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## **Geographical Locations: A Comparative Research on Perception and General Percentage Average of Students in Online Education**

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### **ABSTRACT**

*The purpose of this study was to investigate the implication of geographical location to the perception and performance of the students towards online education. This was participated by the 4th year BSED Sciences students of the Mindanao State University at Naawan, S.Y. 2021-2022. Thus, it aims to find out if there is a significant difference of students' perception who are residence in rural and urban area and significant difference of students' academic performance who are residence in rural and urban area. This research used a quantitative research method. The researcher chose the 2nd semester S.Y. 2020-2021 as a respondents consisted of 35 students. In collecting the data, the researcher used adapted and researcher-made survey questionnaires. Results showed that there is no significant difference between perception and performance of the students in online class who are residence in rural and urban area. Moreover, findings revealed that there is no significant difference between perception of the students in online class who are residence in rural and urban area since the  $p$ -value (0.276) is greater than 0.05 level of significance. There was also no significant difference in academic performance of students who are residence in rural and urban area since  $p$ -value (0.404) is greater than 0.05 level of significance. This study concludes that perception and performance of students in online class do not differ significantly in their geographical location.*

**Keywords:** *geographical, rural, urban, performance*

### **INTRODUCTION**

Internet has changed the way people communicate, shop, socialize, do business and think about knowledge and learning. Much more than just a new twist on distance learning, online schooling is changing the face of traditional classrooms and making education more accessible than ever before. Distance education defined as teaching and planned to learn in separate spaces that require communication through technologies and special institutional organizations (Moore & Kearsley, 2011). Distance learning can be also described as a procedure in which a tutor and a student are separated in space and time (Liu, 2008), and it refers to study programs that are offered exclusively off-campus. Prior to the Internet, two methods of distant learning were created and employed separately or in combination. One is a paper-based strategy, in which the student receives a package of materials via the mail, completes it, and returns it via the mail, after which he or she receives feedback. The other method involves using educational films or television shows, in which the student watches a

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pre-recorded lecture that is frequently supplemented with documentary-style content and visual aids, completes the work, sends it back by mail, and receives feedback (Nipper, 1989).

The term ‘distance learning’ has been used in the literature to incorporate programmes that are based online but which also include face-to-face contact sessions. Such programmes are referred to in this paper as ‘blended learning’ programmes. Education delivered at a distance is also variably referred to as ‘e-learning’, ‘on-line learning’ and ‘distance education’ (Liu, 2008). More recently distance learning is being delivered through placing course material online, using e-mail and social networking media as support. Today, the communication technologies for distance education have evolved from paper-based correspondence to electronic delivery mechanisms such as television broadcasting, video conferencing, online learning management systems, and mobile applications. Consequently, the geographic distance covered by distance education programs has expanded from adjacent towns and cities to remote countries and continents (Beldarrain, 2006; Zhang & Kenny, 2010). Today, distance education constitutes a critical part of the higher education system as there is significant and growing number of college courses and degree programs offered online to geographically dispersed students around the world. Online education is a new trend in all school curriculums as a substitute to face-to-face classes to strive education during health crisis caused by Covid-19 pandemic.

Online learning takes numerous forms and has evolved as new technology had been introduced. Most colleges, high schools, and other institutions throughout the world have adopted this method of instruction, and the number of students enrolled in online classes is rapidly growing. Though there are certain drawbacks to online learning, such as a lack of student feedback and the absence of appropriate technology to conduct online learning successfully, these drawbacks are set aside by some of school stakeholders just to strive education during pandemic. According to Yuniartati and Hartati (2020), the involvement of students is critical for the continuity of online learning since they are the objects of this learning, particularly during sudden pandemics that drive students to use online learning. Listening to students and sharing their ideas may assist teachers and designers in rethinking learning processes and learning environment design (Cook-Sather, 2003). Based on the issues, the researcher performed a study on students' attitudes about online learning during the Covid-19 pandemics, with the goal of determining how geographical location affects the learning process at MSU-Naawan, specifically among BSED-Sciences students.

