary, the use of different online platforms was perceived by the students as an opportunity to enhance their media and information literacy. This may be due to two reasons: (1) the participants of this study were using laptops and computers—not mobile phones; and (2) Manresa School utilized Google Suite (now known as Google Workspace), an online “suite of easy, flexible online learning tools” that is accessible without downloading.

Another interesting point of discussion regarding Gumarang’s results and that of this study is the poor understanding of lessons reported by the former’s participants, which could be attributed to the disorganized schedule of virtual meetings in Gumarang’s study site. Gumarang’s participants reported not having a systematic schedule of synchronous meetings, which caused them significant confusion. In this study, however, there was no reported inability to understand the lessons or confusion regarding the schedule of virtual meetings. This is due to the daily “normalization” conducted at Manresa School, where the students were required to attend a synchronous meeting at the beginning of the school day and their respective homeroom advisers would facilitate a routine consisting of the morning prayer, Philippine national anthem, school hymn, school vision-mission, and reminders regarding their schedule, requirements, and other special announcements. The disparity between the practices of Gumarang’s study site and this study’s site could be attributed to the fact that Gumarang’s study site is a university offering tertiary education while this study’s site is a basic and post-basic education institution. Thus,

the population of this study's site may be smaller and easier to manage than that of
Gumarang's.

Chapter VI

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

Upon the conduct of a thematic analysis of the participants' position papers on the implementation of ERL in the time of COVID-19 pandemic, the study revealed 13 themes describing the perspectives of the Manresa School AY 2020-2021 grade 12 students on the combined synchronous and asynchronous modes of communication: (1) self-paced, (2) undetermined response time, (3) time-efficient, (4) flexible location, (5) open to more distractions, (6) internet-dependent, (7) mediated by electronic and information technologies, (8) utilization of online and multimedia resources, (9) less interpersonal connection, (10) utilization of social networking sites and online messaging applications, (11) flexible interaction, (12) limited to no supervision, and (13) control over response. The themes could be further categorized into five dimensions: time, spatial, technology, social, and interactivity.

The first theme related to time was self-paced. The participants shared that the addition of an asynchronous communication method allowed them to study at their own pace, as it was no longer always necessary to complete tasks in a specific amount of time, allowing them to proceed more slowly. Since, the subject instructors had the freedom to forgo conducting a real-time discussion when the learning assignment did not necessitate one, the class materials were made available online for the students to study at their own convenience. This gave the participants more freedom when it comes to including their nonacademic activities into their schedule.

Another theme related to time is the undetermined response time. The participants also shared about the unpredictability of response during asynchronous

communication. Because information was sent via online messaging applications, it was inevitable that some messages were unanswered on time or entirely. Ultimately, the students having the power to simply not respond to their teacher's messages and instructions resulted in procrastination. Further, the teachers' late response to students' queries sent over online messaging applications resulted in confusion in and among the students.

The last theme related to time was time-efficient. The participants described the utilization of both the synchronous and asynchronous modes of communication during the pandemic as an efficient use of their time. Majority appreciated the opportunity that remote learning provided them to continue learning despite the lockdown.

Besides the time dimension, the participants described the combined modes of communication relating to the spatial dimension. First, the participants shared how they were not constrained to a certain physical location when participating in remote learning because of the combination of synchronous and asynchronous modes of communication. In contrast to the traditional classroom setting, this nature allowed them to be comfortable while learning, be more persistent in their studies, and become independent learners. A participant also stated that the flexibility of the location allowed by remote learning may be convenient for students with health disabilities, geographical disadvantage, and financial constraints.

Another theme related to the spatial dimension is the openness of remote learning to distractions. Due to the use of technological devices for both synchronous and asynchronous communication during remote learning, students reported being sidetracked more frequently and by a wider variety of distractions: digital distractions and physical distractions. This supports previous findings that one of the most common barriers in the success of remote learning experience is an uncondusive

environment (Omari et al., 2022) or poor learning environment (Esquierdo-Pitogo and Ecle, 2021).

Besides themes related to time and spatial dimensions, this study also discovered themes describing the combined modes of communication in the technology dimension. First of which is the Internet-dependence of the two modes of communication. The participants of this study believed that an Internet connection is one of the most important requirements of participating in remote learning, and that it is impossible to succeed in their remote learning experience without a proper connection to the Internet. Several participants attributed their experiences of frustration, stress, and anxiety to the instability of their Internet connection during their remote learning experience.

Besides the dependence on the Internet, the participants also described the combined modes of learning in the context of remote learning as electronic and informations technology-mediated. All participants believed that without electronic and informations technology, students will not be able to participate in the remote learning, as both the synchronous and asynchronous modes of communication in the context of remote learning require the mediation of said technologies.

