



# **BARRIERS OF DISTANCE LEARNING ON LEARNERS' LIFE SKILLS**

**Hannah Mae Z. Gutierrez**

*Graduate School, Laguna State Polytechnic University, Santa Cruz, Laguna, Philippines*

## **ABSTRACT**

*Considering the students' security in the midst of the (Covid-19) pandemic, online and modular learning are evidently a new norm to be cultivated. With the abrupt closure of campuses across the country over to control the spread of COVID-19, students migrated to a wide assortment of living situations, a large number of which present difficulties to learning. As schools closed, many students entered stressful domestic situations that aren't conducive to learning.*

*Thus, the primary goal of this study is to figure out the students' barriers of distance learning on learner's life skills. The main reason that inspires the researcher to conduct this study is to investigate the problems encountered by the students on the implementation of distance learning.*

*The study covers 105 respondents from the science section of different grade levels of Junior High School in Dayap National High School – Main, Calauan, Laguna.*

*The descriptive method of research was used in the study to analyse and interpret the data being gathered to the respondents of this study.*

*Result reveals that students are experiencing barriers on distance learning. The barriers of distance learning are communication, cost and access to internet, credibility and motivation/family support, these were all highly experienced by the respondents. Then again, the acquisition of learners' life skills in terms of critical thinking skill, interpersonal skill and self – management skills were all highly insufficient, while technical skill was interpreted as averagely insufficient.*

*The barriers of distance learning have an effect on learner's life skills, accordingly the research hypothesis expressing that there is no significant effect between barriers of distance learning and learner's life skills is dismissed.*

*Researcher recommends further investigation of students' barriers would help educators and institution develop course materials and strategies properly. Understanding and alleviating technology issues are significant, particularly with the fast development of innovation.*

**KEYWORDS:** *distance learning, barriers, life skills, education,*

## **I. INTRODUCTION**

Learning can frequently resemble obstacle course for students. For a few, this is an exciting challenge driving them towards the end goal of graduation and accomplishment of their profession desires. However, this isn't generally the situation. Now and again the obstructions can turn out to be such huge difficulties that students fall by the wayside, either fizzling or deciding to leave their studies.

In the academic area, barriers classified as daily hassles incorporate scholastic cutoff times, time management, adjusting academic outstanding tasks at hand or getting lower grades than foreseen (Blankstein, Flett, and Koledin 1991; Ross, Niebling, and Heckert 1999). Significant life occasions explicit to the academic world have not been researched, despite the fact that students may at present experience non-academic significant life occasions during their time at school. Also, students may encounter incessant obstructions, for example, rehashed academic failure, or intense preventions, similar to a disengaged less than stellar score (Martin and Marsh 2008).

There are many factors that interfere with learning. These factors have been termed barriers to learning and development. Barriers to learning and development can be found in the learner (chronic illness or



disability), in the school (inaccessible buildings or lack of resources), the education system (lack of teacher and school development), or in the broader social system (negative attitudes and inadequate resource allocation) (DoE, 2001).

Today the latest hindrance that the students facing is the global coronavirus disease pandemic has changed the lives of millions around the world. Considering the learners' safety amid the disease 2019 (Covid-19) pandemic, online and modular learning are undeniably a new norm to be cultivated. Given that students are separated from their typical classroom settings and lacking everyday interactions with peers and teachers, they are having difficulty staying motivated. With the sudden closure of campuses across the nation to control the spread of COVID-19, students migrated to a wide assortment of living situations, a significant number of which present difficulties to learning. The effects of this surprising change to distance learning are not equal among students. As colleges shut, numerous students entered asset restricted or upsetting homegrown circumstances that are not helpful for learning. Students with low financial status may have insufficient lodging alternatives, restricted admittance to fast web, and be compelled to work.

To a huge extent education can be considered as a communication process among the members (Turkish Online Journal of Distance Education, 2013). The article centers around distance education, which has both the overall communication measures that in-person education settings have, and furthermore communication explicit to the advancements that intervene the teaching and learning taking place at a distance. There are different chances and barriers to compelling communication. A thorough audit of writing with respect to communication hindrances to distance education sums up the technical, psychological, social, cultural, and contextual challenges leading to a significant conclusion; that as technology utilized for distance education improves so does both the opportunities to conquer a large number of the obstructions to ineffectual communication and the multifaceted nature of the boundaries that are looked by the members. The chain of command of this structure is portrayed.

A study made by Rideout and Katz (2016) lower pay families might be at specific danger for this as past research has shown that lower pay families are bound to need to share gadgets to other family members contrasted with higher income counterparts. Nonetheless, (Turcotte 2010) since people with more elevated levels of schooling are bound to work from home.

