

Business Administration Students' Skills and Capability on Synchronous and Asynchronous Alternative Delivery of Learning

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Abstract – *When a situation arises, such as no face to face class due to pandemic, technology is beneficial to be connected with the students for continuous instructional delivery. While most of the faculty members are equipped with skills and capability, the institution should also consider the students. The objective of this study is to determine the skills and capability of students in synchronous and asynchronous alternative delivery of learning. Students in the College of Business and Public Administration (CBPA) of Pangasinan State University, Lingayen Campus are the respondents of the study. Where out of a total of 998 students, 586 respondents contributed. The majority of the respondents have both neutral in terms of skills and capability. This study concludes that the majority of the students are not yet ready in a synchronous mode of delivery, and it is recommended that the college may provide an additional way of instructional delivery to maintain academic excellence in case of an emergency.*

Keywords – *synchronous, asynchronous, eLearning skills*

INTRODUCTION

When a possible situation arises, such as the threat of the COVID19, it may disrupt many operations such as the regular classes in an institution [1]–[3]. This new disease continues to threaten the epicenter, which is Wuhan, China, and still has an unknown mortality rate. Pangasinan State University should prepare for possible suspension of classes due to the threat and safety of the disease. In other countries, particularly China and other countries like Italy, the government imposes a lockdown, where there is no possible movement of people to avoid or to slow the number of the disease. The effects of the disease have been visible in Wuhan, suspension of classes, temporary closure of businesses, restricted operations, and disruptions of logistics operations.

The COVID-19 has no positive effect on the world, gives a lot of trouble and disruptions in the operations of institutions. The effect of this pandemic might be the lockdown of areas and quarantine of more massive places. In the case that the situation occurs, the positive effects of the situation to the human in terms of technological advantage can be developed. A human may be able to get closer through online discussions.

Teachers, Instructors, and Professors may be able to force to study and develop skills related to technology to continue the disrupted operations and classes. The users of video conferencing hosting providers such as Zoom, Google Meet, and others may increase as working at home is an alternative way to deliver service.

The College of Business and Public Administration (CBPA) of Pangasinan State University, Lingayen Campus, initiated a survey to determine the skills and capability of the students when possible suspension of classes [4]–[6]. Student's capability and skills are very much essential to determine the intervention to be implemented and proposed in these challenging times.

Research Objective

The objective of this study is to determine the skills and capability of students in synchronous and asynchronous alternative delivery of learning. It also aims to determine the readiness of all instructors and professors in the college via a qualitative approach.

The result of this study guides as a recommendation of proposed alternative instructional delivery.

Scope and Delimitation

The study is limited to the 998 total number of BS Business Administration and BS Public Administration students of Pangasinan State University, Lingayen Campus. There are also 19 Faculty members in the college.

The Significance of the Study

As part of the best practice of the college, a basis for intervention is available through data [7], [8]. Determining the capability and skills of the mentors is not enough for the possible conduct of distance education. Students are the primary concern since they are the clientele of the institution. This study aims to aid the faculty members on what intervention should be used in instructional delivery, and it could also be a proposed intervention to the university and be a model to the other institution across the Philippines.

METHODOLOGIES

The researcher utilizes a quantitative and qualitative approach adopted by several authors [9]–[12]. A Social media group was created informing as many as 998 total numbers of students in the college to join through the help of class leaders. A questionnaire [13], [14] containing the profile of the student, computer skills, and computer capabilities was created using Google Forms, and class group chats through messenger were used to float the link of the open-ended question.

586 responses

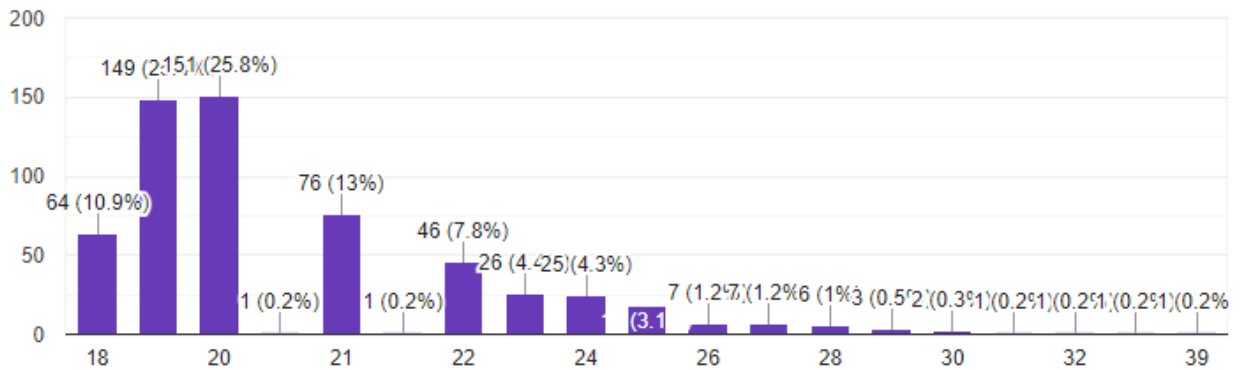


Figure 2 Age

Purposive and convenience sampling was used in determining the respondents, where it is a non-probability sampling technique.