## **METHODOLOGY**

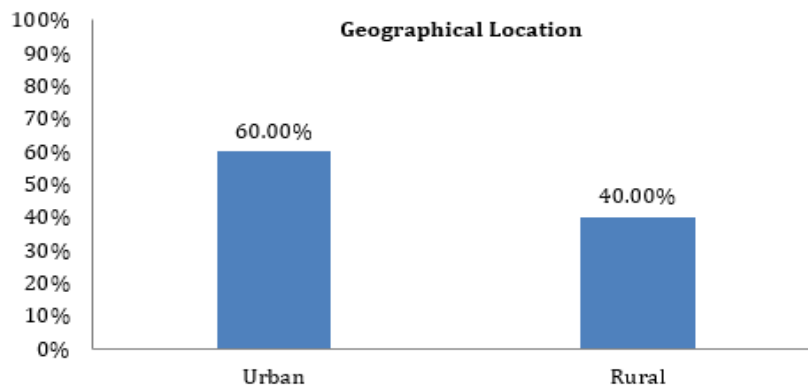
The study used a quantitative research design survey that aimed to correlate the significant difference between of students' perception towards online class and their academic performance to their geographical location. The research was carried out at Mindanao State University's Naawan College of Education and Social Sciences. A letter of permission was sent to the Dean and Chairman of the College of Education and Social Sciences prior to the study's implementation. To avoid sampling biases, the purposeful random sampling with mixed random sampling technique was used. Because of the Covid-19 pandemic, the study was conducted online using Google Forms. Based on the number of participants, the study lasted four days. During the study's four-day duration, 35 out of 52 respondents took part.

The survey questionnaire was used to collect data for the study. Part I of the instrument requests respondents' personal information such as name, age, gender, educational attainment or year level, address, type of terrain, GPA obtained during the second semester of the school year 2020-2021, and internet status. Part II of the instrument requests respondents to describe their views on the impact of geographical locations on students' perception and performance in online education. This section addressed the study's objectives in detail, which were to identify the geographic location of students taking online classes, examine students' perceptions of online classes, and analyze students' academic performance in online classes. The results were then analyzed using statistical tools such as percentage, mean, standard deviation, frequency, and pearson correlation.

## RESULTS AND DISCUSSION

### Geographical Location of the Respondents

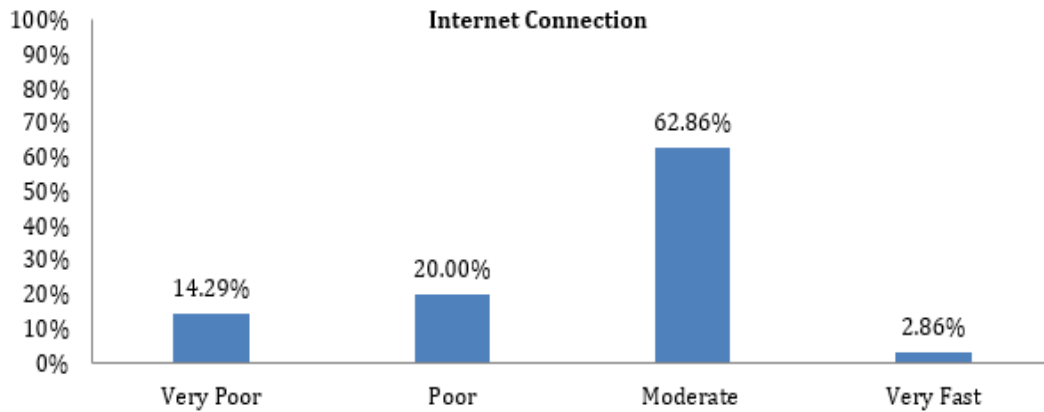
Based on the result shown in figure 1, majority of the respondents of the students are living in urban area. 21 out of 35 respondents are living on urban area and the remaining 14 respondents are living on rural area. Gamson (1991) found the most important determinant of college impact is living on-campus. Some students prefer to live near or inside the campus that is why majority of the respondents live in urban area. Considerable evidence demonstrates that residing on-campus provides substantial benefits compared to students who commute from off-campus housing (Chickering, 1974; Pascarella & Terenzini, 1991).



**Figure 1. Percentage distribution of respondents' geographical location**

### Internet Connectivity of the Respondents

As shown in figure 2 majority of the respondents has moderate internet connectivity, it covers 65.82% (23 out 35) of the respondents. While 20% (7 out 35) of the respondents had poor and 14.29% (5 out 35) has very poor internet connection. This implies that most of the students from 4th year BSED-Sciences of Mindanao State University at Naawan has good internet connectivity which means that they have also good access to online education. According to Dogniez (2019), "Access to the Internet is fundamental to achieving this vision for the future. It can improve the quality of education in many ways. It opens doorways to a wealth of information, knowledge and educational resources, increasing opportunities for learning in and beyond the classroom".



