Impact Factor (SJIF): 6.126 E-ISSN: 2583-1615, P-ISSN: 3049-3498

International Journal of Research in Academic World

Received: 08/July/2025 **IJRAW:** 2025; 4(8):90-93 **Accepted:** 21/August/2025

Navigating the Managing Strategies on Online Learning of Bachelor of Secondary Education Major in Filipino Students in the University of Eastern Philippines

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Abstract

This study aimed at exploring the managing strategies towards online learning of Bachelor of Secondary Education major in Filipino students in the University of Eastern Philippines. Specifically, the study aimed to: document the profile of the respondents, identify the online learning platforms used by the respondents, find out the managing strategies of the respondents towards online learning, and draw out recommendations from the respondents for respondents for better mode of learning in the new normal situation.

As to the profile of the respondents, majority were 19 years old and below, female, farmer as father's occupation, housewife as mother's occupation, family monthly income of 5,001-10,000, and composed of 4 to 6 family members.

The online learning platforms used include the following: Google Classroom, Google Meet, Zoom, Moodle, Printed modules, Meet Up, FB Messenger, and Google Form.

The topmost managing strategies of the respondents towards online learning is managing time wisely.

The most recommended for better mode of learning is to strengthen relationships between students–teachers.

Keywords: Managing Strategies, Online Learning, Learning Management System, and Mode of Learning.

Introduction

Online instruction is often facilitated by a Learning Management System or LMS. An LMS is where the instructor puts all the lessons and activities that students must work through to successfully complete the course. Typical LMS's that schools use include Canvas, Schoology, Blackboard, and even Google Classroom. Blended classrooms can empower students who are introverted or shy to share their ideas and learn from others using discussion forums where conversations that were started in class can continue well after the class ends.

To respond to the needs of learners, especially of the 3.5 million tertiary-level students enrolled in approximately 2,400 HEIs, certain HEIs in the country have implemented proactive policies for the continuance of education despite the closure. These policies include modified forms of online learning that aim to facilitate student learning activities. Online learning might be in terms of synchronous, real-time lectures and time-based outcomes assessments, or asynchronous, delayed-time activities, like pre-recorded video lectures and time-independent assessments (Oztok, M., Zingaro, D., Brett, C., and Hewitt, J., 2013) [7].

Several months after the initial backlash last March 2020, CHED Chairperson, Prospero De Vera qualified the idea of flexible learning as "more encompassing than online learning." De Vera explains that while online learning requires internet access, flexible learning does not necessarily require connectivity. Instead, it "focuses on the design and delivery of programs, courses, and learning interventions that address the learners' unique needs in terms of pace, place, process, and products of learning" (De Vera, P. 2020) [2].

The Philippines needs a clear set of policies and guidelines based on an innovative educational framework. This requires a careful and sincere assessment of the country's readiness to offer learning programs that demand more than the traditional requirements. As the Philippines ventures into a new mode of learning, several factors need to be considered. This includes teacher capacity, situation and context of the learner, and efficiency of the learning environment. These are, of course, on top of the more obvious issues of internet speed, cost of materials, and mode of delivery. The best way to move forward is to take a step back and design a strategy that engages teachers, students, parents, school administrators, and technology-based companies. This collaborative response based on a collective vision is the kind of creative solution this novel problem warrants.

Hence, the current issues and problems encountered by the CHED in adopting the blended modes of learning prompted

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the researcher to pursue this study in order to get the perception of Bachelor of Secondary Education major in Filipino students.

Objectives of the Study

The general objective of the study was to investigate the managing strategies towards online learning of Bachelor of Secondary Education major in Filipino students in the University of Eastern Philippines.

Specifically, the study aimed to attain the following objectives:

1. Document the socio-demographic profile of the respondents in terms of;
   i). Age;
   ii). Sex;
   iii). Father`s Occupation;
   iv). Mother`s Occupation;
   v). Family Monthly Income;
   vi). Number of Family Members; and
2. Identify the online learning platforms used by the respondents;
3. Find out the managing strategies of the respondents towards online learning;
4. Draw out recommendations from the respondents for respondents for better mode of learning.

Materials and Methods

This study was conducted in the University of Eastern Philippines (UEP), more specifically in the College of Education, Department of Bachelor of Secondary Education.

The study used descriptive-survey research design. This was suitable method for it describes the managing strategies towards online learning of Bachelor of Secondary Education major in Filipino students in the University of Eastern Philippines.

A total of one hundred-fifty (150) students were included in the study.

The data was tabulated and treated statistically using frequency counts, percentages and ranking.

