

Academic, Personal, and Administrative Support in an Online Learning of State Universities and Colleges in Camarines Sur, Philippines

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ABSTRACT

The COVID-19 pandemic has prompted educational institutions to shift from traditional to online learning platforms which bring new challenges to learners. This study employed descriptive analysis to examine the learning barriers of “first-time online learners” and the extent of academic, administrative and personal learner support of selected state universities and colleges (SUCs) in Camarines Sur, Philippines. The survey questionnaires were distributed to 285 students and four key informants. Online interviews and analysis of secondary data were conducted to further validate the results. Emotional and mental distress, the intermittent internet connection and financial difficulties are the main learning barriers. Students’ emotional and mental distress could be attributed to numerous obstacles/challenges that they experience. Based on the respondents’ assessment, the support services provided by SUCs are implemented very extensively. However, not all SUCs assess the learner’s willingness and readiness for online learning, provide financial aid, and offer tutorial centers.

1. Introduction

The education of millions of students across the globe from basic education to higher education have been disrupted due to the spread of coronavirus disease (COVID-19) hence, all educational institutions are challenged to continue their education in various learning delivery modalities such as modular distance learning, blended learning, and online learning. In this world full of uncertainties and challenges, distance and e-learning rise to give learners access to education.

Those institutions that were not ready for these platforms were caught off guard, with staff and students who were unprepared, thus capacitating teachers and institutions of skills and knowledge needed for distance education to respond to the new demands for education (Daniel, 2022).

Moreover, the shift from traditional platforms to digital and online learning platforms brings more challenges to many learning institutions. The viability and veracity of online learning is a big issue that higher education institutions should address (Song et al., 2004). Moreover, in

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this time of pandemic, another challenge faced by the education sector is on how to ensure the delivery of quality education (Tria, 2020). Evaluation of students' academic performance could not totally measure and guarantee the effectiveness of the learning modality and the quality of the new educational system.

Karalis (2020) stressed that the implications and the measures adopted by the institutions to address the challenges faced by students and teachers are some topics worth studying in this new normal. There are studies conducted regarding the implementation of various learning platforms such as open, flexible, distance, online, and blended learning (Stuart, et al., 2022; Hollister, et al., 2022; & Fabriz, et al., 2021). However, none focuses on learning barriers for "first time online learners" and the extent of support services rendered by various state universities in one of the provinces in the Philippines. Stuart, et al. (2022) claimed that learners with low levels in university connectedness, more engagement with asynchronous teaching improved students' grades and academic satisfaction. On the other hand, students' academic performance is enhanced by universities with high levels of connection with students employing more synchronous teaching. Hollister, et al. (2022) also added that in online classes, learners are more comfortable to recite and ask questions which indicate students' higher participation.

Furthermore, Fabriz, et al. (2021) claimed that students in a synchronous setting have higher satisfaction and fulfillment of psychological needs and higher technology acceptance than those students in asynchronous settings. However, both synchronous and asynchronous settings demand for support services from their institutions to promote positive academic experiences and satisfaction.

To sustain the implementation of this learning mode, there is indeed a need to understand the learning barriers of the students and the support given by higher education institutions (HEIs). It is necessary to determine the elements of student support that should be delivered to guide learning institutions on how the educational system could be further structured. Learner support covers various services for learners in groups or individually that are aligned to the learning materials or educational resources of the academic programs offered by the university using Open Distance Learning (Tait, 2000). In addition, Thorpe (2002) claimed that the support system should include services rendered to the learner or group of learners before, during, and after the learning process. It means that support services are given even before a student enters the institution and even after his/her graduation.

Furthermore, Tait (2000) cited that the development of student support systems should to a considerable extent be tailored to institutions and sectors due to differences in programs of studies, nature of students, geographical location, technology availability, educational and organizational cultures. Different universities and colleges should consider these factors in designing their learner support system to make it more responsive and effective.

