ONLINE DISTANCE LEARNING IN THE DEVELOPMENT OF MACRO SKILLS COMMUNICATION OF SELECTED PRIVATE SCHOOL IN THE DISTRICT OF VICTORIA, LAGUNA, PHILIPPINES

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Abstract

This study was conducted to find out the effects of Online Distance Learning in the Development of Macro Skills Communication. The study sought to answer the following questions: *(1) What is the status of Online Distance Learning in terms of: (1.1) Printed Modules; (1.2) Online Classes; and (1.3) DepEd TV; (2) What is the level of Macro Skills Communication of the respondents in terms of: (2.1) Reading Skills; (2.2) Listening Skills; (2.3) Speaking Skills; (2.4) Writing Skills; and (2.5) Viewing Skills; (3) Is the Online Distance Learning have significant effect to the Macro Skills Communication of the Learners?* In this study the researcher used a Descriptive Method to gather specific answers and her main tool in data gathering was a checklist questionnaire. A questionnaire via google form was used to gather the data, and the data were analyzed using standard deviation, and F-test/Anova. The results have revealed that the status of online distance learning in terms of printed modules, in terms of online classes, in terms of DepEd TV, in terms of reading skills, in terms of listening skills, in terms of writing skills, in terms of viewing skills were "Beneficial". Therefore, the study has concluded that there is no significant effect on the Online Distance Learning in the Development of Macro Skills Communication.

Keywords: Online distance learning, macroskills, communication, DepEd

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1. Introduction

The days of traditional classroom and face-to-face learning are gone. As the pandemic changes the way we live, the classroom set up has changed. To address this growing necessity, features the teacher as facilitator, engaging learners' active participation through the use of various technologies accessed through the internet while they are geographically remote from each other during instruction. In Online Distance Learning, there are three methods that will be used. First, the printed modules are for the students who don't have access to gadgets and the internet, printed modules will be delivered to them or picked up by their parents at designated areas within agreed schedules. Second, the online class, for students who have access to the internet, the department's DepEd Commons will be used. DepEd Commons is an online education platform developed by the government agency to support alternative modes of learning. The third method is through radio and television specifically the DepEd tv as platforms for delivering lessons during the pandemic. The internet is used to facilitate learner-teacher and peer-to-peer communication. Online learning allows live synchronous instruction. It requires participants to have good and stable internet connection. It is more interactive than the other types of distance learning. The responses are real time. The learners may download materials from the internet, complete and submit assignments online, attend webinars and virtual classes.

Online education demands more independence, so students must be able to learn at least some of the material when professors are unavailable. The differences between online and classroom instruction go beyond medium alone. How instructors deliver information, interact with students, and assess learning is much different in a virtual learning environment. Present-day distance learning is influenced a lot by computer and electronics technology. The technology has now made it possible for the guide and student to connect almost immediately. Study resources can be delivered instantly through computers, satellites, internet, cable television, interactive video etc. The focus of the study is to determine Online Distance Learning in the Development of Macro Skills Communication.

1.1. Review of literature

Keegan (1986) identifies three historical approaches to the development of a theory of distance education. Theories of autonomy and independence from the 1960s and 1970s, argued by Wedemeyer (1977) and Moore (1973), reflect the essential component of the independence of the learner. Otto Peter's (1971) work on a theory of industrialization in the 1960s reflects the attempt to view the field of distance education as an industrialized form of teaching and learning. Distance education is a concept that covers the learning-teaching activities in the cognitive and/or psycho-motor and affective domains of an individual learner and a supporting organization. It is characterized by non-contiguous communication and can be carried out anywhere and at any time, which makes it attractive to adults with professional and social commitments (Holmberg, 1989, p. 168). Moore's (1990) stated that the concept of "transactional distance" encompasses the distance, and exists in all educational relationships. This distance is determined by the amount of dialogue that occurs between the learner and the

instructor, and the amount of structure that exists in the design of the course. Greater transactional distance occurs when an educational program has more structure and less student-teacher dialogue, as might be found in some traditional distance education courses.

