

**RESEARCH ARTICLE**

**TIME MANAGEMENT, E-LEARNING EDUCATIONAL ATMOSPHERE, AND ONLINE LEARNING STRATEGIES OF BACHELOR OF ELEMENTARY EDUCATION STUDENTS OF THE COLLEGE OF TEACHER EDUCATION IN OCCIDENTAL MINDORO STATE COLLEGE**

Yeazel Zyrill Kaye D. Enmoceno<sup>1</sup>, Jane May Ann S. Topado<sup>1</sup>, Aira Pamela V. Cariaga<sup>1</sup>, Ericka M. Delas Alas<sup>1</sup>, Maureen M. Andres<sup>1</sup>, Darwin L. Reyno<sup>1</sup>, John Ronnel B. Alvarez<sup>1</sup>, Joanne D. Gorospe<sup>2</sup>

<sup>1</sup>*Student-Researcher-Bachelor of Elementary Education, College of Teacher Education*

<sup>2</sup>*Associate Professor II, College of Teacher Education*

*yeazelkaye@gmail.com*

**ABSTRACT**

This descriptive correlational study aimed to explore the relationship of time management, e-learning educational atmosphere, and online learning strategies of Bachelor of Elementary Education Students of the College of Teacher Education in Occidental Mindoro State College.

A total of 140 students were selected as respondents who participated in the study. The researchers employed an adopted research questionnaire of Time Management Questionnaire (TMQ), E-Learning Educational Atmosphere Measure (EEAM), and Online Learning Strategies Scale (OLSS). Results were interpreted through descriptive statistics such as frequency and percentage while Pearson Product Moment Correlation Coefficient was utilized to find the relationship of the respondents' time management, e-learning educational atmosphere, and online learning strategies.

Findings revealed that the majority of students responded in this study have a high level of time management. The level of time management of the students is significantly correlated with their extent of online learning strategies and the level of e-learning educational atmosphere of the students is significantly correlated with their online learning strategies. Furthermore, there is no significant relationship between the level of time management and the extent of online learning strategies.

**Keywords:** *time management, e-learning educational atmosphere, online learning strategies, bachelor of elementary education*

## **INTRODUCTION**

Time management is the language of education and is very important to every individual most especially to someone who has a lot to do. Students' time management skills are becoming more and more crucial in today's hectic environment (Razali et al., 2018). The realities of being part of the modern world demand that young people have abilities in efficiency and productivity, notwithstanding the desire for a simpler time when time seemed to flow more slowly. Time must be used wisely because it is a limited resource, much like energy and money (Haddock et al., 2022). Planning and regulating the amount of time spent on a particular task is the essence of time management. Time is needed to be managed to end up the day with accomplishments given that time cannot be turned back. Most students run out of time when an assignment is assigned to them, and they are not able to finish it before the last date while others have plenty of time as they are trained to manage their time effectively (Al-Yami et al., 2021).

Furthermore, students' greatest challenge was linked to their learning environment at home, while their least challenge was technological literacy and competency. The findings further revealed that the COVID-19 pandemic had the greatest impact on the quality of the learning experience and students' mental health (Barrot et al., 2021). The researchers would like to find out if the students of elementary teacher education have the same experiences as they have before, especially the freshmen. It also aroused the researchers' interest on how the students handled the circumstance despite juggling multiple assignments, lesson plans, demonstration lessons, thesis, and field studies in a novel setting. The researchers further believe that to accomplish the demands of academic related tasks in their chosen program, one must be able to manage their time wisely, choose a conducive learning environment, and develop their own learning strategies. Additionally, what methods of instruction elementary teacher education students employ to complete the task efficiently and how do they carried out with a well-planned approach that will not put them under strain or cause them distress due to the high standards they must meet to remain in their course.

Moreover, there are no studies that have determined the potential relationship among time management, e-learning educational atmosphere and online learning strategies. What more is, considering difficulties and hurdles college students face, this could lead to the creation of solutions that would help them manage their time more effectively. As a result, the study aimed to determine the time management, e-learning educational atmosphere, and online learning strategies of Bachelor of Elementary Education students at College of Teacher Education in Occidental Mindoro State College.

## **METHODOLOGY**

The study adapted the descriptive-correlational survey design. The design is considered suitable for the study as it involves gathering data from members of the population in order to determine its current status with regard to the descriptive statistics of time management, e-learning educational atmosphere, and online learning strategies and the relationship between these variables.

