ATTITUDES OF CRIMINOLOGY STUDENTS TOWARDS ONLINE LEARNING

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ABSTRACT: The utilization of the Internet and cutting-edge technologies to collect information for quick communication has become critical in any university's communication and promotion plan. One of the foundational parts of the student-teacher-university connection is communication in the university setting. The reason for approaching university communication stems from the belief that how information is communicated by universities influences students' success in the learning process and their integration into the university environment. Furthermore, the COVID-19 epidemic has proved the utility of these platforms, as an increasing number of schools move to the red scenario, which means that nearly the entire educational process is moved online. Electronics platforms have several advantages over traditional teaching (Elzainy et al.) 2020.This study aimed to determine the attitudes of criminology students towards online learning. This study utilized the descriptive-correlational method of study. The descriptive method is defined as survey method research where participants answer questions administered through interviews or questionnaires. The researchers used questionnaires as a data-gathering tool to the Criminology students who were selected using simple random sampling. For the analysis and interpretation of data, the frequency, percentages, item, and category mean including t-test, person r using the Likert scale formula were employed. Based on the results of the study, it can be concluded that online learning often influences the learning of the students where students are more engaged in various online courses due to the pandemic. However, the findings revealed that

the profile of the respondents does not influence their attitude toward online learning. In the light of the findings, it is recommended that parents and teachers should always keep track of the students' academic performance.

KEYWORDS: *attitudes, Criminology students, online learning, pandemic, e-learning, distance learning, covid-19, RA 10650, internet*

INTRODUCTION

The Open Distance Learning Act (Republic Act No. 10650) increased access to educational services by institutionalizing open distance learning at all levels of tertiary education and raising financing for it. Today's newest and most popular kind of distance education is online learning. Online learning is defined as education delivered via the internet. It's commonly known as "e-learning." However, Online Learning is simply one sort of distance learning, which is the umbrella word for all learning that takes place outside of a traditional classroom and takes place over a period of time.

By institutionalizing open distance learning at all levels of higher education and increasing funding for it, the Open Distance Learning Act (Republic Act No. 10650) enhanced access to educational services. Online learning is the newest and most popular type of distant education today. The term "online learning" refers to education that is offered over the internet. Although it is usually referred to as "e-learning," Online Learning is only one type of distance learning, which is the umbrella term for any learning that occurs outside of a traditional classroom and over a period of time.

An outbreak of a novel coronavirus known as COVID-19 began in China in December 2019 and quickly spread around the globe within a few months. COVID-19 is an infection produced by a new coronavirus strain that targets the respiratory system (World Health Organization, 2020). COVID-19 had infected 94 million people and killed 2 million people in 191 countries and territories as of January 2021. (John Hopkins University, 2021). This pandemic has wreaked havoc on educational systems worldwide, affecting nearly 1.5 billion

students .It has compelled the government to postpone national exams and schools to close temporarily, end face-to-face instruction, and rigidly enforce physical separation. These events launched higher education's digital transition and tested its ability to adapt quickly and effectively. Schools adapted relevant technologies, developed learner and staff resources, established systems and infrastructure, implemented new teaching protocols, and revised curricula. However, for some schools, the transfer was straightforward, while for others, particularly those from developing nations with insufficient infrastructure, it was difficult (Pham & Nguyen, 2020).

As the world battles to limit the virus's relentless spread, schools and other learning places have been forced to transition to totally online learning. A learning environment that leverages the Internet and other technical devices and resources for synchronous and asynchronous instructional delivery and management of academic programs is referred to as online learning (Usher & Barak, 2020; Huang, 2019). Asynchronous online learning occurs without a set schedule for individual students, while synchronous online learning incorporates real-time interactions between the teacher and the students (Singh & Thurman, 2019).In the wake of the COVID-19 outbreak, online learning has taken on the role of interim remote teaching to meet an immediate need. However, policy, pedagogy, logistics, socioeconomic considerations, technology, and psychosocial aspects have all played a role in the migration to a new learning space (Donitsa-Schmidt &Ramot, 2020; Khalil et al., 2020; Varea& González-Calvo, 2020). Government education organizations and schools hurried to produce foolproof policies on governance structure, teacher management, and student management when it came to policies. Teachers who have been accustomed to traditional teaching methods must embrace technology despite their lack of technological proficiency. To solve this issue, online learning webinars and peer assistance networks were established .Dropout rates among students have risen as a result of economic, psychological, and academic factors. Academically, while students can learn anything online, learning may be less than optimal, particularly in classes that demand direct engagement and face-to-face contact (Franchi, 2020).

