Research Article

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Assessing Learning Modalities and Their Impact on Student Experiences: A Study of Senior High School Students at PSALMS, Inc.

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Article Information

Abstract

The purpose of this study is to determine the learning modality and the learning experience of the 47 senior high school students of PSALMS, Inc. This quantitative study used descriptive research as its research design and used descriptive statistics in data analysis. The results of the study showed that student respondents had positive learning experiences during both online and in-person modes of study. It also revealed that they have moderate access to online and in-person education, and for the student's experience in an online and in-person setting, four dimensions were moderately practiced, namely: communication, retention, ability, and interest. The dimension of attention is the only one that was fairly practiced among the students. The study recommends keeping track of students' experiences through their progress and their motivation in class. Gauging and monitoring their ability to focus, perform, and do their work, their ability to communicate between their peers and their teachers, and their ability to retain skills and information learned contribute to a positive learning experience. The study also suggests improving implemented teaching strategies in online and in-person education, should it be needed, for they play a significant role in the promotion of a positive and quality learning experience amongst students.

Keywords

in-person class, learning experiences, learning modality, online class

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INTRODUCTION

Background of the Study

The concept of standardized education began appearing in the 18th century and fully took shape late into the 19th century. With the rise of modern science, industrialization, urbanization, and European expansionism, there was a need for a school system that could prepare the youth for the workforce by instilling basic literacy and numeracy skills. The approaches to schooling in standardized education emphasize common programs of study, age-based grade levels, and uniform performance outcomes.

The mode of education today still follows the rules of standardized education. Students who are grouped by grade level go to school and sit inside a classroom facing a board to listen to an instructor teach different subjects in real time, hourly, for about seven (7) hours a day, taking about two (2) breaks in between. This was the norm in the Philippines until the coronavirus spread in the year 2020.

During the COVID-19 pandemic, after the lockdown had been implemented, school was brought home. With the use of today's technology, a system that could start working was promptly set up. Once it was settled, the new normal of learning at home began. However, although there is a means to do the work, there has still been a change; adjusting to the new location and environment takes time.

The pandemic urged the schools to halt in-person classes and required the teachers, students, and parents to adopt online classes. Holding classes online had not been as popular before and was almost always used as an alternative, and even then, it was more commonly used by college-level individuals. Responses to the shift in the mode of learning vary. Some benefited, while others struggled. There has been a mix of positive and negative feedback between online and in-person classes.
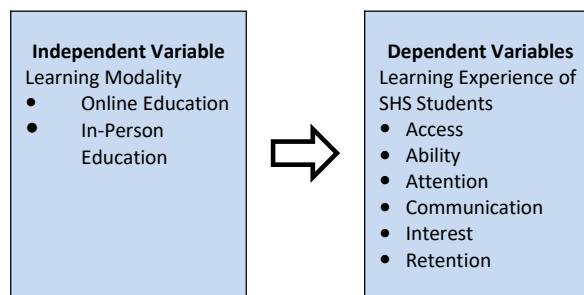
Theoretical and Conceptual Framework

Jones (2016) says that online courses are dominating the education field in this modern age of technology and virtual learning and that they are becoming increasingly prevalent in modern society. This study mentions how, despite this, virtual distance learning is still regarded as "the other" mode of instruction and has to prove its worth in the education field. The mentality has deteriorated in recent years. Professionals support online developmental courses and say that they are a step toward promoting and familiarizing themselves with technology-based learning while also developing the skills needed to succeed. Many also believe that these courses will support those who may not possess the time to dedicate to standard in-person learning. However, the study also states that many professionals advocate that online developmental courses would be inappropriate in the sense that technological issues may become an obstacle to overcome and would further weaken an already fragile learning process.

Social cognitive theory proposes that motivation influences both learning and performance (Schunk and Usher 2012) and focuses on how people acquire knowledge, skills, beliefs, and strategies through their interactions with and observations of others. Bandura's (1986) social cognitive theory is central to this area of motivational research. It is based on the premise that there is a reciprocal, triadic, interactive relationship among personal factors, behaviors, and environmental influences. A focal point of this theory is the notion of self-efficacy, defined as the belief that one is capable of learning or performing at a certain level to attain goals. Self-efficacy, unlike similar constructs such as self-concept or self-esteem, is focused on an individual's beliefs about their performance capabilities for a particular task within a particular context that has yet to be undertaken (Hartnett, 2016).