**Figure 2. Percentage distribution of internet connectivity status of the respondents**

**Perception of the students towards online class who are residing in rural and urban area**

Table 1 displays the results of students' perceptions of online classes who live in rural areas. The results show that students agreed the most with the three perceptions of online classes, specifically items 2, 1, and 16. While in the online class, the items on which they disagreed the most were numbers 3, 21, and 22. However, the overall result indicates that they have a neutral attitude toward online education. This means that a student from Mindanao State University's 4th year BSED-Sciences program in Naawan who lives in a rural area is moderate in all aspects of interactivity, independence, accessibility, and enrichment toward online education, according to the specifications of the validated questionnaire used in this study. Interactivity, for learner-to-learner interaction is extremely valuable for online learning and leads to student engagement (Martin 2018). The online learning systems creates opportunities for user input so that the user gets more involved with the lesson content instead of simply being a passive observer. It means that the more the learners interact the higher the chance of engaging their selves on the learning process. Independency, developing learner independence entails progressing along a continuum. According to Claxton (2002), even learners as young as six can start moving along this continuum. So, the independency of the learners is developed through his/her life experiences.

**Table 1. Students Perception in Online Class who were Geographically Located in Rural Area**

| Aspects       | Mean | Remarks |
|---------------|------|---------|
| Interactivity | 3.15 | Neutral |
| Independency  | 2.95 | Neutral |
| Accessibility | 3.08 | Neutral |
| Enrichment    | 2.51 | Neutral |

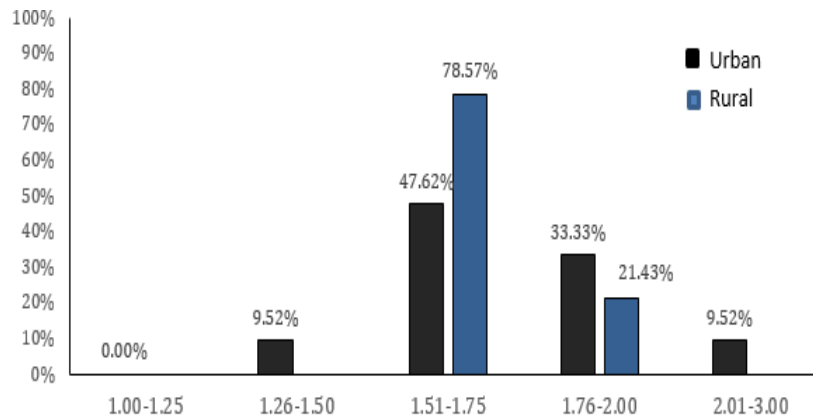
Table 2 depicts students' attitudes toward online classes who live in urban areas. The results show that students agreed the most with the three perceptions of online classes, specifically items 2, 13, and 6. While in the online class, the items on which they disagreed the most were numbers 21, 3, and 22. However, the overall result indicates that they have a neutral attitude toward online education. This means that a student from Mindanao State University's 4th year BSED-Sciences program in Naawan who lives in the city is moderate in all aspects of interactivity, independence, accessibility, and enrichment toward online education, according to the specifications of the validated questionnaire used in this study. Interactivity, for learner-to-learner interaction is extremely valuable for online learning and leads to student engagement (Martin 2018). The online learning systems creates opportunities for user input so that the user gets more involved with the lesson content instead of simply being a passive observer. It means that the more the learners interact the higher the chance of engaging their selves on the learning process. Independency, developing learner independence entails progressing along a continuum.

**Table 2. Students Perception in Online Class who were Geographically Located in Urban Area**

| Aspects       | Mean | Remarks |
|---------------|------|---------|
| Interactivity | 3.08 | Neutral |
| Independency  | 3.2  | Neutral |
| Accessibility | 3.26 | Neutral |
| Enrichment    | 2.80 | Neutral |

**Student's academic performance in online class who are residing in rural and urban area**

Figure 3 depicts academic performance in an online class. The results show that none of the students who were geographically located in an urban area received grades ranging from 1.00 to 1.25. (Excellent). However, 47.62% of them received grades ranging from 1.51 to 1.75. (Very good). While 33.33% received grades ranging from 1.76-2.00, (Good). And 9.52% received grades ranging from 2.01 to 3.0. (Passing). The results show that none of the students who were geographically located in rural areas received grades ranging from 1.00 to 1.50. (Excellent, Very good). However, 78.57% of them received grades ranging from 1.51 to 1.75. (Very good). While 21.43% received grades ranging from 1.76-2.00, (Good). And none of them received grades ranging from 2.01 to 3.0. (Passing). It implies that the majority of respondents who live in urban areas performed well in online education, but they have students who received "Passing" grades. While students in rural areas did not receive grades of "Excellent" or "Passing," they did receive a majority grade of "Very Good." Students might have some expectations during the classes. If the instructor understands that expectation and customizes his/her course design following the student's expectations, then it is expected that the students will perform better in the examinations (Gopal et al., 2021).