Certain investigations showed that online schooling (distance training) could be as proficient/compelling as eye-to-eye instruction (Lack, 2013; Wu, 2015). Notwithstanding, Liu et al. (2020) announced that the internet-enabled and tangible user interface permits the students to see online instruction emphatically. Interestingly, online schooling could lead teachers and students to depend on dishonest literary theft (Ubell, 2017). Lucky et al (2019) talked about that the pace of students who resort to scholastic extortion in online schooling (distance training) was multiple times higher than the rate in face-to-face instruction.

Students feel isolated as far as they can tell. The difficulties they encountered in schooling may increment when they absence of sufficient help from their families and working environments. Likewise, grown-ups have different roles, for example, life partner, parent, associate, and student, every one of which implies extra obligations and outstanding task at hand (Thompson and Porto, 2014). These difficulties may influence their learning accomplishment just as causing dropout in online distance education programs or courses. Expanding dropout rates are considered as a vital issue in distance grown-up education.

Thus, the primary goal of this study is to figure out the students' barriers of distance learning on learner's life skills. The main reason that inspires the researcher to conduct this study is to investigate the problems encountered by the students on the implementation of distance learning Dayap National High School Main, Calauan, Laguna.

## II. OBJECTIVES

The main purpose of this study is to determine the barriers of distance learning on learners' life skills from Dayap National High School Main, Calauan, Laguna, and it sought to answer the following questions.

1. What is the profile level of the respondents as to:
  - 1.1 age;
  - 1.2 gender;
  - 1.3 grade level; and
  - 1.4 family income?
  
2. What is the level of barrier of distance learning in terms of:
  - 2.1. communication;
  - 2.2. cost and access to the internet;
  - 2.3. credibility; and

- 2.4. motivation/family support?
3. What is the level of the learners' life skills in terms of:
  - 3.1. critical thinking skill;
  - 3.2. interpersonal skill;
  - 3.3. self-management and skill; and
  - 3.4. technical skill?
4. Are the barriers of distance learning significantly affect the life skills of the learners?

### III. METHODOLOGY

The study covers 105 respondents. The respondents of the study will be directly from the science section of different grade levels from Dayap National High School. Stratified random sampling technique will be used to sample 105 respondents. With this technique, the researcher has a higher statistical precision compared to simple random sampling. Stratified random sampling ensures that each subgroup of a given population is adequately represented within the whole sample population of a research study.

The researcher will be utilized a survey questionnaire to gather data needed for the study supported by unstructured interviews. The main purpose of a survey questionnaire is to gather the point of views and opinions of respondents and know their mindset about a particular topic or issue.

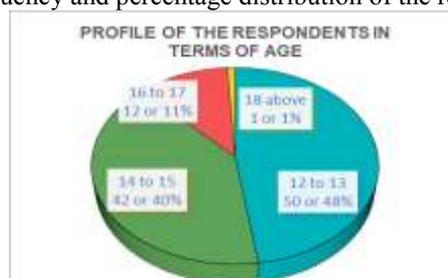
The mean and standard deviation was used to determine the level students' barriers in terms communication, cost and access to internet connection, credibility and motivation/family support as well as the level of learners' life skills such as decision – making/critical thinking skill, interpersonal skill, self-management and coping skill and technical skill; Two – way ANOVA suits the study to find the barriers of distance learning on learners' life skills.

### IV. RESULT AND DISCUSSION

The presentation of the significant findings followed the order as per the assertion of the problem specifically: to determine the profile level of the respondents as to age, gender, grade level and family income; level of the barrier of distance learning in terms of communication, cost and access to internet, credibility and motivation; level of the learners' life skills in terms of critical thinking, interpersonal, self-management and technical skills; and to determine if there is significant effect between the barriers of distance learning and learner's life skills.

#### Profile of the Learners

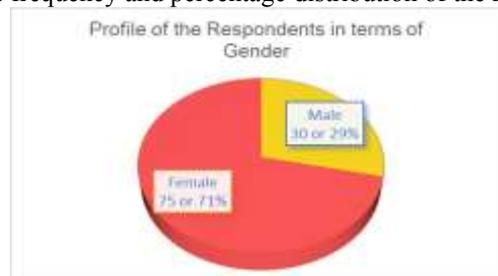
Figure 1 presents the frequency and percentage distribution of the respondents by age.



**Figure 1. Level of Learner's Profile in terms of Age**

It tends to be seen from the figure that out of 105 students 1 or 1 percent fell inside the age section of 18 or above years old; 12 or 11 percent were inside the age section of 16 to 17 years of age; 42 or 40 percent were inside the age bracket of 14 to 15 years of age; and 50 to 48 percent of the respondents fell inside the age bracket of 12 to 13 years of age.

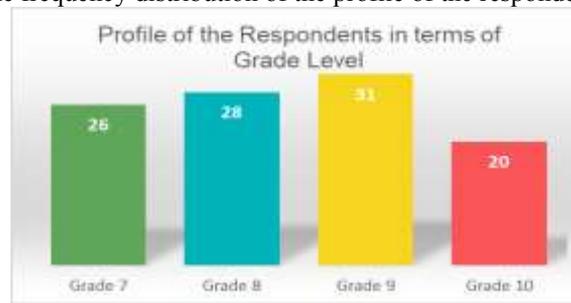
Figure 2 presents the frequency and percentage distribution of the respondents by gender.