The link of the Google Form, which contains the questionnaire, was converted and shortened using Bit.ly, and the answers were tabulated using Google Sheet.

RESULTS AND DISCUSSION

The impressive number of respondents with a size of almost 58.71% proves that the reliability of the study [15]. Based on a similar study with the same respondents [16], there are a total of 998 students in the college based on the records of the registrar’s office.

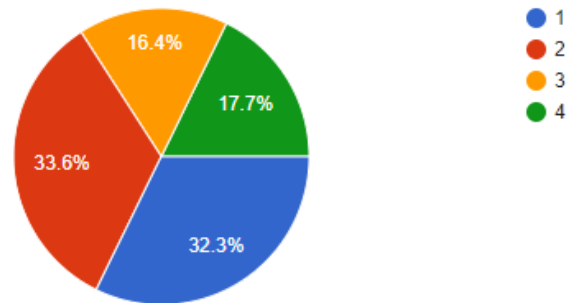


Figure 1 Year Level

As shown in Figure 1, there is 33.6 percent of 2nd-year college students who responded. This is expected since there is more sophomore in the college than any of the other year level.

In terms of Age distribution, the majority of the respondents are 20 years old, with 25.8%. The expected age of sophomore is 20 years old due to the implementation of the Kto12 curriculum.

In terms of the address of the students, most of the respondents are living in Lingayen, with 29.5 percent, followed by Binmaley with 15.7 percent and Bugallon with 13 percent, respectively. This means that most of the students are living in the same town as the institution.

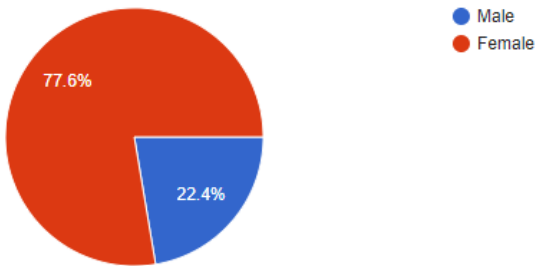


Figure 3 Sex

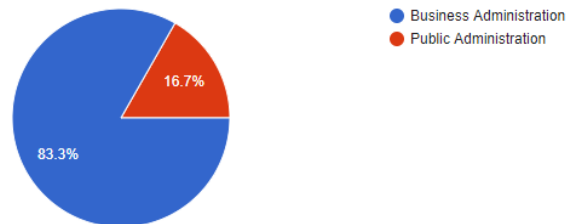


Figure 5 Programs

As shown in figure 3, the majority of the students of the college are females, which account for 77.6 percent.

The majority of the respondents are taking up Business Administration Program with a percentage of 83.3 percent. The business administration program is one of the blockbuster programs on the campus where the program receives around 500 applications yearly, and only 200 students are being accepted. Meanwhile, the Public Administration program, which is considered as allied of the business administration, has a limited number of students. Based on the data from the registrar’s office, there are 243 BPA students (24.94%) out of 998 total population of the college.