**Figure 3. Percentage Distribution of academic performance of the respondents**

### **Significant difference in students' perceptions who lives in rural and urban areas**

Table 3 depicts the perspectives of students who live in rural and suburban areas. It reveals that there is no significant difference in perception between online students who live in urban and rural areas because the t-value is 1.107 which corresponds to a p-value of 0.276 which is greater than the 0.05 level of significance. As a result, this study concludes that students' perceptions of online classes do not differ significantly based on their geographic location. Significant evidence shows that students experienced the same thing when they enrolled in an online class, regardless of their geographical location. The gap between online distance learning and traditional face-to-face learning differs in terms of the sense or feeling of human touch, interpersonal interaction, connectedness, social and cognitive presence, and immediacy of feedback (McCloskey et al., 2013; Moallem, 2015). This means that all of the students enrolled in online classes experienced the same situation and feelings towards online education regardless of the places they are living.

### **Significant difference in students' performance who lives in rural and urban areas**

Table 4 compares the academic performance of students living in rural and urban areas. The analysis reveals that there is no significant difference in academic performance between students who live in urban and rural areas because the t-value of 0.845, which corresponds to the p-value of 0.404, is greater than the 0.05 level of significance. As a result, this study concludes that students' academic performance does not differ significantly based on their geographic location. This is because the mode of instruction was online. Regardless of their geographical location, students from rural and urban areas adapt to the new learning environment. "Students' perceptions of the learning environment influence their choice of learning approaches, which are correlated. In this case, MSU-Naawan 4th BSED-Sciences students are enrolled in online classes, and while the majority of them dislike online classes, they still strive to learn. Based on the data results for item number twenty one, "Online learning class is better than face-to-face class," 57.1% disagreed, and 22.9% strongly disagreed. This result demonstrates that the majority of them prefer face-to-face classes over online classes. However, because instructors used social media platforms as a substitute for traditional classrooms, the majority of them performed well in online classes. Internet-based learning is an advancement of computer-based learning in that it makes content available on

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the internet (Almosa, 2001). According to the results of question thirteen, "Online learning media (zoom, google form, WA, etc.) have helped you optimize accessing the material." According to the diagram, data results show that 48.6% agreed, 42.9% were neutral, and 5.7% strongly agreed. The outcome demonstrates that online learning media has aided the student in gaining access to study material. Online learning allows students to search for material more broadly using online media, giving them the opportunity to expand their knowledge and skills (Woodman, 2003). It means that students can still do well in their academics even if they are taking them online.

## **CONCLUSION AND RECCOMENDATIONS**

1. This study looked at students' geographical locations and how they affected their perception and performance in online education. Thus, it sought to determine whether there is a significant difference in students' perception and performance between those who live in Results showed that 60% (21 out of 35) of respondents were living on urban area and the remaining 40% (14 out of 35) of respondents were living on rural area. This implies that majority of the respondents are living on urban area.
2. In terms of internet connectivity, 14.29% (5 out of 35) of respondents reported very poor internet connectivity, 20% (7 out of 35) reported poor internet connectivity, 62.86% (22 out of 35) reported moderate internet connectivity, and only 2.86% (1 out of 35) reported very fast internet connectivity.
3. Furthermore, the results show that the students agreed the most with the three perceptions of online classes, specifically items 2, 1, and 16. While in the online class, the items on which they disagreed the most were numbers 3, 21, and 22. However, the overall result indicates that they have a neutral attitude toward online education. This means that a student from Mindanao State University's 4th year BSED-Sciences program in Naawan who lives in a rural area is moderate in all aspects of interactivity, independence, accessibility, and enrichment toward online education, according to the specifications of the validated questionnaire used in this study.
4. More than half of the students performed well in online education, according to the overall student performance. The results show that none of the students who were geographically located in an urban area received "Excellent" grades, but two of them received "Very good" grades. While students who were geographically located in rural areas received no grades of "Excellent," the majority of them received grades of "Very Good." According to the findings, the majority of respondents performed well in online education.
5. If researchers wish to conduct further research on this topic, it is highly recommended that they identify various factors influencing students' perception and performance during the online education and pandemic eras in order to improve learning.

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