**Figure 2. Level of Learner’s Profile in terms of Gender**

It can be noted from the figure that most of the respondents are female with 75 of 105 students or 71 percent of the respondents and just 30 or 29 percent were males.

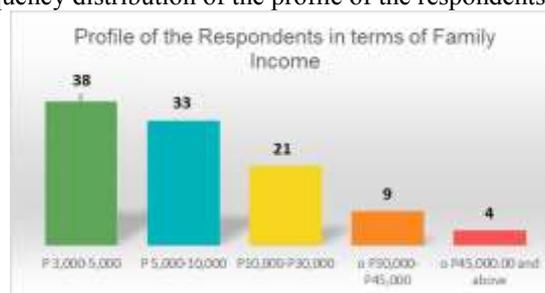
Figure 3 presents the frequency distribution of the profile of the respondents in terms of grade level.



**Figure 3. Level of Learner’s Profile in terms of Grade Level**

Figure 3 shows the distribution of respondents according to grade level. It totals of 105 Junior High School from science section. It can be gleaned from the figure that majority of them are from grade 9 with 31 of respondents, on the other hand the least number of respondents were came from the grade 10 with 20 respondents.

Figure 4 presents the frequency distribution of the profile of the respondents in terms of family income.



**Figure 4. Level of Learner’s Profile in terms of Family Income**

In this research, respondents’ family income is sorted into five range of income. As introduced in the Figure 4, 38 of the respondents fell inside the range of P3000 – P5000 family income and also 33 fell from the range of P5000 – P10000 family income. That large number of respondents have low income and below the basic salary of workers.

### **Barriers of Distance Learning**

Barrier of distance learning regarding communication, cost and access to internet, credibility and motivation was dealt with measurably utilizing mean and standard deviation joined by a 5 point-Likert scale made by the researcher. The table shows the indicative statement, mean, remark and interpretation.



Table 1 present the level of barriers of learning in terms of communication.

**Table 1. Level of barrier of distance learning in terms of Communication**

| Statement  | Mean        | SD          | Remarks           |
|--|-------------|-------------|-------------------|
| <b>I have experienced the...</b>   |             |             |                   |
| 1. Lack of peer collaboration.   | 3.48        | 1.02        | Agree             |
| 2. Too inhibiting to express candid emotions and idea in online classes.   | 3.97        | 0.95        | Agree             |
| 3. Get tired and bored from staying too long in online classes through communication with teachers and classmates. | 3.76        | 1.02        | Agree             |
| 4. Shy or lack confidence for online learning.   | 3.80        | 1.02        | Agree             |
| 5. Distance learning courses do not get the practice of verbal interaction with professors and other students.     | 3.62        | 1.03        | Agree             |
| <b>Grand Mean Interpretation</b>   | <b>3.73</b> | <b>1.02</b> | <b>Agree High</b> |

*Legend:*

| Scale | Range       | Remarks           | Verbal Interpretation |
|-------|-------------|-------------------|-----------------------|
| 5     | 4.20 – 5.00 | Strongly Agree    | Very High             |
| 4     | 3.40 – 4.19 | Agree             | High                  |
| 3     | 2.60 – 3.39 | Neutral           | Average               |
| 2     | 1.80 – 2.59 | Disagree          | Low                   |
| 1     | 1.0 – 1.79  | Strongly Disagree | Very Low              |

The result shows that communication *highly* hinders distance learning as shown by the grand (M=3.73, SD=1.02). This means that communication is one of the barriers of distance learning that may affect the acquisition of life skills for learners.

It can be seen from the table that the statement “too inhibiting to express candid emotions and idea in online classes.” obtained the highest (M=3.97, SD=0.95) indicates that the respondents *agreed* that communication is a barrier of distance learning. Students we’re not able to express their ideas and emotions during online class. However, “lack of peer collaboration” got the lowest (M=3.48, SD=1.02) which means that the respondents *agreed* that lack of collaborative communication is also barred. This meant that students we’re not able to learn due to lack of collaboration among their classmates.

In accordance with this base of the view on the examination of Abu Bakar, and so on (2020). Communication hindrances are a huge test in distance learning, which impacts the distance students’ performance and accomplishments.

Table 2 shows the weighted mean of barriers of distance learning in terms of cost and access to internet.

Most of the indicative statements under cost and access to internet received remarks of *agree*. “Difficulty in communication through the internet.” received the highest (M=4.19 SD=0.85) which the respondents *agreed* and shows that cost and access to internet is a barrier to distance learning. Students with poor internet connection were struggling to keep up with their lessons during online classes. Nonetheless, “lack adequate Internet access.” got the lowest (M=3.14, SD=1.10) which implies that the respondents were *neutral* whether lack adequate web access thwarts distance learning. It demonstrates that some of students are all around prepared in technological aspect and other are attempting to adapt up.