The 140 respondents of this study were selected using simple random sampling from 276 Bachelor of Elementary Education students at the College of Teacher Education in Occidental Mindoro State College for the academic year 2021-2022. The total population of the students was 276. This study used random sampling technique. The study used questionnaires as basic instruments in gathering data. The level of the time management of the respondents was measured using the Time Management Questionnaire (TMQ) by Alay and Koçak (2002), composed indicators such as time planning, time attitude, and (3) time awasters. To measure the level of the e-learning educational atmosphere of the respondents, this study used the E-Learning Educational Atmosphere Measure (EEAM) which was developed by Mousavi et al. (2020) with indicators such as program effectiveness, teaching quality, ethics and professionalism, learner support, safety and convenience, and awareness of the rules. Moreover, the study utilized the Online Learning Strategies Scale (OLSS) to measure respondent's online learning strategies which includes indicators such as anxiety, attitude, study aids, self-awareness, internet literacy, and concentration. The items in time management questionnaires were rated on a 1 ['Never'] to 5 ['Always']. Both e-learning educational atmosphere and online learning strategies questionnaires are rated on a 1 ('Very Low') to 5('Very High').

Prior to data gathering, the researchers sought the permission of the Dean of College of Teacher Education of Occidental Mindoro State College to conduct their study. Upon approval of the conduct of the study, the questionnaires were encoded in Google forms and distributed to the respondents online. After the data gathered, they analyzed, tabulated, and interpreted.

## **RESULTS**

### **Level of the Respondents' Time Management**

The results shows that the elementary teacher education responded in the study have high level of time management skills (mean=3.62). Further, data revealed that the students favor time attitudes out of the three-time management (mean = 3.84). The finding also shows that the respondents are highly capable in planning their use of their time by setting goals and deadlines and scheduling activities for the foreseeable future (mean = 3.74). The respondents reported still moderate levels of time wasting (mean = 2.76) [Table 1].

Table 1. Level of the respondents' time management.

<b>Indicators</b>	<b>Mean</b>	<b>Interpretation</b>
Time planning	3.74	High
Time attitudes	3.84	High
Time wasters	2.76	Moderate
<b>Grand Mean</b>	<b>3.62</b>	<b>High</b>

*Legend: VL = 1.00-1.49; L = 1.50-2.49; M = 2.50-3.49; H = 3.50-4.49; VH = 4.50-5.00*

### Level of the Respondents' E-Learning Educational Atmosphere

This study revealed that the elementary teacher education students responded in this study have a high level of e-learning educational atmosphere (mean=3.75). The results also show that the respondents perceived high level of program effectiveness (mean=3.74), teaching quality (mean=3.85), ethics and professionalism (mean=3.97), learner support (mean=3.63), safety and convenience (mean=3.51), and awareness of the rules (mean=3.65). However, despite this, there is still an observed misuse of online learning resources among the students, specifically in terms of proper citation of their sources of information which is a part of the proper educational research system (Table 2).

Table 2. Level of the respondents on e-learning educational atmosphere.

Indicators	Mean	Interpretation
Program effectiveness	3.74	High
Teaching quality	3.85	High
Ethics and professionalism	3.97	High
Learner support	3.63	High
Safety and convenience	3.51	High
Awareness of the rules	3.65	High
<b>Grand Mean</b>	<b>3.75</b>	<b>High</b>

Legend: VL = 1.00-1.49; L = 1.50-2.49; M = 2.50-3.49; H = 3.50-4.49; VH = 4.50-5.00

### Extent of the Respondents' Online Learning Strategies

The study examined the extent of respondents' strategies for online learning, considering various indicators. The results indicate that anxiety levels are at a moderate (mean=2.68), suggesting that while some respondents exhibit moderate levels of anxiety regarding online learning, it is not overly pronounced. Respondents also demonstrated a moderate attitude (mean=3.33), indicating a balanced outlook on online learning. Study aids is highly utilized (mean=3.52), highlighting that many respondents actively utilize additional resources to support their online learning endeavors. Self-awareness (mean=4.13) suggests a reasonable understanding of individual strengths and weaknesses in online learning. Internet literacy (mean=4.33) indicates the ability to navigate online platforms effectively. However, concentration levels were notably low (mean=1.98), indicating challenges in maintaining focus during online learning. Overall, there is a moderate overall level of online learning strategies (mean=3.35) among the respondents. These findings offer valuable insights into the strategies and challenges associated with online learning for this group.

Table 3. Extent of the respondents' strategies for online learning strategies.