Oxford (2001) states that teaching students to improve their learning strategies in a given skill area often leads to a better performance in all language skills. Doubtless, Oxford's proposal to produce an integrative classroom proves beneficial to the learning process as we get closer to an authentic type of interaction. Needless to say, if we create tasks that, apart from interweaving the four macro-skills, encourage learners to develop their critical thinking, we will be providing our students with an invaluable learning opportunity, which will contribute to boosting their confidence for interactions outside the classroom. An initial theory of online learning as online participation is suggested. It is argued that online learner participation (1) is a complex process of taking part and maintaining relations with others, (2) is supported by physical and psychological tools, (3) is not synonymous with talking or writing, and (4) is supported by all kinds of engaging activities. Participation and learning are argued to be inseparable and jointly constituting. The implication of the theory is straightforward: If we want to enhance online learning, we need to enhance online learner participation (Stefan Hrastinski, 2009). In 2006, the North American Council for Online Learning (NACOL) conducted its first international survey, researching how other countries were implementing online and blended learning opportunities for their primary and secondary (K-12) students. As the pace of growth of online and blended learning has grown at an average of over 30% each year for the past 10 years across the United States, there have been several requests to update the research done from "An International Perspective of K-12 Online Learning: A Summary of the 2006 NACOL International E-Learning Survey." (Barbour et al., 2011)

Knight (2020) stated that many countries are shifting to distance learning approaches, whether through distributing physical packets of materials for students or through using technology to facilitate online learning. And there are real risks because many of these approaches can be very solitary and didactic when you're just asking students to sit and quietly watch videos, read documents online, or click through presentations—that's really dull. The worst form of learning is to sit passively and listen, and this may be the form that most students will receive during school closures. It serves no one well, especially those who are the furthest behind. Philips (2020) stated that teachers had little or no notice about their schools closing and shifting to online learning—this can be challenging for anybody. They've shared that they are overwhelmed with all sorts of materials and products, and we are seeing educators begin to push back and request help filtering through all the resources to find those that are quality. At the same time, teachers are just like the rest of us in that they are experiencing this strange new world as mothers, fathers, aunts, uncles, and grandparents. They are trying to deal with their individual lives and take care of their kids and find new ways to make sure that learning continues.

1.2. State hypotheses and their correspondence to research design

A supposition or proposed explanation made on the basis of limited evidence as a starting point for further investigation. There is no significant effect on Online Distance Learning in the Development of Macro Skills Communication.

2. Method

2.1. Research design

The researcher used the descriptive method of research and her main tool in data gathering was a checklist questionnaire. The descriptive method was appropriate in this study since according to Calderon (2011), the descriptive method is a foot finding study with adequate and accurate interpretation of the findings. In educational research, the most common descriptive methodology is survey, as when researchers summarize the characteristics of individuals or groups or physical environment of schools. The descriptive method of research was used to gather data and determine Online Distance Learning in the Development of Macro Skills Communication.

2.2. Participants

The respondents of the study were the 9 to 12 years old of Missionary Della Fede 20-2021. The Missionary Della Fede is in Victoria, Laguna. The sampling technique used in selecting the respondents of the study was the purposive sampling technique. Purposive sampling is the most widely used probability sampling method, probably because it is easy to implement and easy to analyze. An important benefit of purposive sampling is that it allows researchers to use statistical methods to analyze sample results

2.3. Data collection tools

This study used questionnaires to know the Online Distance Learning in the Development of Marco Skills Communication. The researcher provided the questionnaires to the students who are enrolled in Missionary Della Fede because of their involvement in this study. The handling of the questionnaire was done personally by the researcher and facilitated by the retrieval of responses. This procedure enabled the researcher to conduct interviews at the same time consecutively. The researcher collected the answered questionnaire. Through purposely selected techniques, sixty (60) pupils were chosen to be the respondents of the study. Each pupil was given 20 minutes to read and answer the questions. The paper was collected afterward to tally response, tabulate, and interpret.

2.4. Data analysis

To determine the effects of Online Distance Learning in the Development of Macro Skills Communication of Elementary Learners of Missionari Della Fede use the weighted mean and standard deviation to calculate and measure the status of Online Distance Learning in the Development of Macro Skills Communication. Table 1 shows the relationship between the research questions and the data analysis methods.