The last theme relating to the technology dimension is the utilization of online and multimedia resources. The participants shared how they used Google Classroom, Google Chats, Facebook Messenger, Canva, and other online platforms for their remote learning needs. They also described consuming their lessons asynchronously via various multimedia, such as PowerPoint presentations, videos, and portable document format (PDF) files. Even synchronously-communicated classes utilized PowerPoint presentations as visual aids and pre-recorded videos. The use of said online and multimedia resources reportedly enhanced the students' learning

experience, as they were able to review their lessons repeatedly during their most convenient time and in any location they were situated at: bed room, living room, dining room, etc.

This study uncovered themes describing the combined modes of communication's social dimension as well. First of which is the perceived less interpersonal connection that could be made via the two modes of communication in the remote learning. The participants deemed the absence of the face-to-face interaction despite the utilization of online messaging applications as limiting in terms of their interpersonal interaction with their fellow students and teachers. Despite the capacity of online meeting platforms to facilitate synchronous communication processes, the participants still prefer face-to-face interaction over virtual interactions, and feel isolated due to the limitations of the latter.

Another theme under the social dimension was the utilization of social networking sites and online messaging applications. For asynchronous communication between students and students, as well as between students and teachers, Google Hangouts/Google Chats and Facebook Messenger were used throughout the school year, and both proved useful for the exchange of messages vital for the learning experience to transpire despite the physical distance.

The last dimension described by the participants was the interactivity dimension. First theme in the interactivity dimension was flexible interaction. The participants described their interaction with their teachers as flexible, as their schedule was a combination of synchronous and asynchronous classes. The use of asynchronous communication in the completion of their learning activities was appreciated by the participants as they enjoyed the freedom of being able to do their tasks without the teachers hovering over them, albeit virtual. This, according to them,

gave them the opportunity to get to know their own styles and strategies in accomplishing learning tasks.

Another theme in the interactivity dimension was the limited to no supervision by teachers during remote learning. This is best understood when described in contrast with face-to-face learning. During synchronous communication processes in remote learning, the teachers still have no means of monitoring what the participants were doing in their computers. The participants could easily open a different tab and/or program in their computers, and play games or watch videos while the teacher is delivering a discussion real-time. Moreover during asynchronous communication, the teachers could not supervise the process of the students in their completion of learning tasks.

In relation to the limited or absence of supervision of teachers, the last theme in the interactivity dimension discovered in this study is the control over response in the utilization of the combined modes of communication in remote learning. The participants shared that due to the online nature of the communication processes, both students and teachers had complete control over their response. The “response” in this context does not merely refer to verbal or textual response but also to the actions of both students and teachers. It is inevitable that students do not comply with the instructions of their teachers, and the teachers have no means of pushing them to obey as all communication processes are mediated by technology. Likewise, teachers may also not respond accordingly to students’ messages, which is reported to cause confusion and anxiety to the participants.

Some participants also expressed anxiety over the unresponsiveness of their fellow students during group activities, and thus, there was a reported decline in motivation to participate in group activities during the school year.

The combination of synchronous and asynchronous modes of communication had two major consequences on the participants' learning process. Some participants discovered their own learning strategies as they learned how to manage their own time properly and discipline themselves due to the utilization of asynchronous communication. The contrast between the speed of feedback in synchronous and asynchronous communication process also made the students realize the value of their teachers' feedback on the quality of their learning.

The flexibility of the location where students can stay during remote learning proved instrumental in the participants' discovery of the importance of their learning environment on the effectiveness of their learning experience. This also enhanced the students' awareness of their preferences: whether they are the type of learner who absorbs information better with absolute silence, or some music or white noise in the background. The participants utilization of various electronic and information technology as well as online and multimedia resources also developed their internet and media literacy as they had become more keen on the credibility and reliability of the information they consume from the Internet. They have also learned how to navigate various online platforms and maximize multimedia tools through the course of their remote learning experience. Additionally, the productivity, self-confidence and communication skills of some participants were reported to have been enhanced by the combined modes of communication. Lastly, the two modes of communication aided the development of the participants' multitasking skills as well as the improvement of the learners' work-life balance.

The combined modes of communication also caused some participants to acknowledge their deficiencies as learners. As discovered by previous studies, some of the study's participants reported to have lost motivation to study both on their own

and with their peers as well as participate in academic endeavors such as group works and school activities. This was primarily due to the delayed or absence of feedback during asynchronously-communicated activities and the low level of social interaction possible during synchronous communication process conducted through online meeting platforms. The absence of physical interaction between students and teachers, and among students and their peers, also resulted to some participants' greater tendency to procrastinate. Besides the absence of physical and speedy exchange of information between students and teachers in remote learning, the numerous distractions—both digital and physical—also caused some participants to procrastinate.

Lastly, as previously stated by existing research, the participants admitted to being more prone to cheat during remote learning regardless of what mode of communication was utilized. This is because of the fact that remote learning is conducted through electronic devices, hence supervision of teachers was highly limited if not totally absent.