Figure 1
Relationship Between the Independent and Dependent Variables

Independent Variable	Dependent Variables
Learning Modality	Learning Experience of SHS Students
• Online Education	• Access
• In-Person Education	• Ability
	• Attention
	• Communication
	• Interest
	• Retention

Intrinsic motivation describes the undertaking of an activity for its inherent satisfaction, while extrinsic motivation describes behavior driven by external rewards or punishments, abstract or concrete (Nickerson, 2021). Intrinsic-extrinsic motivation is one of the more well-known theories of motivation, and its concept can be explained by an influential theory called self-determination theory. Self-determination theory is a contemporary theory of situated motivation that centers on learner autonomy (Hartnett, 2016). The theory is based on human motivation and focuses on the types of motivation as predictors of performance, relational, and well-being outcomes. It addresses personality development, self-regulation, universal psychological needs, life goals and aspirations, energy and vitality, and the impact of social environments on motivation, behavior, and well-being (Deci & Ryan, 2008). This suggests that learning modality and its factors influence students' learning experiences.

Statement of the Problem

This study focuses on the learning experiences of senior high school students during online and in-person classes. Specifically, it sought to answer the following questions:

1. How accessible are students in the following:
   a. online classes, and
   b. in-person classes?
2. What are students' learning experience in terms of:
   a. ability,
   b. attention,
   c. communication,
   d. interest, and
   e. retention?

Methods

Research Design

This study used descriptive research that focused on the learning experiences of students during online and in-person classes and utilized a survey questionnaire for data gathering.

Sample and Sampling Technique

A random sampling procedure was used to select the participants in the study. This technique was employed to ensure an equal representation of the variables in the study. From the population of 53 senior high school students, the researchers utilized Sloven's formula to get a sample size of 47 students at a 95% confidence level. The sample size was divided into four groups, one for each SHS strand: Science, Technology, Engineering and Mathematics (with 24 participants), Humanities and Social Sciences (with 7 participants), Accountancy, Business and Management (with 7 participants), and Technical Vocational Livelihood (with 9 participants).

Research Instrument

For this study, the researchers created a questionnaire entitled Mode of Learning Assessment Questionnaire. This questionnaire has an internal consistency reliability (Cronbach alpha coefficient) of 0.93, indicating excellent reliability. The Likert scale is the instrument used to measure the data obtained from the participants. The respondents will be asked to indicate their level of agreement with a statement given in the questionnaire using an ordinal scale.

Table 1
Scaling Matrix for the Gathered Data

Scale	Interval	Description	Qualitative Interpretation
5	4.21-5.00	Strongly Agree	Highly Practiced
4	3.41-4.20	Agree	Moderately Practiced
3	2.61-3.40	Not Sure	Fairly Practiced
2	1.81-2.60	Disagree	Seldom Practiced
1	1.00-1.80	Strongly Disagree	Not Practiced

There are two scales to assess the student's accessibility to online education and in-person education (see Table 1). Online classes will determine the extent of accessibility a student has to online education, while in-person classes will determine the extent of accessibility a student has to in-person education. These scales are important because quality education is a basic human right, and the amount of access and freedom a student has to each mode of learning can suggest the quality of the education they receive.

Table 2
Scale Description and Item Placement for Students' Attitude Accessibility Indicators

Scale	Placement of Indicators	Scale Description
Online Classes	Question Nos. 1–7	The extent of the accessibility of online education to a student
In-Person Classes	Question Nos. 8–13	The extent of the accessibility of in-person education to a student

Table 3 will show the scales assessing the student's experience while attending online and in-person classes. Ability refers to the student's individual ability to efficiently do their work. Attention measures the time and focus that a student gives to their studies. Communication is a measure of the quality of communication between a student, their teachers, and their peers. Interest refers to the student's desire to be present in their studies, not only inside the classroom but also during school events and extracurriculars. Retention is a measure of the amount of information or skills a student retains from each mode of learning.