Statement of the Problem	Statistical Treatment
1.) What is the status of Online Distance Learning in terms of: 1.1 Printed Modules 1.2 Online Classes 1.3 DepEd TV	Mean/SD
2.) What is the level of Macro Skills Communication of the respondents in terms of: 2.1 Reading Skills 2.2 Listening Skills 2.3 Speaking Skills 2.4 Writing Skills 2.5 Viewing Skills	Mean/SD
3.) Is the Online Distance Learning have significant effect to the Macro Skills Communication of the Learners?	F-Test/Annova

Table 1. The relationship between the research questions and the data analysis methods

3. Results

Table 2 presents the status of online distance learning in terms of printed modules. The first statement *"Printed modules provides an aid in the presentation and application of the online teaching and learning process"* has the highest mean of 4.33 and SD of 0.67 remarked as always, together with the 2nd statement. As for the remaining statement they are all remarked as Often by having means ranging from 4.08 to 4.12.

Table 2. Status of Online Distance Learning in terms of Printed Modules

Statements	Mean	SD	Remark
1. Printed modules provide an aid in the presentation and application of the online teaching and learning process.	4.33	0.67	Always
2. Printed Modules gives opportunities to practice, apply, analyze or synthesize new information.	4.27	0.75	Always
3. Printed Modules can be used in any location.	4.08	0.80	Often
4. The graphics, letters, numbers, and words are clearly readable.	4.12	0.73	Often
5. Printed modules can control the pace of their involvement in the learning process.	4.08	0.76	Often

Weighted Mean: 4.18 SD: 0.75
Verbal Interpretation: Beneficial

Legend:

Scale	Range	Remark	Verbal Interpretation
5	4.20 – 5.00	Always	Very Beneficial
4	3.40 – 4.19	Often	Beneficial
3	2.60 – 3.39	Sometimes	Moderately Beneficial
2	1.80 – 2.59	Rarely	Fairly Beneficial
1	1.00 – 1.79	Never	Not Beneficial

Based on the results, the weighted mean 4.18 and a standard deviation of 0.75 revealed that the status of online distance learning in terms of printed modules is "Beneficial". They used to have printed modules as their references in studying the lessons.

These findings that were supported by the statement of Printed modules and teaching and learning materials are critically important to the effective practice of distance education. The course syllabus is the "glue" that holds the course or the learning experience together (Simonson, Zvacek & Smaldino, 2019).

Table 2 presents the status of online distance learning in terms of online classes. "*Online classes can bring education right to your home*" has the highest mean of 4.15 and SD of 0.68 but it is just remarked as Often same with the rest of the given statements.

Table 2. Status of Online Distance Learning in terms of Online Classes

Statements	Mean	SD	Remark
1. Online classes are more comfortable learning environment.	3.63	0.91	Often
2. Online classes are convenient and flexible.	3.83	0.90	Often
3. Online classes give you more time and freedom to study.	3.92	0.84	Often
4. Online classes can bring education right to your home.	4.15	0.68	Often
5. Online classes have financial benefits.	3.73	0.85	Often

Weighted Mean: 3.85 SD: 0.86
Verbal Interpretation: Beneficial

Legend:

Scale	Range	Remark	Verbal Interpretation
5	4.20 – 5.00	Always	Very Beneficial
4	3.40 – 4.19	Often	Beneficial
3	2.60 – 3.39	Sometimes	Moderately Beneficial
2	1.80 – 2.59	Rarely	Fairly Beneficial
1	1.00 – 1.79	Never	Not Beneficial

Based on the results, the weighted mean 3.85 and a standard deviation of 0.86 revealed that the status of online distance learning in terms of online classes is "Beneficial".

These findings that were supported by the statement about Online discussion can reach beyond the temporal and spatial constraints of the campus class, and as a result can often add a richer and deeper perspective as students respond when they are informed and inspired. (Bender, 2012)

Table 3 presents the status of online distance learning in terms of DepEd TV. We know that students barely watch educational shows via TV but as we are facing the pandemic most of the lectures are presented on this platform. *"The quality of sounds through DepEd TV programs are clear"* has the highest mean of 4.12 and SD of 0.78 among the statements but they are all remarked as Often.