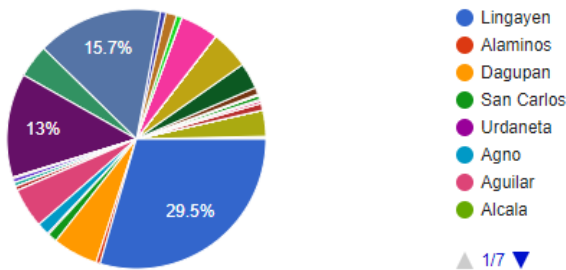


Figure 4 Town

545 responses

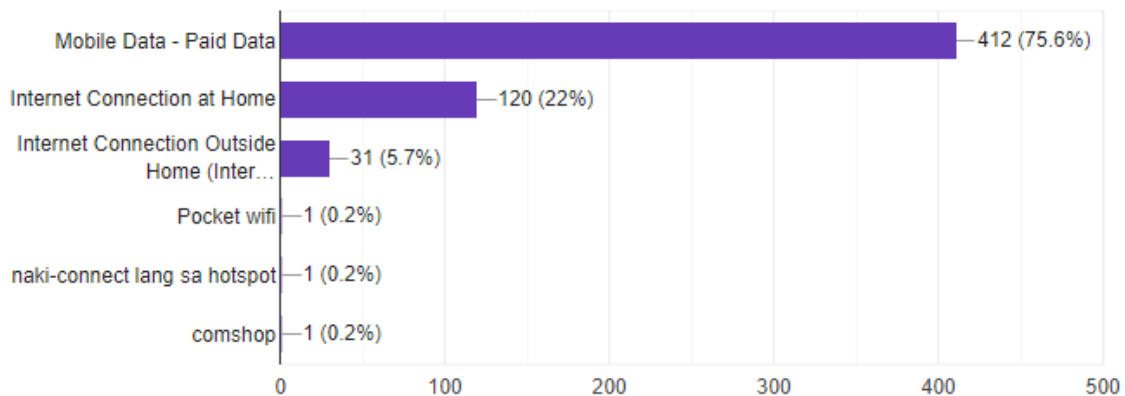


Figure 6 Mode of Access to the Internet

The figure shows the mode of access to the internet by the respondents, where they can select multiple options and add another option. The majority of the students have mobile data that is paid. Around 75.6 percent of the total respondents tried paid subscription. In the Philippines, 1gb cost Php 50.00 or equivalent to \$1 that has a validity of 3 days [17], the price is

rank 86th in the world with cheapest data, this means that it is expensive compared to other offerings of mobile data other countries [18]. Only 22 percent of the total respondents have access to the internet at home. The average monthly fee of internet connection in the Philippines is Php 1000.00 for a 10mbps download speed.

491 responses

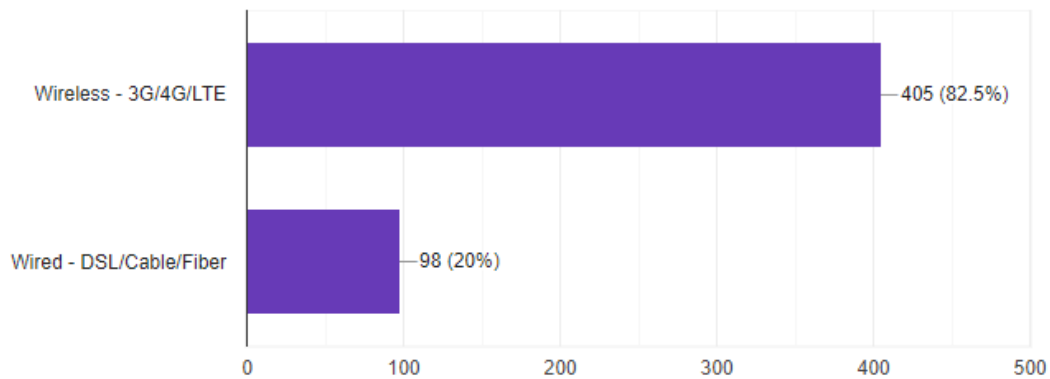


Figure 7 Availability of Internet in the Area

Figure 7 agrees with figure 6 that there are only 20 percent of the total respondents have access to wired connection at home.

price of the internet may be a hindrance for students to avail a service subscription.

The country ranked 80th in the world with the cheapest fixed internet at home, and this means that it is expensive compared to other offerings in the world [19]. This shows that the

Pangasinan State University is a state-run institution that caters qualified individuals to study without tuition fees, where most of the students are underprivileged that may not afford to undergo schooling without the support .

568 responses

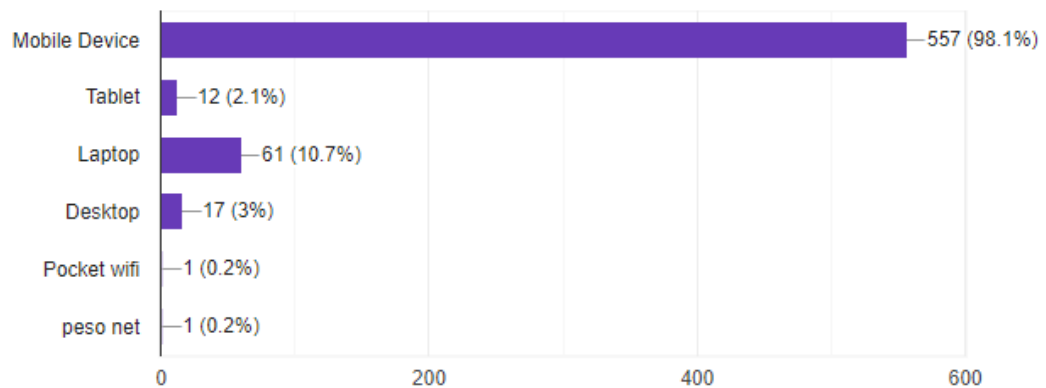


Figure 8 Availability of Device

Almost all of the students have a mobile device, and a very limited or rare number of students have no mobile device. Despite there are