Various studies show that learner support is truly significant in addressing the challenges encountered in a virtual learning environment and in attaining students' academic success in an online learning (Daniel, 2022; Van Pham, et al., 2021; He et al., 2019; Ludwig-Hardman, S. & Dunlap, 2003). Thorpe (2002) stressed the significance of conducting a regular evaluation of the existing support system to ensure that a quality system is implemented and to further improve the system. Thus, there is a need to assess the learner support services of universities that embarked on online learning for the first time due to COVID-19 pandemic. The current study is conducted after a year of implementation of online learning to better serve and support the learners of state universities and colleges (SUCs) in Camarines Sur.

The support to students was measured in this study based on three divisions: administrative or systemic support, learning or academic support, and personal support (Tait, 2000; Thorpe, 2002; Simpson, 2002). In practice, these areas are inseparable because it is possible that academic services encompass personnel and administrative support. In online learning, support services are of vital importance to improve the academic achievement of online learners.

This research examined the extent of academic, personal, and administrative support in an online learning of state universities and colleges (SUCs) in Camarines Sur, Philippines after the implementation of a flexible learning system during the COVID-19 pandemic. The baseline data that will be generated in this study could be utilized for crafting a more effective learning support system.

2. Framework of the Study

Open, distance learning, digital e-learning, and other innovations are ways to provide education and training to students in their most convenient time and place which give them various learning opportunities that will ultimately produce empowered and independent learners (Sarkhel, 2014).

Learner support refers to the services offered to online learners by learning institutions so that they can address the problems and difficulties they experience so that they can comply with their academic requirements and finish the program successfully. In this study, the learner support comprises three areas: administrative support, academic support, and personal support (Thorpe 2002, Simpson 2002; Tait 2000). The provision of learner support, which is necessary in online learning, aims to enhance the academic performance of virtual learners. Academic support focuses on the cognitive development of the learner by providing study skills assistance and library services that will aid the learners in their academic journey. Personal support targets the affective domain by giving counseling and other wellness services that will increase the self-esteem of the learners. Administrative support centers in the processes when students do transactions with the university such as enrollment, adding and changing subjects, paying school fees, and requesting for credentials.

In distance education, it is important to understand the unique demands of this mode of learning as well as the unique needs of the learners. Understanding the learning barriers of online learners is necessary in designing and providing effective and strong learning support systems which ultimately help them overcome their struggles for them to attain academic success and enhance self-esteem (Figure 1).