Conclusion

Overall, the findings of this study indicate that the utilization of the combined synchronous and asynchronous modes of communication could be beneficial for the students provided that the teachers examine the strengths and weaknesses of each mode of communication and design the learning activities accordingly.

The results of this study showed that the consequences of the combination of synchronous and asynchronous communication in remote learning may be categorized broadly into two: discovery of the students' own learning strategies, and acknowledgement of the students' deficiencies in the nature of education.

Upon experiencing the utilization of the combined modes of learning, the students may learn proper time management and self-discipline because of the control they have over the pacing of their own learning and the freedom they have over their response time. As the asynchronous communication allow students to experience a delay or absence of teachers' feedback on their work, they may also learn the importance of feedback on the success of their learning. The unprecedented lockdowns brought by the pandemic also served as an opportunity for the students to realize the importance of continuing their education, thus the implementation of ERL made them fully aware of the potential of the combine modes of communication to facilitate learning efficiently.

The results of this study also show that the flexible location where students could participate in the learning process allowed by the combined modes of communication, made the students discover the importance of their environment and their learning space on the quality of their learning. Additionally, as the students experienced being subjected to multiple distractions as they partook in both synchronous and asynchronous communication processes related to their learning, they further realize the need for a conducive learning environment. The use of the combined modes of communication may also result to the improvement of students' Internet and Media Literacy as it has been described as Internet-dependent, mediated by electronic and information technologies, and utilized online and multimedia resources.

This study also found that students view the use of the combined modes of communication in remote learning allows for less interpersonal connection, thus, may develop the students' productivity. Furthermore, the utilization of social networking sites and online messaging applications has the potential to improve the self-

confidence and communication skills of students who are timid during face-to-face communication processes. The flexibility of interaction between the students and their teachers as well as the minimal supervision of their teachers during learning activities have also been reported to aid the students in knowing themselves as learners, discovering their own learning techniques and routine. Lastly, the control that the students have over their response during remote learning develops the students ability to multitask and give them the opportunity to pursue nonacademic interests, which benefits the holistic wellness of students.

Recommendations

The findings of this research suggests that the utilization of both synchronous and asynchronous communication for learning may serve as an effective tool to prepare grade 12 students for tertiary education. Thus, even after the COVID-19 pandemic and the lockdowns, some of the practices of remote learning must still be implemented in order to reap the benefits that the combined modes of communication provided the students.

Several discoveries may serve as good points of reflection for teachers and educational institutions as they craft teaching and delivery strategies post-pandemic. The utilization of asynchronous mode of communication was reported to help the improvement of students' self-confidence and communication skills. Therefore, it would be in best interest of timid students to be provided with opportunities to express themselves and showcase their learning through asynchronous communication than synchronous communication. Instead of forcing students to physically recite in class, giving them option to record a podcast or a video blog that reflects their understanding of the lesson or a particular concept may serve the same purpose.

The utilization of multimedia resources and online resources for the creation and publishing of lesson materials, respectively, was proved instrumental in the students' development of their own learning strategies. Thus, as educational institutions return to the traditional learning set-up, the same practice must be continued in order to provide the students the opportunity to consume their lessons in an asynchronous manner once they leave the classroom.

The online nature of remote learning also resulted to a greater tendency to cheat during assessments both during synchronous and asynchronous modes of communication. To maintain integrity of assessments, educational institutions must conduct graded assessments onsite and in a synchronous manner. The results of synchronous yet online graded examinations must be presumed to be compromised as this study revealed that students' perceived lack or absence of supervision of their teachers encourage them to cheat during assessments.

The presence of distractions caused by fellow students in the traditional classroom setting was also reported to hamper students' productivity. This is reminder to teachers to learn better classroom management when classes are conducted synchronously onsite. Similarly, for educational institutions that allow students to use laptops in the classroom, the presence of digital distractions must be considered in the crafting of classroom instructions. Teachers must be alert and constantly check what the students are doing with their laptops during class.

Furthermore, since the COVID-19 pandemic "left an indelible mark on the education system, causing a fundamental shift in the way" (Joshi, 2023, p. 1) students learn, utilizing asynchronous communication more for learning could prove useful to the academic community as the adoption of educational technology (EdTech) slowly becomes the norm in the country's education system. In line with this, teachers must

then exert more effort learning the strengths and weaknesses of various communication media in order to better facilitate student learning, as the Media Richness Theory explains, “the more ambiguous and uncertain a task is, the richer format of media suits it” (Daft, 1986). Ultimately, the choice of what medium to utilize, and whether said medium will be used along with synchronous mode, asynchronous mode, or the combined modes of communication has a significant impact on the success of the learning experience, regardless of what learning delivery modality is implemented.

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