The outcome shows that cost and access to internet *highly* hinders distance learning as demonstrated by the grand (M=3.63, SD=1.10). This implies that cost and access to internet is one of the obstructions of distance learning that may influence the procurement of life skills for students.

**Table 2. Level of barrier of distance learning in terms of Cost and Access to Internet**

| Statement  | Mean        | SD          | Remarks           |
|--|-------------|-------------|-------------------|
| <b>I have experienced the...</b>                         |             |             |                   |
| 1. Difficulty in communication through the internet.     | 4.19        | 0.85        | Agree             |
| 2. Difficulty in accessing reliable information.         | 3.81        | 0.93        | Agree             |
| 3. Online learning costs too much.                       | 3.55        | 1.13        | Agree             |
| 4. Lack adequate Internet access.                        | 3.14        | 1.10        | Neutral           |
| 5. Lack of consistent platforms, browsers, and software. | 3.46        | 1.04        | Agree             |
| <b>Grand Mean Interpretation</b>                         | <b>3.63</b> | <b>1.10</b> | <b>Agree High</b> |



The cost and access have become the primary issue in joining the online learning stage. This is upheld by Marcial et al. (2015) tracking down that the most serious barrier is the issue of cost and access to the web.

Table 3 reveals the weighted mean of barriers of distance learning in terms of credibility.

As projected in Table 3, “Teachers might find little time to talk about trivial details of a given topic, which are otherwise important to helping me understand better a given concept.” achieved the highest (M=3.98, SD=0.82) it exhibits that the respondents *agreed* that credibility is inadequate in gaining student's life skills. On the other hand, “Course materials not always delivered on time.” obtained the lowest (M=3.23, SD=1.05) with a remark of *neutral*. A few students can get their course material on schedule, the explanation for this was they are close to the school and the availability of their parents/ guardians. Then again students whose both parents are inaccessible and a long way from school experienced getting the materials late.

**Table 3. Level of barrier of distance learning in terms of Credibility**

| Statement   | Mean        | SD          | Remarks      |
|---|-------------|-------------|--------------|
| <b>I have experienced the...</b>  |             |             |              |
| 1. Lack of proper assessment. Not closely monitored if there's progress or improvement.   | 3.70        | 0.79        | Agree        |
| 2. Lack of support and reassurance.   | 3.40        | 1.05        | Agree        |
| 3. Teachers might find little time to talk about trivial details of a given topic, which are otherwise important to helping me understand better a given concept. | 3.98        | 0.82        | Agree        |
| 4. Can't understand the topic without the guidance of my parents/teachers.  | 3.64        | 0.99        | Agree        |
| 5. Course materials not always delivered on time.   | 3.23        | 1.05        | Neutral      |
| <b>Grand Mean</b>   | <b>3.59</b> | <b>0.98</b> | <b>Agree</b> |
| <b>Interpretation</b>   |             |             | <b>High</b>  |

The result shows that credibility *highly* hinders distance learning as shown by the weighted (M=3.59, SD= 0.58). This suggests that credibility is one of the blocks of distance learning that may impact the acquirement of life skills for students.

As referenced by Sahar El Turk, and Isabelle D. Cherney, (2016). The third factor out of 10 that they researched was sorted as academic hindrances and included the accompanying five boundaries: absence of authority over students cheating, powerlessness to get a handle on obvious signals from students, trouble of passing on ideas in certain fields on the web, online students may not learn just as vis-à-vis students, and questions about the nature of internet learning results.

Table 4 reveals the weighted mean of barriers of distance learning in terms of motivation and family support.

**Table 4. Level of barrier of distance learning in terms of Motivation/Family Support**

| Statement  | Mean        | SD          | Remarks      |
|--|-------------|-------------|--------------|
| <b>I have experienced the...</b>   |             |             |              |
| 1. Lack of instructional materials that suit the interests of the learners and its appropriateness with the instructional tasks. | 3.31        | 1.11        | Neutral      |
| 2. Online learning environment that is not inherently motivating.  | 3.70        | 1.02        | Agree        |
| 3. I can easily get confused during online class sessions.   | 3.83        | 1.04        | Agree        |
| 4. Lack support from family and friends.   | 2.79        | 1.14        | Neutral      |
| 5. Fear family life will be disrupted.   | 3.60        | 0.96        | Agree        |
| <b>Grand Mean</b>  | <b>3.45</b> | <b>1.12</b> | <b>Agree</b> |
| <b>Interpretation</b>  |             |             | <b>High</b>  |

The table presents the mean level of barriers of distance learning in terms of motivation. It further indicates that statement 4 “lack support from family and friends.” got the lowest (M=2.79, SD=1.14) received a remark of *neutral*. It specifies that particular students feels that they receive enough support from their family while others are not. Statement no. 3 “I can easily get confused during online class sessions.” got the highest (M=3.83, SD=1.04). It further indicates that the respondents *agreed* that motivation is a hinder in distance learning. Unmotivated students cannot focus and concentrate during their online classes.