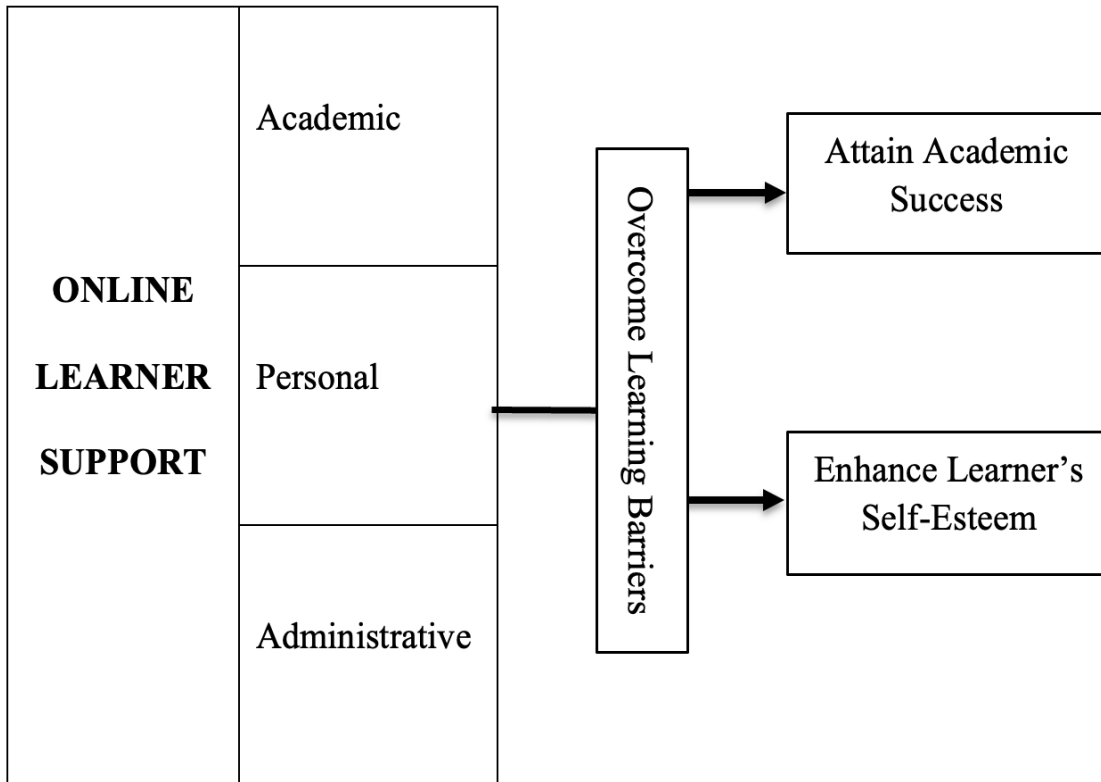


Figure 1. *Research Framework Learner Support*

Providing support services to online learners based on the identified problems/hardships encountered by the students will improve their self-esteem that will help them achieve academic progress.

3. Objectives

The study aimed to examine the academic, personal, and administrative support to online learners of state universities and colleges (SUCs) in Camarines Sur, Philippines. Specifically, this study aimed to: (1) characterize the online learners of SUCs in terms of gender, age, status, course, address, household, and family income; (2) identify the learning barriers of college students in adopting this new platform; (3) determine the extent of academic, personal, and administrative support in an online learning of the different SUCs.

4. Methodology

The study employed descriptive analyses to determine the academic, personal, and administrative support to learners in an online learning environment of state universities and colleges (SUCs). This was conducted in selected SUCs in Camarines Sur, Philippines. The validated Likert scale type of survey questionnaires, designed by the researcher, were distributed to 285 student-respondents using the online survey via social media platforms. On the other hand, the four (4) key informants who are administrators of selected SUCs were visited in their universities and were given options to answer the printed questionnaire or the online survey to reduce the risk of infection during the COVID-19 outbreak in the region.

Furthermore, selected students were interviewed via Google meet to validate answers in the questionnaire and were also asked to answer open-ended questions to qualify the gathered data. Moreover, information posted in the SUCs websites and other reports available in other

authentic websites were gathered and utilized as secondary data to further deepen the discussion of the results of the study.

5. Data Collection and Analysis

Letters were sent to the selected SUCs Presidents to seek permission to conduct the said study. Ethical concerns were addressed by sending consent letters to the respondents, informing them that this research is conducted based on voluntary participation and they have the right to withdraw from the study at any time without penalty. They were assured that complete anonymity and confidentiality will be maintained.

The research utilized designed questionnaires in collecting and analyzing the data. Survey questionnaire was the primary tool used to gather data. The instrument was pilot tested and subjected to Cronbach's alpha with 0.87411 value, interpreted as good, to assess the internal consistency of the questionnaire. It consists of four parts: Part I includes the socio-demographic profile of the respondents. Part II on the learning barriers encountered by online learners. Part III measures the extent of academic, personal, and administrative support in an online learning of the different HEIs in Camarines Sur.

To determine the various learning barriers, respondents rated themselves along a five-point Likert scale ranging from one to five: 1 - Strongly Disagree (SD), 2 – Disagree (D), 3 – Neutral (N), 4 – Agree (A), and 5 – Strongly Agree (SA). For part III, the respondents rated the extent of learner support along a five-point Likert scale ranging from one to five: 1 – Not at all (NA), 2 – Less Extensive (LE), 3 –Extensive (E), 4 – Very Extensive (VE), and 5 –Very Much Extensive (VME). Their raw scores per category were obtained.

Furthermore, an interview was conducted to clarify answers in the questionnaire of some student-respondents. Other supporting documents were gathered from various authentic websites. There are also four key informants that were surveyed to validate the support services offered by learning institutions.

The data-gathering ran for 3 months from June to August 2022. The gathered data were subjected to the following statistical analysis: frequency distribution, ranking, and weighted mean.