Results and Discussions

Profile of the Respondents

Age

The data in Table 1 show the distribution of the respondents' profile according to age category. The data revealed that 86 or 45.33 percent was 20 to 24 years old and 82 or 54.66 percent was 19 years old and below.

The data further revealed that majority of the respondents was 19 years old and below.

Table 1: Distribution of the Respondents according to Age

Age	Frequency	Percentage
20 to 24 years old	68	45.33
19 years old and below	82	54.66
Total	150	100

Sex

The data in Table 2 show the distribution of the respondents' profile according to sex. The data revealed that 46 or 30.66 percent was male, while 104 or 69.33 percent was female.

It is observed that most of the respondents was female which means that education course is suitable for both genders.

Table 2: Distribution of the Respondents according to Sex

Sex	Frequency	Percentage
Male	46	30.66
Female	104	69.33
Total	150	100

Father`s Occupation

The data in Table 3 show the distribution of the respondents' profile according to father`s occupation. The data revealed that 58 or 38.66 percent was farmer, 35 or 23.33 percent was farmer, 35 or 23.33 percent was fisherman, 18 or 12 percent was vendor, 12 or 8 percent was driver, 10 or 6.66 percent was BHW, 9 or 6 percent was barangay official, and 8 or 5.33 percent was teacher.

The data further revealed that majority that majority of father`s occupation was farmers and fishermen it is because the province of Northern Samar is considered as agricultural land and farming is primary source of living.

Table 3: Distribution of the Respondents according to Father`s Occupation

Father`s Occupation	Frequency	Percentage
Farmer	58	38.66
Fisherman	35	23.33
Vendor	18	12
Driver	12	8
Barangay Health Worker	10	6.66
Barangay Official	9	6
Teacher	8	5.33
Total	150	100

Mother`s Occupation

The data in Table 4 show the distribution of the respondents' profile according to mother`s occupation. The data revealed that 48 or 32 percent was housewife, 44 or 29.33 percent was vendor, 21 or 14 percent was BHW, 18 or 12 percent was barangay official, 10 or 6.66 percent was farmer, and 9 or 6 percent was teacher.

From the data it can be gleaned that majority of the respondents were housewife which means that they are dependent to the income of father.

Table 4: Distribution of the Respondents according to Mother`s Occupation

Mother`s Occupation	Frequency	Percentage
Housewife	48	32
Vendor	44	29.33
Barangay Health Worker	21	14
Barangay Official	18	12
Farmer	10	6.66
Teacher	9	6
Total	150	100

Family Income

The data in Table 5 show the distribution of the respondents' profile according to family monthly family income. The data revealed that 32 or 21.33 percent earned 20,000 and above, 22 or 14.66 percent was earning 15,001–20,000, 19 or 12.66 percent earned 10,001–15,000, 65 or 43.33 percent was

earning 5,001-10,000, and 12 or 8 percent have family income of 5,000 and below per month.
The data further revealed that majority of the respondents` parent was earning 5,001-10,000 pesos per month.

Table 5: Distribution of the Respondents according to Family Income

Family Income	Frequency	Percentage
20,000 and above	32	21.33
15,001–20,000	22	14.66
10,001–15,000	19	12.66
5,001-10,000	65	43.33
5,000 and below	12	8
Total	150	100

Numbers of Family Members

The data in Table 6 show the distribution of the respondents' profile according to their number of family members. The data revealed that 41 or 27.33 percent war composed of 7 to 9 members, 86 or 57.33 percent was composed of 4 to 6 members, and 23 or 15.33 percent was composed of 1 to 3 members.
From the data, it can be observed that most of the respondent`s family composition is 4 to 6 members.

Table 6: Distribution of the Respondents according to Numbers of Family Members

Numbers of Family Members	Frequency	Percentage
7 to 9	41	27.33
4 to 6	86	57.33
1 to 3	23	15.33
Total	150	100

Online Learning Platforms

Table 7 exhibits the online learning platforms used. There were eight (8) online platforms identified which include: Google Classroom, Google Meet, Zoom, Moodle, Printed modules, Meet Up, FB Messenger, and Google Form.
From the data it can be deduced that the topmost online learning platform used is Google classroom. Google Classroom is a suite of online tools that allows teachers to set assignments, have work submitted by students, to mark, and to return graded papers. It was created as a way to get eliminate paper in classes and to make digital learning possible. It was initially planned for use with laptops in schools, such as Chromebooks, in order to allow the teacher and students to more efficiently share information and assignments. As more schools have transitioned to online learning, Google Classroom has gotten far wider use as teachers quickly implement paperless instruction. Classrooms works with Google Docs, Sheets, Slides, Sites, Earth, Calendar, and Gmail, and can be supplemented by Google Hangouts or Meet for face-to-face live teaching or questions.
These topmost online platforms are commonly used by the teachers because it is user friendly, accessible for free and provide prompt feedback between teacher and students. Hence, this is supported by Martyn and Lin found that good hybrid instruction can incorporate the "Seven Principles of Good Practice in Undergraduate Education" developed by Chickering and Ehrmann in 1987 and updated for the digital age in 1996. These seven principles are promoting interaction between students and faculty, enhancing reciprocity and cooperation among students, promoting active learning, providing prompt feedback, increasing time on task, setting high expectations, and recognizing diversity in learning.