The result shows that motivation *highly* hinders distance learning as shown by the grand (M=3.45, SD=1.12). This suggests that credibility is one of the barriers of distance learning that may impact the acquirement of life skills for students.

A further study by Lin et al. (2017). The investigation discovered the students had low degrees of intrinsic and extrinsic motivation in their online learning course. The analysts expounded on the low motivation and examined that it may have been brought about by an absence of real-time communication with educators and schoolmates.

### Life Skills of the Learners

Learner's Life Skills concerning critical skill, interpersonal skill, self – management skill and technical skills was dealt with measurably utilizing mean and standard deviation joined by a 5 point-Likert scale made by the researcher. The table shows the indicative statement, mean, remark and interpretation.

Table 5 present the level of learner life skill in terms of critical skills.

It can be seen from the table that the statement “lack of clear expectations/instructions.” obtained the highest (M=3.58, SD=0.95) indicates that the respondents *agreed* that critical thinking skills is absence in learners' life skill. Students we're not able to understand clearly the instructions given during online class. However, “lack language skills for online learning.” got the lowest (M=3.48, SD=1.04) which means that the respondents have *neutral* response. It denotes that some of the students can easily adjust in online learning language while others are having difficult time to deal with it.

**Table 5. Level of the learners' life skills in terms of Critical thinking skill**

| Statement                                    | Mean        | SD          | Remarks      |
|--|-------------|-------------|--------------|
| <b>I have experienced the...</b>             |             |             |              |
| 1. Inability to understand course materials. | 3.43        | 0.99        | Agree        |
| 2. Less commitment to education.             | 3.53        | 0.87        | Agree        |
| 3. Lack of prerequisite knowledge.           | 3.54        | 0.95        | Agree        |
| 4. Lack language skills for online learning  | 3.38        | 1.04        | Neutral      |
| 5. Lack of clear expectations/instructions.  | 3.58        | 0.95        | Agree        |
| <b>Grand Mean</b>                            | <b>3.49</b> | <b>0.97</b> | <b>Agree</b> |
| <b>Interpretation</b>                        |             |             | <b>High</b>  |

The result shows that critical thinking skills is *highly* deficient in learners' life skills as shown by the grand (M=3.49, SD=0.97). This means that critical thinking skills of students as of today's distance learning are not enhanced, since more of their activities were focused on lower level of cognitive knowledge.

The fast development of data and communication innovation has made an expanding measure of accessible data. Individuals should have critical thinking skills so that they can examine and look at data just as build contentions. Everyone necessities to think basically in regular day to day existence. (Atabaki et al., 2015). Table 6 represents the level of learner's life skills in terms of interpersonal skills.

**Table 6. Level of the learners' life skills in terms of Interpersonal Skill**

| Statement  | Mean        | SD          | Remarks      |
|--|-------------|-------------|--------------|
| <b>I have experienced the...</b>                           |             |             |              |
| 1. Low concentration on study.                             | 3.89        | 0.97        | Agree        |
| 2. Lack of faculty support.                                | 3.08        | 1.04        | Neutral      |
| 3. Lack of instant feedback from peers and teachers.       | 3.39        | 1.02        | Neutral      |
| 4. Lack communication skills for online learning.          | 3.64        | 0.92        | Agree        |
| 5. Difficulty contacting academic or administrative staff. | 3.58        | 0.90        | Agree        |
| <b>Grand Mean</b>  | <b>3.49</b> | <b>1.01</b> | <b>Agree</b> |
| <b>Interpretation</b>                                      |             |             | <b>High</b>  |

In learners' life skills in terms of interpersonal skill, the data being analysed from the respondents' responses based on their discernment and is resulted to *highly* insufficient with the grand (M=3.49, SD=1.01). With this, students encounter problems with expressing their ideas and knowledge in distance online learning.

As noticed in the Table 6, statement “low concentration on study.” accumulated a highest (M=3.89, SD=0.97) indicates that the respondents *agreed* that interpersonal skill is lacking in learner's life skills. Students



we're not able to utter ideas and concentrate during online class. In spite of this "lack of faculty support." acquired a lowest ( $M=3.08$ ,  $SD=1.04$ ) interpreted as *neutral*, it connotes that a part of respondents feels the help of the teachers while a bit of respondents may feel that the help from teachers isn't sufficient.

In accordance with Cole, Shelley, and Swartz (2014) examined graduate and undergraduate fulfilment with online learning at a college found absence of connection with faculty and with classmates as the principal wellspring of learner's disappointment.