6. Characteristics of Online Learner-Respondents

The demographic profile of student-participants of SUCs in Camarines Sur is presented in Table 1. The majority of the online learners were female (65%), single (98%), from Camarines Sur (84%), and aged 19 to 21 years (71%). Sixty-five (65) percent of the monthly family income of the respondents is less than P 7890.00 thus considered poor based on the 2015 and 2017 indicative range of family income and expenditure surveys (FIES) set by Albert et al. (2018). Fifty-one (51) percent have 4 to 6 household members per family and 38% have 7 or more members per family.

Table 1.
Demographic Characteristics of Online Learners (n = 285)

Sex	Frequency	(%)	Family Income (Per month)	Frequency	(%)
Male	101	35.44	less than P 7890.00	184	64.60
Female	184	64.56	b/w P 7 890.00 to P 15 780.00	66	23.20
			b/w P 15 780.00 to P 31 560.00	25	8.80
			b/w P 31 560.00 to P 78 900.00	10	3.40
Status			Above P 78 900.00	0	0.00
Single	279	97.90			
Married	6	2.10			
Address			Age		
Camarines Sur	240	84.21	18	12	4.20
District 1	2		19	73	25.60
District 2	19		20	71	24.90
District 3	46		21	58	20.40
District 4	134		22 and above	71	24.90
District 5	39				
Naga City	21	7.37	Household Members		
Iriga City	10	3.51	1 to 3	33	11.60
Albay	9	3.16	4 to 6	145	50.90
Sorsogon	5	1.75	7 and above	107	37.50

7. Learning Barriers of Online Learners

This study reveals the learning barriers that the “first-time online learners” experienced when the higher education institutions (HEIs) were confronted with the need to adapt online learning platforms starting 1st semester of academic year 2020-2021 (Table 2). Students in the Philippines are used to face-to-face delivery platforms in campus-based universities where students’ services are available anytime. During the transition period, learners struggle, and face various obstacles. The top three identified barriers are the following: rank 1 – emotional and mental distress (WM = 4.15), rank 2 – poor/intermittent internet connection (WM = 4.06), and rank 3 – financial difficulties (WM = 3.99).

Table 2.
Difficulties/challenges encountered by online learners

Barrier	WM	Interpretation
Poor/Intermittent internet connection	4.06	A
Limited Technical Skills	3.65	A
Difficult and time-consuming assessment tasks	3.95	A
Lack of Social Interaction	3.78	A
Complex Learning Materials and Resources	3.73	A
Limited Available Gadgets	3.86	A
Lack of Teacher's Support	3.32	N
Lack of Parent's Support	2.83	N
Hard to navigate the Learning Management System	3.64	A
Boredom	3.48	A
Financial Difficulties	3.99	A
Emotional and Mental Distress/Anxiety	4.15	A

Interpretation:

WM – weighted mean

- 4.21 – 5.00 Strongly Agree (SA)
- 3.41 – 4.20 Agree (A)
- 2.61 – 3.40 Neutral (N)
- 1.81 – 2.60 Disagree (D)
- 1.00 – 1.80 Strongly Disagree (SD)

Those learners who claimed that they experienced emotional and mental distress or anxiety were asked about their reasons (Table 3).

Table 3.

Reasons why suffer from emotional and mental anxiety/distress

Reasons	Frequency	Percentage
1. Online learning is difficult to handle	5	10.00
2. Hard to balance/manage time due to many demands	8	16.00
3. Inconsiderate teachers	5	10.00
4. Longing to socialize with their peers	13	26.00
5. Environment not conducive for learning	7	14.00
5. Lack of gadgets/resources to comply with academic requirements	12	24.00
Total	50	100.00