Table 3. Status of Online Distance Learning in terms of DepEd TV

Statements	Mean	SD	Remark
1. The style of teaching through DepEd TV are the same with teachers.	3.70	0.94	Often
2. DepEd TV is easy to understand educational programs.	3.98	0.74	Often
3. DepEd TV can practice my skills through watching educational programs.	4.05	0.78	Often
4. The quality of sounds through DepEd TV programs are clear.	4.12	0.78	Often
5. DepEd TV is easily to follow the lessons.	3.83	0.84	Often
	Weighted Mean: 3.94 SD: 0.83		
	Verbal Interpretation: Beneficial		

Legend:

Scale	Range	Remark	Verbal Interpretation
5	4.20 – 5.00	Always	Very Beneficial
4	3.40 – 4.19	Often	Beneficial
3	2.60 – 3.39	Sometimes	Moderately Beneficial
2	1.80 – 2.59	Rarely	Fairly Beneficial
1	1.00 – 1.79	Never	Not Beneficial

Based on the results, the weighted mean 3.94 and a standard deviation of 0.83 revealed that the status of online distance learning in terms of DepEd TV is "Beneficial".

Table 4 presents the level of macro skills communication of the respondents in terms of reading skills. As we look on the table below we can see that the highest mean was 4.25 with SD of 0.70 referring to the statement number four which is remarked as always together with

the 1st and 2nd statements. The remaining statements were remarked as Often having a mean ranging from 4.10 to 4.17.

Table 4. Level of Macro Skills Communication of the respondents in terms of Reading Skills

Statements	Mean	SD	Remark
1. Sufficient awareness to develop, select, and apply strategies that can enhance reading comprehension.	4.23	0.64	Always
2. Reading can help to develop empathy.	4.20	0.68	Always
3. I can read words accurately and quickly, while dealing with meaning of words.	4.10	0.68	Often
4. Improves vocabulary with range of interactive games, activities, worksheets and instructional videos.	4.25	0.70	Always
5. Fluent in reading a sentence or paragraphs correctly.	4.17	0.71	Often

Weighted Mean: 4.19 SD: 0.68

Verbal Interpretation: Beneficial

Legend:

Scale	Range	Remark	Verbal Interpretation
5	4.20 – 5.00	Always	Very Beneficial
4	3.40 – 4.19	Often	Beneficial
3	2.60 – 3.39	Sometimes	Moderately Beneficial
2	1.80 – 2.59	Rarely	Fairly Beneficial
1	1.00 – 1.79	Never	Not Beneficial

Based on the results, the weighted mean 4.19 and a standard deviation of 0.68 revealed that the level of macro skills communication of the respondents in terms of reading skills is "Beneficial".

Table 5 presents the level of macro skills communication of the respondents in terms of listening skills. As for the table below statement number 2 *"Through listening skills, it can help to retain information"* got the highest mean of 4.18 with SD of 0.72, all of the given statement remarked as Often.

Table 5. Level of Macro Skills Communication of the respondents in terms of Listening Skills

Statements	Mean	SD	Remark
1. I can understand new topics and remember what I've learned through listening.	4.17	0.66	Often
2. Through listening skills, it can help to retain information.	4.18	0.72	Often
3. The responses or feedback are clearly receive.	4.03	0.77	Often
4. Using of body language and facial expression are correctly and understand.	4.00	0.84	Often
5. The lesson/discussion is clearly understand and guess unknown words from the context or lesson.	4.05	0.78	Often

Weighted Mean: 4.09 SD: 0.76

Verbal Interpretation: Beneficial

Legend:

Scale	Range	Remark	Verbal Interpretation
5	4.20 – 5.00	Always	Very Beneficial
4	3.40 – 4.19	Often	Beneficial
3	2.60 – 3.39	Sometimes	Moderately Beneficial
2	1.80 – 2.59	Rarely	Fairly Beneficial
1	1.00 – 1.79	Never	Not Beneficial

Based on the results, the weighted mean 4.09 and a standard deviation of 0.76 revealed that the level of macro skills communication of the respondents in terms of listening skills is "Beneficial".

Table 6 presents the level of macro skills communication of the respondents in terms of speaking skills. *"Clarity, volume, tone and strength of voice are appropriately used"* has the highest mean of 4.72 with SD of 0.70 remarked as Always together with the 5th statement. While the remaining three statements are all remarked as Often having means ranging from 4.08 to 4.17.