Table 3
Scale Description and Item Placement for Student's Experience Indicators

Scale	Placement of Indicators	Scale Description
Ability	Question Nos. 14–21	The student's individual ability to efficiently do their work
Attention	Question Nos. 22–27	Time and focus that a student gives their studies
Communication	Question Nos. 28–35	The quality of communication between a student and their teachers and their peers
Interest	Question Nos. 36–43	The student's desire to be present in their studies, not limited to the classroom
Retention	Question Nos. 44–51	The amount of information or skills a student retains from each mode of learning

Data Gathering Procedure

The researchers requested permission to conduct the study from the principal's office, discussed the nature of the study with the potential participants, and sought their consent before distributing the survey questionnaire. The researchers will be using printed questionnaires.

Data Analysis

This study used descriptive statistics. The researchers used the mean to analyze the data to be obtained from the numerical rating scale.

Ethical Considerations

The research assured that the data collected from the respondents would be protected and kept confidential, as would the details of our respondents. Moreover, the researcher ensured the privacy and confidentiality of the information that would be carefully organized and managed during the gathering and analysis.

RESULTS AND DISCUSSION

A Descriptive Analysis of Students' Access to Each Learning Modality

Students' access to each learning modality is one area of this study. It refers to the students' accessibility to their classes and influences class participation. Therefore, it is important to examine the two dimensions of this area: students' access to online and in-person classes.

Student's Access: Online Education

Table 4
Student's Experience in Attending Online Class in Terms of Accessibility

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
I have the internet and/or data connection to attend my online classes.	3.91	Agree	Moderately Practiced
I have a device to access my online classes.	3.89	Agree	Moderately Practiced
I have the option to enroll into online education.	3.70	Agree	Moderately Practiced
I can usually make it till the end of my online class sessions.	3.60	Agree	Moderately Practiced
I have an internet and/or data connection that is fast enough to enter my online classes.	3.51	Agree	Moderately Practiced
I have an internet and/or data connection that is stable enough throughout the duration of my online classes.	3.49	Agree	Moderately Practiced
I can usually make it to my online classes in time.	3.23	Not sure	Fairly Practiced
Overall Mean	**3.62**	**Agree**	**Moderately Practiced**

Table 4 presents the students' experience attending online classes in terms of accessibility. The table reveals an overall mean of 3.62 indicating "Moderately Practiced" in the following indicators, namely: "I have the internet and/or data connection to attend my online classes," (3.91); "I have a device to access my online classes," (3.89); "I have the option to enroll into online education," (3.70); "I can usually make it till the end of my online class sessions," (3.60); "I have an internet and/or data connection that is fast enough to enter my online classes," (3.51); "I have an internet and/or data connection that is stable enough throughout the duration of my online classes," (3.49); "I can usually make it to my online classes in time," (3.23). The results of the study imply the significance of the students' access to online education for their learning experience.

According to a study by Thamri et al. (2022), provided that they have an internet connection and a functional device, students from all over the world can participate in teaching and learning in online classes. Additionally, Yuhanna et al. (2020) notes that online education provides teachers with coherent techniques to implement lessons for students and breaks the distance barrier.

Access: In-Person Education

Table 5 presents the students' experience attending in-person classes in terms of accessibility. The table reveals an overall mean score of 3.77 indicating "Moderately Practiced" in the following indicators, namely: "I have the option to enroll in in-person education," (4.17); "I can usually make it to my classes on time," (4.00); "I have means of transportation to school," (3.96); "I find it easy to commute to school," (3.57); "I can use class material for my lessons," (3.57). One indicator scored "Not Sure", which is, "I can avail class material for my lessons" (3.36). The results of the study imply the significance of students' access to in-person education for their learning experience.

Table 5
Student's Experience in Attending an In-Person Class in Terms of Accessibility

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
I have the option to enroll into in-person education.	4.17	Agree	Moderately Practiced
I can usually make it to my classes on time.	4.00	Agree	Moderately Practiced
I have means of transportation to school.	3.96	Agree	Moderately Practiced
I find it easy to commute to school.	3.57	Agree	Moderately Practiced
I can use class material for my lessons.	3.57	Agree	Moderately Practiced
I can avail class material for my lessons.	3.36	Not Sure	Fairly Practiced
Overall Mean	**3.01**	**Not Sure**	**Fairly Practiced**

The study by Szabo (2021), which emphasized the value of in-person instruction where students clearly interact in person with their teachers, supports these findings because it enables teachers to determine whether a student is struggling with their learning experience. According to the study of Berkovsky (2021), through in-person learning, focus, motivation, and involvement among students are all improved when teachers can more directly monitor classroom activities in person.