Some first-time-online learners explained that their anxiety or distress is caused by multiple reasons such as social deprivation, poor time management, difficulty adjusting to the new platform, inconsiderate and hard-to-reach teachers, family matters, etc. Here are some of the verbatim transcriptions of students’ responses about their reasons why they are experiencing emotional and mental distress or anxiety in this new platform: “We need physical education (face to face) to improve our communication and to feel how college be like, online learning is so difficult to handle, it gives a lot of stress, all I could think is to pass the assessment, but not having enough anticipation to educate myself because I don't feel like, it is just like I am always home, I don't feel like studying”; “Another difficulty/challenge that I've experienced was the communication with the teachers, it's so hard to communicate and approach some of the teachers as some are inconsiderate and too hard to deal with, who sometimes have unclear instructions. It honestly affects the student's mental and emotional health. And also, the environment as sometimes there are unpleasant and unwanted scenarios in the surroundings that cause distraction to students.” Although online learners are facing a lot of obstacles that hinder their learning. It is worth noting that several college students expressed that they long to be with their peers or to be with someone they love. Muilenburg and Berge (2005) claimed that the most important barrier to students learning in an online platform is lack of social interaction. Indeed, the third level of human needs is social and sense of belongingness such as friendship, intimacy, love, trust and acceptance (Maslow, 1954). Furthermore, Orben et al. (2020) mentioned that physical distancing and social deprivation have negative effects on the brain and behavioral development particularly in adolescents, aged 10 to 24 years, because adolescence is a sensitive period of social development.

The second obstacle that students deemed to affect their academic achievement is the poor/intermittent internet connection. Students with a limited internet access struggle to learn and accomplish the assigned tasks given to them. There are still areas with no or slow internet speeds in the Philippines, despite the improvement from its 111th rank in January 2020 to 86th spot in the global mobile internet speed rankings in January, 2021 (DICT, 2021).

Financial difficulties experienced by the online learners are the third barrier in their learning process. Some of them mentioned that they don't have laptop or desktop computers and they solely rely on their mobile phones to attend online classes. Inability to buy computers, made it difficult to accomplish requirements that require encoding, researching, and preparing presentations. Some complained that there are times that they can't attend their online classes because they run out of data subscriptions.

Furthermore, the key informants of all participating institutions claimed that there were students who dropped out in the 2nd semester, AY 2020-2021 for the following reasons: 1. Difficulty to cope-up with remote learning, family obligations, and financial problems, 2. Poor internet connectivity particularly in remote areas, 3. Lack of online learning equipment/materials such as laptops necessary to perform school tasks. The reasons stated by the key informants are in conformance with the learning barriers identified by the student-respondents. A strong and effective learning support system could help in preventing students from dropping out.

8. Extent of Academic, Personal, and Administrative Support

The adoption of online learning in various SUCs in Camarines Sur started in 2020 due to the COVID 19 pandemic. All institutions take necessary actions to facilitate migration from traditional face to face instruction to flexible learning to continue the delivery of education to avoid the risks of infection. Students assessed the extent of implementation of learner support services of various SUCs in Camarines Sur. In this study, learner support is measured in terms of the following areas: administrative, academic, and personal support. These three areas, although presented and discussed separately, are closely related and connected to one another.

Administrative support services rendered to SUCs online learners, including learner intake support, and information and technological support are rated very extensive with a weighted mean of 3.85 (Table 4). In the first (1st) year of implementation of the online learning platform, all participating SUCs have a clear and systematic procedure for online admission and registration (WM = 4.01, VE). In fact, they have their own websites where you could see their academic offerings, programs, academic calendars, admission procedures, programs offered, requirements, student e-services, etc. In addition, they also created their own Facebook (FB) pages to reach out students easier and faster. Providing financial assistance/aid for online learning was rated extensive (WM = 3.25) and ranked last among the four (4) services along learner intake support. Although there were students who received tablets, prepaid loads as a prize, and financial aid that facilitated their attendance in online classes and completion of their school tasks, several students expressed their desire to be given mobile data subscription allowance regularly and gadgets that will help them in their studies.