Table 6. Level of Macro Skills Communication of the respondents in terms of Speaking Skills

Statements	Mean	SD	Remark
1. Pronouncing words and letters are correctly.	4.17	0.78	Often
2. Pronouncing intonations are using correctly.	4.08	0.74	Often
3. I can speak a written text for an extended period of time.	4.10	0.72	Often
4. Clarity, volume, tone and strength of voice are appropriately use.	4.72	0.70	Always
5. Speak in his/her native language without effort and this skill is a natural one.	4.20	0.75	Always

Weighted Mean: 4.15 SD: 0.74

Verbal Interpretation: Beneficial

Legend:

Scale	Range	Remark	Verbal Interpretation
5	4.20 – 5.00	Always	Very Beneficial
4	3.40 – 4.19	Often	Beneficial
3	2.60 – 3.39	Sometimes	Moderately Beneficial
2	1.80 – 2.59	Rarely	Fairly Beneficial
1	1.00 – 1.79	Never	Not Beneficial

Based on the results, the weighted mean 4.15 and a standard deviation of 0.74 revealed that the level of macro skills communication of the respondents in terms of speaking skills is "Beneficial".

Table 7 presents the level of macro skills communication of the respondents in terms of Writing skills. When it comes to the table about the writing skills *"Expressing ideas through written word"* Has the highest mean of 4.30 with SD of 0.61 and it was remarked as Always together with the 2nd statement. 1st, 4th and 5th statements are remarked as Often by having means ranging from 4.10 to 4.13.

Table 7. Level of Macro Skills Communication of the respondents in terms of Writing Skills

Statements	Mean	SD	Remark
1. Writes simple stories with a beginning, a middle and an end.	4.13	0.64	Often
2. Writes words, phrases and sentences to convey messages.	4.27	0.63	Always
3. Expressing ideas through the written word.	4.30	0.61	Always
4. Writes a paragraph explained and illustrated through examples and details.	4.12	0.69	Often
5. Produce an acceptable grammatical systems (e.g. Tense, agreement, pluralisation, patterns, and rules.)	4.10	0.75	Often

Weighted Mean: 4.18 SD: 0.67

Verbal Interpretation: Beneficial

Legend:

Scale	Range	Remark	Verbal Interpretation
5	4.20 – 5.00	Always	Very Beneficial
4	3.40 – 4.19	Often	Beneficial
3	2.60 – 3.39	Sometimes	Moderately Beneficial
2	1.80 – 2.59	Rarely	Fairly Beneficial
1	1.00 – 1.79	Never	Not Beneficial

Based on the results, the weighted mean 4.18 and a standard deviation of 0.67 revealed that the level of macro skills communication of the respondents in terms of writing skills is "Beneficial".

These findings support the statement of Writing skills play a crucial role in this modern world, and one must develop these skills to excel in teaching-learning processes (Bsharat & Behak, 2021).

Table 8 presents the level of macro skills communication of the respondents in terms of Viewing skills. When it comes to the table about the viewing skills. *"I can analyze texts and images"* got the highest mean of 4.22 with SD of 0.63, together with the 1st statement they are both remarked as Always. For the remaining 3rd – 5th statements they are all remarked as Often by having means ranging from 4.03 - 4.15.

Table 8. Level of Macro Skills Communication of the respondents in terms of Viewing Skills

Statements	Mean	SD	Remark
1. Gives acquire information and appreciate ideas and experiences visually.	4.20	0.60	Always
2. I can analyze texts and images.	4.22	0.63	Always
3. The visual components of lessons are clearly.	4.03	0.71	Often
4. I can interpret images through text.	4.15	0.57	Often
5. The text and images are clearly to understand.	4.15	0.68	Often

Weighted Mean: 4.15 SD: 0.64

Verbal Interpretation: Beneficial

Legend:

Scale	Range	Remark	Verbal Interpretation
5	4.20 – 5.00	Always	Very Beneficial
4	3.40 – 4.19	Often	Beneficial
3	2.60 – 3.39	Sometimes	Moderately Beneficial
2	1.80 – 2.59	Rarely	Fairly Beneficial
1	1.00 – 1.79	Never	Not Beneficial

Based on the results, the weighted mean 4.15 and a standard deviation of 0.64 revealed that the level of macro skills communication of the respondents in terms of viewing skills is "Beneficial".