Table 7: Online Learning Platforms

Online Learning Platforms	Frequency	Rank
Google Classroom	140	1
Google Meet	106	2
Zoom	94	3
Moodle	93	4
Printed modules	82	5
Meet Up	62	6
FB Messenger	52	7
Google Form	51	8

**multiple responses*

Managing Strategies

Table 8 exhibits the managing strategies of the respondents towards online learning. The data revealed that there were twelve (12) strategies. To wit: managing time wisely, practicing time management, taking breaks, taking notes, asking questions, resisting social media, exercising, getting help, getting organized, getting enough sleep, staying healthy, and eating well.
From the data, it can be observed that the topmost managing strategies is managing time wisely which means that management time is also making a smart decision on how to assign time wisely, which means to spend less time as possible on unimportant tasks and to spend more time on important tasks. Gupta and Amin study found out that, managing time is considered as a big challenge for college students both in their academic life, and social life. Students that can manage their time well are able to increase their efficiency and reducing stress whereas poor time management leads to stress and poor performance in academics. Moreover, the result means that learners need to seek helpful assistance from peers and teachers through chats, email and face-to-face meetings for effectiveness. Factors such as learners' hours of employment and family responsibilities are known to impede learners' process of learning, blended learning inclusive.

Table 8: Managing Strategies

Managing Strategies	Frequency	Rank
Managing time wisely	137	1
Practicing time management	133	2
Taking breaks	120	3
Taking notes	108	4
Asking questions	91	5
Resisting social media	88	6
Exercising	75	7
Getting help	65	8
Getting organized	54	9
Getting enough sleep	48	10.5
Staying healthy	48	10.5
Eating well	31	12

**multiple responses*

Recommendations

Table 9 exhibits the recommendations from the respondents for respondents for better mode of learning. There were six

(6) recommendations which include: strengthen relationships between students–teachers, understanding to the situation of students, choose Learning Management System or LMS where everyone can access, alternative requirements, set classrooms rules before the start of class, and long due date of submission of requirements.

From the data it can be gleaned that the topmost recommendation of better blended mode of learning is strengthen relationships between students–teachers because there was instance that the teachers are not giving chance to other students in complying missed requirements. Again, this recommendation is pinned to CHED Chairperson, Prospero De Vera statement that faculty should focuses on the design and delivery of programs, courses, and learning interventions that address the learners' unique needs in terms of pace, place, process, and products of learning.

Table 9: Recommendations

Recommendations	Frequency	Rank
Strengthen relationships between students–teachers	138	1
Understanding to the situation of students	116	2.5
Choose Learning Management System or LMS where everyone can access	96	2.5
Alternative requirements	84	4
Set classrooms rules before the start of class	83	5.5
Long due date of submission of requirements	73	5.5

**multiple response*

Conclusions

As to the profile of the respondents, it concludes that that most of the respondents were average family income earners.

There are various online platforms used by the teachers in delivering their lessons that conclude that teachers are exerting much effort to deliver lessons in effective and efficient approach. This also means that teachers are adjusting the LMS in accordance to the convenient of the students.

The twelve strategies of the respondents towards online learning concludes that students were able to cope–up the new normal teaching strategies.

As to the recommendations, it concludes that their students' consultation must be done to address the problems and needs of the students.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are forwarded:

i). The faculty members are encouraged to used other learning platforms that can discuss and present audio, video and text.

ii). There are various online platforms used by the teachers. Hence, the University of Eastern Philippines administration should come–up with policy for uniform usage of online platform that will help other faculty of different colleges in UEP to have high level of acceptability of online platforms.

iii). The College of Education in partnership of other stakeholders are encourage to conduct stress debriefing or extracurricular activities that will help students cope–up their stress, problems and maintain mental health wellness.

iv). The recommendations of the respondents should be given attention by the College of Education and University of Eastern Philippines.

v). Similar study be conducted that include other colleges of the University of Eastern Philippines for policy formulation.

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