Table 7 shows the level of learner's life skills in terms of self – management skills.

It tends to be seen from the table that statement "difficulty in time management." got the most noteworthy ( $M=4.11$ ,  $SD=0.94$ ) it shows that respondents concurred that they experience issues in time management. Then again, "inability to create balance between education and work." got the least ( $M=3.59$ ,  $SD=1.14$ ). Students who work part time and study simultaneously are experiencing difficulty adjusting their time during this distance learning.

**Table 7. Level of the learners' life skills in terms of Self - Management Skill**

| Statement  | Mean        | SD          | Remarks           |
|--|-------------|-------------|-------------------|
| <b>I have experienced the...</b>   |             |             |                   |
| 1. Inability to create balance between education and work.                 | 3.59        | 1.14        | Agree             |
| 2. Inability to create balance between education and family or social life | 3.84        | 1.00        | Agree             |
| 3. Difficulty in time management.  | 4.11        | 0.94        | Agree             |
| 4. Significant interruptions during study at home.                         | 3.80        | 0.97        | Agree             |
| 5. Afraid of feeling isolated.   | 3.70        | 1.11        | Agree             |
| <b>Grand Mean Interpretation</b>   | <b>3.81</b> | <b>1.05</b> | <b>Agree High</b> |

As the aftereffect of the survey in regards to student's life skills towards self - management, it shows that respondents self-management is *highly* insufficient with the grand ( $M=3.81$ ,  $SD=1.05$ ) in learners' life skills. Learners accept that they are struggling getting sorted out and dealing with their own time in today new method of distance learning.

J. Xu (2013) acknowledged that time is additionally a significant part of learning. Without investing energy in an assignment, no advancement can be ever achieved.

Table 8 give an idea about the level of learner life skill in terms of technical skills.

**Table 8. Level of the learners' life skills in terms of Technical Skills**

| Statement  | Mean        | SD          | Remarks                |
|--|-------------|-------------|------------------------|
| <b>I have experienced the...</b>                             |             |             |                        |
| 1. Insufficient computer skills.                             | 3.23        | 1.17        | Neutral                |
| 2. Difficulty in accessing software materials.               | 3.30        | 1.22        | Neutral                |
| 3. Lack skills for using the delivery system.                | 3.30        | 1.15        | Neutral                |
| 4. Unfamiliar with online learning technical tools.          | 3.26        | 1.21        | Neutral                |
| 5. Lack of basic knowledge in operating a technology gadget. | 3.01        | 1.20        | Neutral                |
| <b>Grand Mean Interpretation</b>                             | <b>3.23</b> | <b>1.19</b> | <b>Neutral Average</b> |

All indicative statement received a remark of neutral. It can be perceived from the table that the statements "difficulty in accessing software materials." and "unfamiliar with online learning technical tools." attained the highest ( $M=3.30$ ,  $SD=1.22$ ,  $1.15$ ) indicates that the respondents stay *neutral* in terms of enhancement of technical skills in learner's life skills. While statement "lack of basic knowledge in operating a technology gadget." gained the lowest ( $M=3.01$ ,  $SD=1.20$ ).

As the outcome in terms of technical skills, the grand ( $M=3.23$ ,  $SD=1.19$ ) which is interpreted as *neutral*. In connection, some of the respondents has a natural computer skill that they can smear on today's distance learning. They have the competence to adopt to the new approach of learning since they innate skills in technologies. On the other hand, there are respondents who can't adjust easily because of some factors, such as affordability, way of living, etc. They find it hard to do some of their activities for they are lacking technological skills.



O' Doherty et al. (2018) referenced the primary hindrances to web-based learning were time limitations, poor technical skills, insufficient framework, nonappearance of institutional systems and backing, and negative mentalities.

### Effect of Barriers of Online Distance Learning to Life Skills of the Learners

Minitab 14 was used in computing the data gathered and treated them statistically using Analysis of Variance. The computed p-values were compared to the level of significance at 0.05 to determine the barriers of online distance learning significantly affect the life skills of the learners.

Table 9 reveals the effect of communication as a barrier of online distance learning to the life skills of the learners as to critical thinking skills, interpersonal skills, self-management skills and technical skills.

**Table 9. Effect of Communication as a barrier of Online Distance Learning to Life Skills of the Learners**

| Variables                                | p-value | Decision on H <sub>0</sub> | Analysis    |
|--|---------|----------------------------|-------------|
| Communication<br>Critical Thinking Skill | .000    | Reject                     | Significant |
| Communication<br>Interpersonal Skills    | .000    | Reject                     | Significant |
| Communication<br>Self - management skill | .000    | Reject                     | Significant |
| Communication<br>Technical Skill         | .000    | Reject                     | Significant |

*\*significant at .05 level of significance*

It can be seen from the table above that the obtained p-values of .000 between communication and life skills were lower than the 0.05 level of significance which indicated that the null hypothesis had been rejected. This further implied that communication as a barriers of online distance learning *significantly* affect the life skills of the learners. This means that communication in an online distance learning hindrance the acquisition of life skills which are vital to students learning.