These findings support the statement of Viewing is the fifth macro-skill today. It refers to perceiving, examining, interpreting, and construction meaning from visual images and is crucial to improving comprehension of print and nonprint materials. This is the skill to be

taught as the learners are exposed on multimedia. To make it possible, they should have strong media and visual literacies (Carolino & Queroda, 2019).

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Table 9: Significant Effect of Online Distance Learning to the Macro Skills Communication of the Learners

Independent Variable	Dependent Variable	df	Computed F - Value	Tabular F-value	Verbal Interpretation
Online Distance Learning	Reading Skills	59	1.044	1.534	Not Significant
	Listening Skills		0.786		Not Significant
	Speaking Skills		0.832		Not Significant
	Writing Skills		1.108		Not Significant
	Viewing Skills		1.196		Not Significant
	Alpha value = 0.05				

Table 9 presents the significant effect of Online Distance Learning to the Macro Skills Communication of the Learners

Online Distance Learning to the Macro Skills Communication of the Learners was determined using F-test. Online Distance Learning to the Macro skills communication in terms of Reading Skills has a computed f-value of 1.044 < tabular f-value of 1.534; Listening Skills has a computed f-value of 0.786 < tabular f-value of 1.534; Speaking Skills has computed f-value of 0.832 < tabular f-value of 1.534; Writing Skills has computed f-value of 1.108 < tabular f-value of 1.534 and lastly, Viewing Skills with computed f-value of 1.196 < tabular f-value of 1.534 with an alpha value of 0.05 and df of 59 are all interpreted as not significant.

Based on the result given above, we can now conclude that online distance learning has no significant effect to the macro skills communication of the learner, therefore, the null hypothesis stating, *"There is no significant effect on the Online Distance Learning in the Development of Macro Skills Communication."* Was accepted.

4. Discussion and Conclusions

The status of online distance learning in terms of printed modules, the weighted mean 4.18 and a standard deviation of 0.75 revealed that the status of online distance learning in terms of printed modules was interpreted as "Beneficial". The status of online distance learning in terms of online classes, the weighted mean 3.85 and a standard deviation of 0.86

revealed that the status of online distance learning in terms of online classes was interpreted as "Beneficial". The status of online distance learning in terms of DepEd TV, the weighted mean 3.94 and a standard deviation of 0.83 revealed that the status of online distance learning in terms of DepEd TV was interpreted as "Beneficial". The level of macro skills communication of the respondents in terms of reading skills, the weighted mean 4.19 and a standard deviation of 0.68 revealed that the level of macro skills communication of the respondents in terms of reading skills was interpreted as "Beneficial". The level of macro skills communication of the respondents in terms of listening skills, the weighted mean 4.09 and a standard deviation of 0.76 revealed that the level of macro skills communication of the respondents in terms of listening skills was interpreted as "Beneficial". The level of macro skills communication of the respondents in terms of speaking skills, the weighted mean 4.15 and a standard deviation of 0.74 revealed that the level of macro skills communication of the respondents in terms of speaking skills was interpreted as "Beneficial". The level of macro skills communication of the respondents in terms of writing skills, the weighted mean 4.18 and a standard deviation of 0.67 revealed that the level of macro skills communication of the respondents in terms of writing skills was interpreted as "Beneficial". The level of macro skills communication of the respondents in terms of viewing skills, the weighted mean 4.15 and a standard deviation of 0.64 revealed that the level of macro skills communication of the respondents in terms of viewing skills was interpreted as "Beneficial". Weighted mean, standard deviation, and F-test/Anova were used to accept or reject negative inference based on the results above, we can now conclude that online distance learning has no significant effect to the macro skills communication of the learner, therefore, the null hypothesis stating, *"There is no significant effect on the Online Distance Learning in the Development of Macro Skills Communication."* Was accepted. Based on the findings of the study, the following conclusions were obtained. According to the study conducted, the status of Online Distance Learning in terms of printed modules, online classes and DepEd TV are beneficial. According to the study conducted, the level of Macro Skills Communication of the respondents in terms of reading skills, listening skills, speaking skills, writing skills, and viewing skills are beneficial. From the analysis of the data gathered, online distance learning has no significant effect to the macro skills communication of the learner, therefore, the null hypothesis stating, *"There is no significant effect on the Online Distance Learning in the Development of Macro Skills Communication."* Was accepted.

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