Summary of the Findings for Student Access

Table 6
Summary of the Findings for Student Access

Dimensions	Mean	Descriptive Rating	Qualitative Interpretation
Access to In-Person Class	3.77	Agree	Moderately Practiced
Access to Online Class	3.62	Agree	Moderately Practiced
Overall Mean	**3.70**	**Agree**	**Moderately Practiced**

Table 6 shows the summary of the findings for students' access to online and in-person education. The table reveals that the combined mean scores for access to online classes (3.62) and access to in-person classes (3.77) are 3.70, which indicates that it is "moderately practiced." The results show the importance of keeping track of students' access to their mode of learning to ensure a positive learning experience. A study by Jones (2016) reveals how access to each mode of learning can influence a student's choice and their growth.

A Descriptive Analysis of Students' Experience in Each Learning Modality

The student's experience in each learning modality is another area of this study. It refers to the lived experiences of the students while attending online and in-person classes. Therefore, it is important to examine the five dimensions of this area to understand the aspects that influence the student's experience.

Student's Experience: Ability

Table 7 presents the student's experience attending online and in-person classes in terms of ability. The table reveals an overall mean of 3.57 indicating "Moderately Practiced" in the following indicators, namely: "I am able to self-study at home" (3.89); "I can answer my written tasks well during in-person classes" (3.72); "I can submit my tasks on time during in-person education" (3.70); "I can do my oral recitations well during in-person classes" (3.55); "I can self-study at school" (3.47); "I can answer my written tasks well during online classes" (3.43). One indicator scored "Not Sure", which is, "I can do my oral recitations well during online classes" (3.36). The result of this study suggests the importance of the student's ability to do their work in their learning experience.

Table 7
Students' Experience in Attending Online and In-Person Classes in Terms of Ability

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
I can self-study at home.	3.89	Agree	Moderately Practiced
I can answer my written tasks well during in-person classes.	3.72	Agree	Moderately Practiced
I can submit my tasks on time during in-person education.	3.70	Agree	Moderately Practiced
I can do my oral recitations well during in-person classes.	3.55	Agree	Moderately Practiced
I can self-study at school.	3.47	Agree	Moderately Practiced
I can answer my written tasks well during online classes.	3.43	Agree	Moderately Practiced
I can do my oral recitations well during online classes.	3.43	Agree	Moderately Practiced
I can submit my tasks on time during online education.	3.36	Not Sure	Fairly Practiced
Overall Mean	**3.57**	**Agree**	**Moderately Practiced**

These findings are supported by a study by Schunk and Usher (2012) that states self-efficacy is linked to factors influencing goal setting and goal performance and has been shown to be a major motivational factor that affects students' task choices, effort, persistence, and achievement. Self-efficacy has been shown to be a strong predictor of performance and student motivation.

Student's Experience: Attention

Table 8
Students' Experience in Attending Online and In-Person Classes in Terms of Attention

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
I can focus on my lessons during in-person class sessions.	3.85	Agree	Moderately Practiced
I do not easy get distracted during in-person education.	3.38	Not Sure	Fairly Practiced
I dedicate time for my studies outside online class hours.	3.32	Not Sure	Fairly Practiced
I dedicate time for my studies outside in-person class hours.	3.32	Not Sure	Fairly Practiced
I can focus on my lessons during online class sessions.	3.06	Not Sure	Fairly Practiced
I do not easily get distracted during online education.	2.85	Not Sure	Fairly Practiced
Overall Mean	**3.30**	**Not Sure**	**Fairly Practiced**

Table 8 presents the student's experience attending online and in-person classes in terms of attention. The table reveals an overall mean score of 3.30 indicating "not sure" in the following indicators, namely: "I can focus on my lessons during in-person class sessions" (3.85); "I do not easily get distracted during in-person education" (3.38); "I dedicate time for my studies outside online class hours" (3.32); "I can focus on my lessons during online class sessions" (3.06); and "I do not easily get distracted during online education. I do not easily get distracted during online education" (2.85). The result of this study implies that the relationship between the student's experience and attention needs to be improved.

These findings are supported by the study of Pekrun (2014), which indicates that students' attention on the learning activity and educational goals promotes enjoyment of learning and reduces boredom, which improves students' attention in class sessions.