Table 10 uncovers the impact of cost and access to internet as a barrier of online distance learning to the life skills of the learners as to critical thinking skills, interpersonal skills, self-management skills and technical skills.

**Table 10. Effect of Cost and Access to Internet as a Barrier of Online Distance Learning to Life Skills of the Learners**

| Variables  | p-value | Decision on H <sub>0</sub> | Analysis    |
|--|---------|----------------------------|-------------|
| Cost and Access to Internet<br>Critical Thinking Skill | .000    | Reject                     | Significant |
| Cost and Access to Internet<br>Interpersonal Skills    | .000    | Reject                     | Significant |
| Cost and Access to Internet<br>Self - management skill | .000    | Reject                     | Significant |
| Cost and Access to Internet<br>Technical Skill         | .000    | Reject                     | Significant |

It tends to be seen from the table above that the obtained p-value of .000 among cost and access to internet and life skills were lower than the 0.05 level of significance which showed that the null hypothesis had been dismissed. This further inferred that that cost and access to internet as a barriers of online distance learning *significantly* affect the life skills of the learners. This implies that cost and access to internet in an online distance learning obstacle the procurement of life skills which are crucial to students learning.

Table 11 divulge the effect of credibility as a barrier of online distance learning to the life skills of the learners as to critical thinking skills, interpersonal skills, self-management skills and technical skills.

**Table 11. Effect of Credibility as a Barrier of Online Distance Learning to Life Skills of the Learners**

| Variables                              | p-value | Decision on H <sub>0</sub> | Analysis    |
|--|---------|----------------------------|-------------|
| Credibility<br>Critical Thinking Skill | .000    | Reject                     | Significant |
| Credibility<br>Interpersonal Skills    | .000    | Reject                     | Significant |
| Credibility<br>Self - management skill | .000    | Reject                     | Significant |
| Credibility<br>Technical Skill         | .000    | Reject                     | Significant |

It will in general be seen from the table, that the acquired p-value of .000 among credibility and life skills were lower than the 0.05 degree of importance which showed that the null hypothesis had been excused. This further surmised that credibility as a barriers of online distance learning *significantly* influence the life skills of the students. This suggests that credibility in an online distance learning barrier the obtainment of life skill which are vital to students learning

Table 12 disclose the outcome of motivation/family support as a barrier of online distance learning to the life skills of the learners as to critical thinking skills, interpersonal skills, self-management skills and technical skills.

**Table 12. Effect of Motivation/Family Support as a Barrier of Online Distance Learning to Life Skills of the Learners**

| Variables  | p-value | Decision on H <sub>0</sub> | Analysis    |
|--|---------|----------------------------|-------------|
| Motivation/Family Support<br>Critical Thinking Skill | .000    | Reject                     | Significant |
| Motivation/Family Support<br>Interpersonal Skills    | .000    | Reject                     | Significant |
| Motivation/Family Support<br>Self - management skill | .000    | Reject                     | Significant |
| Motivation/Family Support<br>Technical Skill         | .000    | Reject                     | Significant |

It will overall be seen from the table, that the procured p-value of .000 among motivation/family support and life skills were lower than the 0.05 level of significance which showed that the null hypothesis had been rejected. This further derived that motivation/family support as a hindrances of online distance learning *significantly* affect the life skills of the learners. This implies that motivation/family support in an online distance learning barrier the acquisition of life skills which are indispensable to students learning.

## V. CONCLUSION

In light on the findings the following conclusion was drawn:

The barriers of distance learning have an effect on learner's life skills, accordingly the research hypothesis expressing that there is no significant effect between barriers of distance learning and learner's life skills is dismissed.

## Recommendation

In the view of the findings and conclusions of the study, the following recommendations may be done.

Further investigation of students' barriers would help educators and institution develop course materials and strategies properly. Close investigation of the intrinsic problems in distance learning would help conquer barriers experienced by learners.

Understanding and alleviating technology issues are significant, particularly with the fast development of innovation.

Further investigation into course improvement strategies would help learning institutions comprehend which techniques work best in the distance learning.

Future researcher can go with bigger samples of learners. Furthermore, conducting a focus group with



selected learners may give a richer set of information. A focus group can allow the researcher to investigate more nuanced inquiries regarding different hindrances and online class experiences.

