DISTANCE EDUCATION LEARNING ENVIRONMENT AND REGULATION OF ACADEMIC BEHAVIOR OF STUDENTS

Rhoda Kristine B. Taunan

Kinangan Integrated School
Davao Occidental Division, Region XI
DepEd Philippines

DOI: https://doi.org/10.56293/IJMSSSR.2024.5032

IJMSSSR 2024
VOLUME 6
ISSUE 3 MAY - JUNE **ISSN: 2582 - 0265**

Abstract: This study aimed to determine which domain of distance education learning environment best influences regulation of academic behavior of the students. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Sarangani District, Davao Occidental Division, Philippines. The study was conducted on the second semester of school year 2021-2022. Research instruments on distance education learning environment and regulation of academic behavior of the students were used as source of data. Using mean, pearson-r, and regression as statistical tool to treat the data, the study showed the following results: level of distance education learning environment is high, the level of regulation of academic behavior of the students is moderate, there is a significant relationship between distance education learning environment and regulation of academic behavior of the student, and instructor support is the domain of distance education learning environment best influences regulation of academic behavior of the student.

Keywords: Distance Education Learning Environment, Regulation of Academic Behavior, Educational Management, Quantitative Research, Philippines

1. Introduction

The absence of face-to-face teaching and learning prompted the education sector to look for alternatives to continue offering education and make it accessible to all. Among the options provided is distance learning education. This modality is a form of education in which the main elements include physical separation of teachers and students. In this format of teaching and learning, the use of various technologies to facilitate student-teacher and student-student communication play a significant role in the instruction (Bijeesh, 2017).

In today's learning situation, digital competence among the students is necessary to advance their academic behavior. It is of paramount importance when the digital competence is among the skills students. With this skill, students can easily navigate lessons and develop mastery of the competencies taught by teachers. Digital competence is essential for learning and for students for active participation in society. For school education, as important as understanding the competence itself is knowing how to help develop it. Students who are building digital literacy skills also advance in their academics (Brown, 2017).

The problem-situations narrated are the common experiences among students who are in the distance education. The researcher finds it relevant to address the concern of the students in order to minimize if not stop the problem they experience in distance learning. Hence, the researcher is prompted to conduct this study to address the knowledge gap as the researcher has rarely come across with the same study on the same topic in the local setting.

Research Objectives

This study aims to find out the significance of the relationship between distance education learning environment and regulation of academic behavior of students. Specifically, this study sought to answer the following objectives:

 Copyright © 2024 IJMSSSR All rights reserved

1. To describe the level of distance education learning environment in terms of:
   1.1. instructor support;
   1.2. student interaction and collaboration;
   1.3. personal relevance;
   1.4. authentic learning, and
   1.5. student autonomy.
2. To ascertain the level of regulation of academic behavior of the students in terms of:
   2.1 effort regulation;
   2.2 regulating time and study environment, and
   2.3 general intention to seek needed help.
3. To determine the significant relationship between distance education learning environment best influences regulation of academic behavior of students.

Hypothesis

The following hypothesis will be treated at 0.05 level of significance.

1. There no significant relationship between distance education learning environment best influences regulation of academic behavior of students.

2. Methods

This study employed the non-experimental quantitative research design utilizing correlational technique. A substantial proportion of quantitative educational research is non-experimental because many important variables of interest are not manipulable. Because non-experimental research is an important methodology employed by many researchers, it is important to use a classification system of non-experimental methods highly descriptive of what we do and which also allows us to communicate effectively in an interdisciplinary research environment. Correlational research designs evaluate the nature and degree of association between two naturally occurring variables (Johnson, 2012).

3. Results

Level of Distance Education Learning Environment

Presented in Table 1 is the level of distance education learning environment with an overall mean of 3.55 with a descriptive equivalent of high, indicating that all enumerated indicators were oftens observed. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator as appended in this study.

For the indicator *instructor support* obtained the highest mean of 4.22 with a descriptive rating of *very high*.

For the indicator *student interaction and collaboration* had a mean rating of 3.26 or *high*. The above practice of teachers are expected to increase the practice on distance education learning environment congruent with the views of various authors such as Aydemir, Özkeskin & Akkurt (2015) who stated that distance education learning environment has a direct correlation on regulation of academic behavior of students. This means that when distance education learning environment creates meaningful learning opportunities to students, the regulation of academic behavior of students will also increase.

For the indicator *personal relevance* obtained a mean score of 3.87 or *high*.
For the indicator *authentic learning* obtained a mean rating of 3.18 or *moderate*.
For the indicator *student autonomy* obtained a mean rating of 3.20 or *moderate*.

Copyright © 2024 IJMSSSR All rights reserved

Table 1. Level of Distance Education Learning Environment

Indicators	SD	Mean	Descriptive Level
Instructor Support	0.562	4.22	Very High
Student Interaction and Collaboration	0.597	3.25	High
Personal Relevance	0.603	3.87	High
Authentic Learning	0.572	3.15	Moderate
Student Autonomy	0.535	3.16	Moderate
Overall	**0.529**	**3.55**	**High**

Level of Regulation of Academic Behavior of Students

Shown in Table 2 is the level of Regulation of Academic Behavior of Students with an overall mean of 3.40 with a descriptive equivalent of moderate indicating that all enumerated indicators were oftentimes observed. The overall mean was the result obtained from the mean of the indicators for the specific items from the questionnaire intended for this indicator which was appended in this study.