Student's Experience: Communication

Table 9 presents the results in terms of communication in the student's experience attending online and in-person classes. The table reveals an overall mean of 3.61 indicating "moderately practiced" in all indicators, namely: "I can communicate with my teachers about what I need in in-person education," (4.04); "I find it easy to communicate in-person," (3.91); "I can communicate with my classmates about what I need in in-person education," (3.89); "I am comfortable with in-person communication," (3.83); "I can communicate with my classmates about what I need in online education," (3.53); "I can communicate with my teachers about what I need in online education," (3.15); and "I find it easy to communicate online." (3.13). The results imply the significance of comfort in communication between teachers and peers for the student's experience.

Table 9
Students' Experience in Attending Online and In-Person Classes in Terms of Communication

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
I can communicate with my teachers about what I need in in-person education.	4.04	Agree	Moderately Practiced
I find it easy to communicate in-person.	3.91	Agree	Moderately Practiced
I can communicate with my classmates about what I need in in-person education.	3.89	Agree	Moderately Practiced
I am comfortable with in-person communication.	3.83	Agree	Moderately Practiced
I can communicate with my classmates about what I need in online education.	3.53	Agree	Moderately Practiced
I can communicate with my teachers about what I need in online education.	3.36	Agree	Moderately Practiced
I am comfortable with online communication.	3.15	Agree	Moderately Practiced
I find it easy to communicate online.	3.13	Agree	Moderately Practiced
Overall Mean	**3.61**	**Agree**	**Moderately Practiced**

These findings are supported by a study by Tamm (2020), which stipulates that students who are engaged in online classes are interactive and collaborative with their classmates and uphold existing connections. The effectiveness of students' communication in the learning process is significant, emphasizing how important it is to involve students in the learning process (Abar, 2022) to obtain successful outcomes from their learning experience.

Student's Experience: Interest

Table 10
Students' Experience in Attending Online and In-Person Classes in Terms of Interest

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
I usually like attending my in-person classes.	4.04	Agree	Moderately Practiced
I like participating in school events in in-person education.	3.87	Agree	Moderately Practiced
I eagerly participate in my in-person class sessions.	3.81	Agree	Moderately Practiced
I feel motivated to join extracurricular activities during in-person education.	3.81	Agree	Moderately Practiced
I eagerly participate in my online class sessions.	3.49	Agree	Moderately Practiced
I usually like attending my online classes.	3.23	Not Sure	Fairly Practiced
I feel motivated to join extracurricular activities during online education.	3.17	Not Sure	Fairly Practiced
I like participating in school events in online education.	3.06	Not Sure	Fairly Practiced
Overall Mean	**3.56**	**Agree**	**Moderately Practiced**

Table 10 presents the results in terms of interest in the student's experience attending online and in-person classes. The table reveals an overall mean of 3.56, indicating "moderately practiced." Five of the indicators were scored "moderately practiced," and three of the remaining indicators were scored "fairly practiced." These indicators are: "I usually like attending my in-person classes," (4.04); "I like participating in school events in in-person education," (3.87); "I eagerly participate in my in-person class sessions," (3.81); "I feel motivated to join extracurricular activities during in-person education," (3.81); "I eagerly participate in my online class sessions," (3.49); "I usually like attending my online classes," (3.23); "I feel motivated to join extracurricular activities during online education," (3.17); "I like participating in school events in online education," (3.06). The result of this study shows the significant role of interest in class sessions and extracurricular activities in the student's experience.

The study of Kpolovie, Joe, and Okoto (2014) shows that the understandability of learning material improves students' interest. Learning content that is simple to understand is important in capturing the student's interest, requires discovering deeper significance and purpose in the pursuit of interest, and involves grabbing their attention by giving extremely engaging material.

Student's Experience: Retention

Table 11 presents the results in terms of retention from the students experiences attending online and in-person classes. The table reveals an overall mean of 3.59, indicating "moderately practiced." Six of the indicators were scored "moderately practiced," and two of the remaining indicators were scored "fairly practiced." These indicators are: "I feel that I can use the information or skills I have gained during in-person classes in the future," (3.96); "I can usually retain information or skills I have gained after in-person class sessions," (3.81); "I am satisfied with my in-person class performance," (3.70); "I feel that I can retain the information or skills I have obtained during in-person classes," (3.66); "I can usually retain information or skills I have gained after an online

class session," (3.47); "I feel that I can retain the information or skills I have obtained during online classes," (3.23); "I am satisfied with my online class performance," (3.23). The results suggest the significance of retention of learned material and skills for students' experiences.