## REFERENCES

1. **Abu B., Kiramat S, Xu Q.** 2020. *The Effect of Communication Barriers on Distance Learners' Achievements.* *Revista Argentina de Clínica Psicológica.* 2020, Vol. XXIX, N°5, 248-264. Retrieved from <https://www.revistaclinicapsicologica.com/archivesarticle.php?id=136>
2. **Atabaki, S., Mohammad, A., Keshtiaray, N., & Yarmohammadian, M. H.** (2015). *Scrutiny of Critical Thinking Concept.* *International Education Studies*, 8(3), 93–102. doi:10.5539/iesv8n3p93.
3. **Blankstein, K. R., Flett, G. L., & Koledin, S.** (1991). *The brief college student hassles scale: Development, validation, and relation with pessimism.* *Journal of College Student Development*, 32(3), 258–264.
4. **Cole, M. T., Shelley, D. J., & Swartz, L. B.** (2014). *Online instruction, e-learning, and student satisfaction: A three-year study.* *The International Review of Research in Open and Distance Learning*, 15(6), 111–131. <http://www.irrodl.org/index.php/irrodl/article/view/1748/3123>
5. **Department of Education.** (2001). *Education white Paper 6. Special Needs Education: Building an inclusive Education and Training.* Pretoria: Government Printer.
6. **J. Xu.** (2013) *Why do students have difficulties completing homework? the need for homework management.* *Journal of Education and Training Studies*, 1(1),
7. **Lack, K. A.** (2013). *Current status of research on online learning in postsecondary education.* ITHAKA S+R. Retrieved from <http://sr.ithaka.org/wpcontent/uploads/2015/08/ithakasronlinelearningpostsecondaryeducation-may2012.pdf>
8. **Lin, C. Z., Zhang, Y., & Zheng, B.** (2017). *The roles of learning strategies and motivation in online learning: A structural equation modeling analysis.* *Computers & Education*, 113, 75-85.
9. **Liu, S., Yang, L., Zhang, C., Xiang, Y. T., Liu, Z., Hu, S., & Zhang, B.** (2020). *Online mental health services in China during the COVID-19 outbreak.* *The Lancet Psychiatry*, 7(4), e17-e18. [https://doi.org/10.1016/S2215-0366\(20\)30077-8](https://doi.org/10.1016/S2215-0366(20)30077-8)
10. **Lucky, A., Branham, M., & Atchison, R.** (2019). *Collection-based education by distance and face to face: learning outcomes and academic dishonesty.* *Journal of Science Education and Technology*, 28, 414-428. <https://doi.org/10.1007/s10956-019-9770-8>
11. **Marcial, D. E., Caballero, R. D. B., Rendal, J. B., & Patrimonio, G. A.** (2015). *"I AM OFFLINE": MEASURING BARRIERS TO OPEN ONLINE LEARNING IN THE PHILIPPINES.* *Information Technologies and Learning Tools*, 45(1), 28-41. <https://doi.org/10.33407/itlt.v45i1.117>.
12. **Martin, Andrew & Marsh, Herb.** (2008). *Academic buoyancy: Towards an understanding of students' everyday academic resilience.* *Journal of School Psychology*, 46, 53-83. [10.1016/j.jsp.2007.01.002](https://doi.org/10.1016/j.jsp.2007.01.002).
13. **O'Doherty, D., Dromey, M., Lougheed, J., Hannigan, A., Last, J., & McGrath, D.** (2018). *Barriers and solutions to online learning in medical education – an integrative review.* *BMC Medical Education*, 18(130), 1-11.
14. **Rideout, V. J. and V.S. Katz.** 2016. *Opportunity for all? Technology and learning in lower income families. A report of the Families and Media Project.* New York: The Joan Ganz Cooney Center at Sesame Workshop.
15. **Ross, S. E., Neibling, B. C., & Heckert, T. M.** (1999). *Sources of stress among college students.* *College Student Journal*, 33, 312–317.
16. **Sahar El Turk, and Isabelle D. Cherney,** (2016). *Perceived online education barriers of administrators and faculty at a U.S. university in Lebanon.* ERIC (EJ1152181) Retrieved from <https://eric.ed.gov/?id=EJ1152181>.
17. **Thompson, J. & Porto, S.** (2014). *Supporting wellness in adult online education.* *Open Praxis*, 6(1), 17-28. *International Council for Open and Distance Education.* Retrieved November 21, 2020 from <https://www.learnlib.org/p/130682/>.
18. **Turkish Online Journal of Distance Education** (2013). *Barriers to Communication in Distance Education.* *Turkish Online Journal of Distance Education*, v14 n1 p374-388.
19. **Turcotte, M.** (2010) *"Working at home: An update."* *Canadian Social Trends*, Catalogue no.11-008-X. Ottawa: Statistics Canada.
20. **Ubell, R.** (2017). *Online cheating.* *Inside Higher Education.* Retrieved from <https://www.insidehighered.com/digitallearning/views/2017/02/06/robert-ubell-online-cheating-and-what-colleges-can-do-about-it>
21. **Wu, D. D.** (2015). *Online learning in postsecondary education: a review of the empirical literature (2013–2014).* ITHAKA S+R. <https://doi.org/10.18665/sr.221027>