Table 4.
Administrative Support Services

Administrative Support	WM	Interpretation
A.1. Learner Intake Support		
1. has a clear and systematic procedure in an online admission and registration	4.01	VE
2. assesses the learner willingness and readiness for online learning	3.92	VE
3. provides financial aid/assistance to online learners	3.25	E
4. conducts initial meetings with the learner	3.63	VE
A.2. Information and Technological Support		
1. provides technical assistance thru their help desk	3.63	VE
2. has its own web or homepage where they post information/announcements beneficial to online learners	4.28	VME
3. designs a student guide to facilitate online learning	4.04	VE
4. assists learners with technical problems via email, social media and other communication systems.	4.05	VE
TOTAL	3.85	VE
Legend:	WM – weighted mean	
4.21-5.00	Very Much Extensive (VME)	
3.41-4.20	Very Extensive (VE)	
2.61-3.40	Extensive (E)	
1.81-2.60	Less Extensive (LE)	
1.00-1.80	Not at all (NA)	

On the other hand, academic support covers the study skills assistance and library support services provided to the learners (Table 5). In terms of study skills assistance, students are taught how and why there is a need to acknowledge sources/references and other ways to avoid plagiarism. This support service, very much extensively implemented, is rated 4.26 WM and ranked first (1st) showing that teachers truly stressed that in doing their learning activities and assessment tasks, students should ensure the originality of their works and avoid plagiarism. Some students are aware that there are plagiarism checkers available online hence they are careful in preparing their academic requirements.

Determining the validity, reliability and accuracy of information (WM = 4.17) and utilizing many available online learning services (WM = 4.05) ranked 2 and 3 respectively reflecting that these services are implemented very extensively. It is worth noting that SUCs instructors and professors emphasized how to critically evaluate online learning sources, recognize hoax news from credible and reliable information, and sort facts from fiction. Developing a good study habit ranked last with 3.76 WM (VE). Based on the results of the interview, despite the encouragement and instruction of their mentors to establish good study habits, students claimed that they are having difficulty developing a good study habit because of their responsibilities at home and social media distractions. They mentioned that they spend a lot of time doing their household tasks and doing errands. Another reason that consumes their study time is their usage of social media. Indeed, social media, particularly YouTube and Facebook, despite their significance in learning, could bring distractions that would “take away their learning time” due to many entertaining games and varied social invitations on these platforms (Yeo, 2014).

Table 5.
Academic Support Services

Academic Support	WM	Interpretation
B.1. Study Skills Assistance	3.98	VE
1. manage his time effectively	3.85	VE
2. develop a good study habit	3.76	VE
3. hone their critical thinking skills	3.91	VE
4. improve reading comprehension	3.96	VE
5. enhance their research capabilities	4.00	VE
6. annotates online resources	3.98	VE
7. compose/write articles and literary pieces	3.84	VE
8. avoid plagiarism and acknowledge resources	4.26	VME
9. utilize many available online learning resources	4.05	VE
10. determine the validity, reliability and accuracy of information	4.17	VE
B.2. Library Support	3.98	VE
1. access online learning materials and activities needed in understanding their lessons	4.06	VE
2. find current and relevant information	4.02	VE
3. access simulation app and virtual laboratories to deepen their understanding of science concepts.	3.82	VE
4. utilize online journals and e-books for research	3.91	VE
5. use other online information resources for research	4.09	VE
Legend:	WM – weighted mean	
4.21-5.00	Very Much Extensive (VME)	
3.41-4.20	Very Extensive (VE)	
2.61-3.40	Extensive (E)	
1.81-2.60	Less Extensive (LE)	
1.00-1.80	Not at all (NA)	

Personal support services have a total weighted mean of 3.93 which means that the rendered services were very extensive (Table 6). Along with personal support, monitoring the student’s academic performance ranked first (1st) with WM = 4.01 (VE) indicating that teachers have a system in monitoring the accomplishment of their learners. In this kind of learning platform, checking the progress of learners regularly is essential to ensure that everybody can cope up with the learning demands and overcome the learning barriers. Moreover, utilizing some modern and technology based way of providing feedback can improve students’ learning experience (Al-Bashir, et al., 2016).