Among the enumerated indicators, *effort regulation* ranked the highest with a mean score of 3.88 or *high*.
For the indicator *regulating time and study environment* obtained a mean score of 3.30 or *moderate*.
For the indicator *general intention to seek needed help* obtained a mean rating of 3. 26 or *moderate*.

The moderate level of regulation of academic behavior of the students is due to the moderate level of rating given by the respondents to the indicator's effort regulation, regulating time and study environment, and general intention to seek needed help. These practices are expected to increase the level of academic behavior of students as it aligns to the views of Diaz (2015), who pointed out that these indicators are essential in developing regulation of academic behavior of the students which are important in the learning activities of the students.

Table 2. Level of Regulation of Academic Behavior of Students

	SD	Mean	Descriptive Level
Effort Regulation	0.584	3.90	High
Regulating Time and Study Environment	0.596	3.30	Moderate

Copyright © 2024 IJMSSSR All rights reserved

General Intention to Seek Needed Help	0.589	3.26	Moderate
Overall	**0.533**	**3.40**	**Moderate**

Correlations between Measures

Illustrated in Table 3 were the results of the test of relationship between the variables involved in the study. The overall correlation had a computed r-value of 0.909 with a probability value of $p<0.01$ which is significant at 0.05 level. Doing an in-depth analysis, it could be gleaned that the indicators of distance education learning environment and regulation of academic behavior of students revealed computed r-values ranging from .699 to .844 with probability values of $p<0.01$ which is lesser than .05 level of significance. This means that there is a significant relationship between the variables.

There is a significant relationship between distance education learning environment and regulation of academic behavior of students. The results of the study are also supported by the pronouncement of Aydemir, Özkeskin & Akkurt (2015) who stated that distance education learning environment has a direct correlation on regulation of academic behavior of students. This means that when distance education learning environment creates meaningful learning opportunities to students, the regulation of academic behavior of students will also increase.

Table 3. Correlations *Between Measures*

Distance Education Learning Environment	Effort Regulation	Regulation Time and Study Environment	General Intention To Seek Needed Help	**Overall**
Instructor Support	.730* (.000)	.575* (.000)	.749* (.000)	.779* (.000)
Student Interaction and Collaboration	.799* (.000)	.606* (.000)	.723* (.000)	.797* (.000)
Personal Relevance	.749* (.000)	.660* (.000)	.785* (.000)	.834* (.000)
Authentic Learning	.715* (.000)	.725* (.000)	.756* (.000)	.827* (.000)
Student Autonomy	.761* (.000)	.677* (.000)	.769* (.000)	.827* (.000)
Overall	**.840* (.000)**	**.725* (.000)**	**.860* (.000)**	**.909* (.000)**

*Significant at 0.05 level of significance.

CONCLUSION

With considerations on the findings of the study, conclusions are drawn in this section. The level of distance education learning environment is high, the level of regulation of academic behavior of students is moderate, there is a significant relationship between distance education learning environment and regulation of academic behavior of students.

The results of this study revealed that the level of distance education learning environment is high. The researcher recommends that the Schools Division Office of Davao Occidental may conduct training that will help improve on the aspects of authentic learning and student autonomy among the teachers to improve on this field.

Meanwhile, the study revealed that the level of regulation of academic behavior of students is moderate. The researcher recommends that the district office may provide Learning Action Cell among the teachers on the topic

Copyright © 2024 IJMSSSR All rights reserved

effort regulation, regulating time and study environment, general intention to seek needed help to assist students improve in this indicator.

The study found a significant relationship between distance education learning environment and regulation of academic behavior of students. The researcher therefore recommends that the Department of Education may consider the provision of trainings or activities relative to the variables under study to help the school heads and teachers enhance on the indicators which are among the lowest in the indicators of the variables under study. The researcher recommends that school heads may provide sessions in Learning Action Cell on this topic among teachers for improvement.

REFERENCES

4. Aydemir, M., Özkeskin E, E., & Akkurt, A. A. (2015). A theoretical framework on open and distance learning. Procedia-Social and Behavioral Sciences, 174(2015), 1750–1757. https://doi.org/10.1016/j.sbspro.2015.01.833
5. Bijeesh, N. A. (2017). Advantages and disadvantages of distance learning. Retrieved from http://www.indiaeducation.net/online-education/articles/advantages-and-disadvantages-of-distancelearning.html.
6. Brown, C. (2017). Advantages and disadvantages of distance learning. Retrieved from https://www.eztalks.com/elearning/advantages-and-disadvantages-of-distance-learning.html.
7. Diaz, I. (2015). Training in Metacognitive Strategies for Students' Vocabulary Improvement by Using Learning Journals. (EJ1051498).

Copyright © 2024 IJMSSSR All rights reserved