Indicators	Mean	Interpretation
Anxiety	2.68	Moderate
Attitude	3.33	Moderate
Study aids	3.52	High
Self-awareness	4.13	Moderate
Internet literacy	4.33	Moderate
Concentration	1.98	Low
<b>Grand Mean</b>	<b>3.35</b>	<b>Moderate</b>

Legend: VL = 1.00-1.49; L = 1.50-2.49; M = 2.50-3.49; H = 3.50-4.49; VH = 4.50-5.00

### Relationship between the Respondents' Level of Time Management and Their Strategies for Online Learning

The results revealed that the respondent's level of time management is positively correlated with their strategies for online learning ( $R=0.325$ ;  $p<0.001$ ). However, the relationship is weak by which the respondent's level of time management cannot account strongly for the changes of online class strategies. Further, results revealed that the respondent's level of satisfaction on e-learning atmosphere is positively correlated with their strategies for online learning ( $R=0.533$ ;  $p<0.001$ ). The moderate positive relationship indicates that the students' level of satisfaction in the e-learning atmosphere corresponds to their level of strategies for online classes [Table 4].

Table 4. Correlation between satisfaction with the e-learning atmosphere, time management, and strategies for online learning.

Variables	Strategies for Online Learning	
	$\beta$ Coefficient	p-value
Time management	0.325	<0.001
Satisfaction on e-learning atmosphere	0.533	<0.001

Legend:  $p$ -value < 0.05 = Significant

## DISCUSSIONS

Managing one's time is an important skill that college students must have, especially for board programs such as the Bachelor of Elementary Education. This skill not only assures the appropriate division and allocation of time of the students, but also allows them to vet which activities must be prioritized and how much time must the said activities consume. In a highly competitive environment such as the College of Teacher Education of Occidental Mindoro State College-San Jose Campus where retention and admission policies are observed to the dot, the ability of the student to effectively manage his/her time for his/her activities may mean the difference it takes to stay in the college. The elementary teacher education students responded in this study have a high level of time management. This supports the findings of Broadbent (2017) that managing one's time is an art that every learner must command and familiarize the skill for the sake of betterment.

The students who responded in this study are generally highly satisfied with the educational atmosphere they are experiencing in their online classes. This supports the findings of Chang et.al (2015) who determined the features of technology-supported learning environments base on participants' perception through relevant literature from 1998 to 2014. Students tend to be more productive in a welcoming and conducive learning environment. As such, it is important that such an environment is provided for the students regardless of age and level of education. This is often done by ensuring a bias-free and inclusive learning environment in the class.

There is a lot of research exploring the students' online learning strategies. However, many of these focuses primarily on the students' online learning skill set and their technological skills. It is equally important that the emotional readiness of the students is explored so that the appropriate learning designs and classroom instruction strategies be employed to address students' affective concerns in terms of online learning strategies. This study shows that the elementary teacher education students in this study are moderately prepared for online learning. This supports the findings of Joosten and Cusatis (2020) as their study revealed that online learning offers students the opportunity to decide, what, where, and how to learn.

It is hypothesized in this study that the level of time management of the respondents is related to their level of online learning strategies, that is, the more skillful the students are in managing their time, the higher their level of strategies will be. Supporting this finding is that of Hung et al. (2010) where they found that as the time management of the students becomes established, they tend to become more ready in learning using online platforms.

Finally, it was found that there is moderate positive relationship indicates that the students' level of satisfaction on e-learning atmosphere corresponds to their level of strategies for online classes. Like this finding, it is also found in their study that when students have a better perception of their e-learning educational atmosphere, the higher their strategies in learning using the online learning modality (Lee & Mendlinger; 2011).

## **CONCLUSIONS**

Based on the findings of this study, the following conclusions are drawn. The students could use their time effectively or productively, especially in their studies. With this, it is suggested that students may leave enough time for entertainment in social media to maintain the level of their time management. The students have a high fulfillment of expectations, or needs, or the pleasure derived from e-learning educational atmosphere. As such, it is important that such an environment is provided for the students regardless of age and level of education. This is often done by ensuring a bias-free and inclusive learning environment in the class.

The students are able or willing to do something using the online learning modality. The more the students can manage their time management, the more that they are ready to learn using the online learning modality. Time management and online learning satisfaction may be considered by teachers in providing activities that aim to improve students' online learning strategies as they were found to significantly influence the students' strategies in the new learning modality. When students are satisfied with e-learning educational atmosphere, their strategies for online learning are also at a higher extent. It is equally important that the

emotional readiness of the students is explored so that the appropriate learning designs and classroom instruction strategies be employed to address students' affective concerns in terms of online learning strategies.

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