Table 6.
Personal Support Services

Personal Support	WM	Interpretation
1. identify and address their individual personal needs	3.84	VE
2. solve their learning barriers to reach their goals	3.98	VE
3. interact with their teachers and guidance counselor when necessary (either online or physical mode)	3.93	VE
4. monitor their individual academic performance	4.01	VE
5. determine and find solution to their academic problems and difficulties	3.91	VE
Total	3.93	VE
Legend:	WM – weighted mean	
4.21-5.00	Very Much Extensive (VME)	
3.41-4.20	Very Extensive (VE)	
2.61-3.40	Extensive (E)	
1.81-2.60	Less Extensive (LE)	
1.00-1.80	Not at all (NA)	

SUCs provide different support services to their students to respond to their needs in an online learning environment. The learner support covers three sections: academic, administrative, and personal support, however, it is truly hard to separate these support services because there are services that can be both academic and administrative in nature.

Based on the responses of key informants, all services listed in Table 4-6 are provided by all institutions. However, not all SUCs offer the following support services: 1. Assess the learner's willingness and readiness for online learning; 2. Provide financial aid/assistance to online learners; 3. Offer tutorial or study centers. One key informant mentioned that a program should be crafted to assess the online learner's willingness and readiness; hence, revision and improvement of the existing support service system could be conducted.

Furthermore, there were universities who provided the following support services to their online learners: 1. Provide learning tablets for less privileged students; 2. Have student kiosks providing internet access to students without internet connectivity; 3. Establish a COVID-19 response area for frontline services such as registration, guidance, admission, accounting, and cashiering transactions; 4. Offer module printing.

These services were also mentioned by those student-respondents who received tablets and assistance from their institutions. These services help them in doing their learning activities which is translated to better learning.

9. Conclusions

The COVID-19 pandemic has prompted educational institutions to shift from traditional platforms to digital and online learning platforms which bring new challenges to our learners. The majority of the online learner-respondents of state universities and colleges in Camarines Sur are female, single, poor, from Camarines Sur, aged 19 to 21, and with 4 to 6 household members per family.

According to student-participants, the top three (3) barriers to learning and finishing their studies in an online platform are emotional and mental distress, poor/intermittent internet connection, and financial difficulties. Students' emotional and mental distress could be attributed to numerous obstacles that they experience such as lack of social interaction, inconsiderate and hard-to-reach teachers, family concerns and poor time management.

Students who can't overcome the learning barriers result in dropping out. Based on the responses of key informants, difficulty to cope-up with the remote learning, family obligations, financial problems, poor internet connections, and lack of online learning equipment/gadget are the reasons why students dropped out in the 2nd semester, AY 2020-2021.

The SUCs provide support services to overcome the challenges and barriers encountered by the online learners. Based on the assessment of the respondents, the academic, administrative and personal support services offered by different SUCs are very extensive. All participating institutions have provisions and provide services in the following areas: learner intake support, information and technological support, study skills assistance, library support, and personal support. However, not all SUCs assess the learner willingness and readiness for online learning, provide financial aid/assistance to online learners, and offer tutorial or study centers.

10. Recommendations

An effective learner support system is the key to minimize dropping out of students and help them overcome learning obstacles and successfully finish their studies. Under academic support, financial assistance could be given to students who cannot afford the purchase of data

and digital devices for online learning. Providing an internet or mobile data subscription could improve students' attendance/participation in synchronous sessions. Sourcing of funds could be done through partnership with telecoms, organizations and LGUs. Strengthening student agencies is also recommended. Designing and giving relevant, meaningful, and interesting activities where students are given the freedom to choose from the opportunities provided for them could deepen their motivation and interest. Strong motivation and interest could result in better academic performance. Furthermore, program or course planning could be done to review and revise the competencies, outcomes, and course requirements suiting the new platform.

Along with administrative support, establishing more effective and student friendly web portals, e-frontline services, and help desks could lessen the demands for learner support. Securing enough budget to improve the information and technological support and regular monitoring of frontline services are highly encouraged. Moreover, along with personal support, intensifying guidance services to monitor and evaluate the psychosocial status of the students are recommended. A separate study on mental and emotional health of online learners is highly recommended to have a thorough assessment of their mental and emotional status and have a clear understanding of the factors that affect their well-being.

Determining the students' learning barriers and evaluating the existing support services with this new platform are continued processes so that the institutions could assess the effectiveness of the existing support system and prepare a more effective learner support system if needed.

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