557 students who have a mobile device, only 412 students have access to mobile data, which has been showed in Figure 6.

Table 1 shows the Technological Skills of the Students

Technical Skills	1	2	3	4	5	AWM	DE
I am relatively good at using the computer and applications	35 6.0%	64 10.9%	230 39.2%	224 38.2%	33 5.6%	3.27	Neutral
I am comfortable surfing the Internet.	39 6.7%	49 8.4%	203 34.6%	247 42.2%	48 8.2%	3.37	Neutral
I am comfortable conducting searches, setting bookmarks, and downloading and uploading files.	41 7.0%	78 13.3%	221 37.7%	221 37.7%	25 4.3%	3.19	Neutral
I am comfortable installing applications and software and changing configuration settings on my computer.	49 8.4%	156 26.6%	241 41.1%	123 21.0%	17 2.9%	2.83	Neutral
I know someone who can help me if I have computer problems.	50 8.5%	153 26.1%	180 30.7%	162 27.6%	41 7.0%	2.98	Neutral

Table 1 shows the technical skills of the students in terms of distance education and operating computers. Most of the respondents have a neutral perspective regarding the usage of computers and applications, and some of them agree that they are skillful in using the computer. Regarding surfing the internet, most of the respondents agree that they are comfortable using the internet. It was also shown in the table that

most of the respondents are neutral and agree on internet operation. While the installation of application and software might be a minor problem since the majority are neutral, and some disagree that they are comfortable installing applications and software. Lastly, they are not sure if they can find someone who can help them if they have computer problems.

Table 2 Shows the Equipment Capabilities of the Students

Equipment Capabilities	1	2	3	4	5	AWM	DE
My computer and Mobile devices run reliably on usable Operating Systems.	44 7.5%	109 18.6%	229 39.1%	187 31.9%	17 2.9%	3.04	Neutral
I am connected to the Internet with a reasonably fast, reliable connection for online learning.	80 13.7%	162 27.6%	219 37.4%	110 18.8%	15 2.6%	2.69	Neutral
I have headphones or speakers and a microphone to use if a class has a videoconference.	91 15.5%	144 24.6%	154 26.3%	164 28.0%	33 5.6%	2.84	Neutral
My browser will play several common multimedia (video and audio) formats.	43 7.3%	125 21.3%	206 35.2%	197 33.6%	15 2.6%	3.03	Neutral
My Computer has a Word Processor, Spreadsheet, and Presentation.	77 13.1%	135 23.0%	158 27.0%	173 29.5%	43 7.3%	2.95	Neutral
I do not see any problem with the computer and equipment for online learning	58 9.9%	149 25.4%	217 37.0%	143 24.4%	19 3.2%	2.86	Neutral

Based on table 2, not all of the computer and mobile devices run reliably on sound operating systems, where some agree, and most of them are neutral. Regarding internet connectivity, most of the respondents have a neutral view regarding internet connectivity in their area, and most of them also disagree that they have a reasonably good connection for online learning. Despite they have equipment such as headphone and speaker that plays multimedia files and has office productivity tools, most of them has a neutral and negative answer when it comes to possible problems that they might encounter.

Faculty Skills and Capabilities

Based on the observation and informal interview with the faculty members. The majority of the faculty members from the college have skills in terms of online and distance education. Initial capacity building training was done by the college to be ready for possible disruption of classes. Training about GSuite for education [20] with an emphasis on Google Meet for synchronous instructional delivery and Google Classroom for asynchronous instructional delivery was conducted. It was also discussed the disadvantage of social media in the conduct of asynchronous delivery of instruction [21].

In terms of the capability of the faculty members, the majority of the faculty members has a positive response that they are equipped with the complete device to conduct online classes.

CONCLUSIONS & RECOMMENDATION

It is concluded that the majority of the students from the College of Business and Public Administration are not yet ready for synchronous online delivery. It is recommended that asynchronous learning should be implemented during the extreme community quarantine.

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