These findings are supported by the study of De Freitas et al. (2015), who stipulated that through the buildup of learning management systems, especially student-based systems, some educational institutions have started focusing on ways to develop more engaging learning experiences, improve student-centered services, and promote student retention.

Table 11
Student's Experience in Attending Online and In-Person Classes in Terms of Retention

Indicators	Mean	Descriptive Rating	Qualitative Interpretation
I feel that I can use the information or skills I have gained during in-person class in the future.	3.96	Agree	Moderately Practiced
I can usually retain information or skills I have gained after an in-person class session.	3.81	Agree	Moderately Practiced
I am satisfied with my in-person class performance.	3.70	Agree	Moderately Practiced
I feel that I can retain the information or skills I have obtained during in-person classes.	3.66	Agree	Moderately Practiced
I feel that I can use the information or skills I have gained during online class in the future.	3.66	Agree	Moderately Practiced
I can usually retain information or skills I have gained after an online class session.	3.47	Agree	Moderately Practiced
I feel that I can retain the information or skills I have obtained during online classes.	3.23	Not Sure	Fairly Practiced
I am satisfied with my online class performance.	3.23	Not Sure	Fairly Practiced
Overall Mean	**3.59**	**Agree**	**Moderately Practiced**

Summary of the Findings for the Student Experience

Table 12 presents the summary of the findings in five dimensions of the student's experience. The overall mean of the scores for all the dimensions is 3.53, indicating that it is "moderately practiced." The dimensions of communication (3.61), retention (3.59), ability (3.57), and interest (3.56) scored "moderately practiced," while attention (3.3) is the sole dimension that scored "fairly practiced." This shows that the student's motivation and ability have a significant influence on their experience.

According to Deci and Ryan (2008), the concept of human needs is useful because it provides a means of understanding how various social forces and interpersonal environments affect autonomous versus controlled motivation. The consideration of a particular contextual factor is likely to support or thwart satisfaction of the basic psychological needs, and people can predict the effects of that factor on outcomes such as motivation, behavior, and well-being. Moreover, the postulation of basic needs helps explain why only some efficacious behaviors enhance well-being while others do not.

Table 12
Summary of the Findings for Student Experience

Dimensions	Mean	Descriptive Rating	Qualitative Interpretation
Communication	3.61	Agree	Moderately Practiced
Retention	3.59	Agree	Moderately Practiced
Ability	3.57	Agree	Moderately Practiced
Interest	3.56	Agree	Moderately Practiced
Attention	3.3	Not Sure	Fairly Practiced
Overall Mean	**3.53**	**Agree**	**Moderately Practiced**

CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the results and findings of the study, the following conclusions were drawn: The students' learning experiences in terms of online and in-person classes were moderately practiced, respectively, among the senior high school students at PSALMS INC. Most of the students have had various learning experiences with different learning modalities.

The learning experience in terms of ability, communication, retention, and interest was moderately practiced by the senior high school students. Most of the senior high school students have the same learning modality. On the other hand, attention to learning experiences in online and in-person classes was fairly common among senior high school students. Most of the students have fair experience with attention instruction. The overall experience of students in both an online and in-person class setting is positive.

Recommendations

In view of the findings and conclusions, the following recommendations are hereby given: Adjusting teaching strategies to the learning modality is a vital suggestion in this study to promote the student's learning experience. Teaching strategies help students gain interest in subjects and hold their attention longer to better understand discussions. It also addresses the learning modality, its advantages and disadvantages, and works around them. A better grounding in understanding may yield longer retention of the discussion topics among students. The teachers may monitor the students' attention and interest during class sessions to create strategies that would help improve the students' learning experience.

The teachers may assess the ability of the students to perform and communicate in class and their academic work and responsibilities to boost their confidence and their interest during class sessions. Assessing the ability of a student to do their work and how they communicate provides the teacher with the information that they need when a student struggles. For future researchers, they may use other dimensions of students' learning experiences in different learning modalities as variables in their studies.

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