During the COVID-19 pandemic, online learning has become a crucial alternative for learning (Basilaia & Kvavadze, 2020; Alipio, 2020). Many instructional communication researchers are starting to look into the usefulness of online courses for learning. The success of online learning, according to Sun (2016) and Bao (2020), is dependent on well-designed and produced learning materials as well as lecturers' engagement and interactions with students in an online setting. Divide the information into smaller pieces, according to Bao (2020), is one of the instructional strategies that will help students focus and improve course performance. Knowledge management, according to Al-Jedaiah (2020), is a necessity in institutions that will affect the success of online learning. Due to a lack of knowledge management systems, certain colleges have difficulty producing and exchanging knowledge with students. Furthermore, Teo et al. (2018) proposed that the effectiveness of e-learning can be improved by establishing an effective online learning infrastructure. According to Sandars et al. (2020), online learning is a collection of online learning modalities and technologies rather than a unified framework. The use of technology in education enhances access to learning and online resources that suit the need for distance learning (Onyemo, 2019).According to Gupta (2018), one can access online learning from any university's portals using the internet and personal media, as well as a relevant pedagogy approach to providing ca urriculum, to create an effective online learning experience. Most importantly, people's social-psychological perspectives on how they view reality can be used to assess the effectiveness of online learning (Singh & Hurley, 2017). It is critical to explore online learning settings in order to create a successful online learning experience.

Technology is so important to today's age that it has been integrated into the school curriculum. What we used to study in school books is now taught exclusively through internet communication. Although online learning can be used to supplement classroom lessons, it should not be used as the primary source of instruction. Schools around the country have eliminated the use of textbooks and worksheets in the classroom because it is well recognized that not all students absorb in the same way. Some students require individual attention or the traditional technique.

Online learning can be described as a tool for making the teaching-learning process more student-centered, inventive, and adaptable. "Learning experiences in synchronous or asynchronous environments using various devices (e.g., mobile phones, laptops, etc.) with internet connection" is how online learning is defined. Students can learn and communicate with professors and other students from anywhere (independent) in these contexts" (Singh & Thurman, 2019). Students attend live lectures, there are real-time interactions between educators and learners, and there is the prospect of quick feedback in asynchronous learning environment, but asynchronous learning settings are not well designed. Learning content is not available in the form of live lectures or classes in such a learning environment; instead, it is available online. In such a setting, instant feedback and fast response are impossible (Littlefield, 2018). Synchronous learning can provide a wealth of social interaction opportunities (McBrien et al., 2009). During the spread of this deadly virus, such online platforms are required where (a) video conferencing with at least 40 to 50 students is possible, (b) discussions with students can be held to keep classes organic, (c) internet connections are adequate, (d) lectures can be viewed on mobile phones as well as laptops, (e) the ability to view previously recorded lectures, and (f) instant feedback from students can be obtained and assignments can be completed (Basilaia et al., 2020).

Learning through Web-based, distance, and blended learning can be beneficial or detrimental, but becoming a key tool in the classroom is even worse. Electronic communication is supposed to assist learners change and improve their thinking habits, but what about those who are less mature, motivated, or disciplined? They will require face-to-face instruction. Teachers can convey material in a way that allows students to understand it. An electronic gadget can't offer experiences, personality, or compassion because it doesn't feel or comprehend that the learner isn't catching on; it merely does what is programmed into its system. Another difficulty is distractions; it has been demonstrated that pupils multitask frequently and that many students flip between tasks.

COVID-19 had an effect on students' mental health and coping mechanisms, according to Copeland et al. (2021) and Fawaz et al. (2021). Isolation, economic/health impacts, and uncertainty all impacted students' behavioral and emotional functioning, notably attention

and externalizing difficulties (i.e., mood and wellness behavior), according to Copeland et al. (2021).

Students expressed worries regarding learning and evaluation techniques, an overwhelming task load, technical challenges, and confinement in Fawaz et al(2021) .'s study. Students actively coped with these issues by seeking aid from their professors and families, as well as participating in leisure activities. Carter et al. (2020), who looked into students' self-regulation strategies, agreed with these active-oriented coping mechanisms of students.

Ta ng et al. (2020) investigated the usefulness of several online teaching formats among engineering students, according to the study. Students were disappointed with online learning in general, particularly in terms of communication and question-and-answer techniques, according to the results of a survey. Despite this, students' attention, academic performance, and course evaluation increased when online instruction and flipped classrooms were combined. Hew et al. (2020) conducted a parallel study in which they used a cloud-based video conferencing program to transform traditional flipped classrooms into completely online flipped classrooms. According to their findings, both types of learning settings were equally successful. They also discussed how to implement video conferencing-assisted online flipped classes efficiently. Suryaman et al. (2020), unlike the other two research, investigated how children learned at home throughout the epidemic. Their findings revealed that students in a home learning environment encountered numerous challenges, including a lack of technological proficiency, expensive Internet costs, and restricted interaction/socialization amongst and among students. Kapasia et al. (2020) studied how lockdown affects pupils' learning performance in a related study. The researchers discovered that the lockout had a major impact on students' learning. Students also mentioned certain difficulties they had when taking online programs. Anxiety, sadness, poor Internet connectivity, and an unsuitable home learning environment are all factors that are exacerbated for marginalized and remote students. Gonzales et al. (2020) found that confinement of pupils during the pandemic had significant favorable benefits on their performance, contrary to Kapasia et al(2020) .'s findings. These findings were linked to students' continued use of learning strategies, which improved their learning efficiency.

STATEMENT OF THE PROBLEM

This study aimed to determine the attitudes of criminology students towards online learning.Specifically, it sought answers to the following problems:

    1. What is the profile of the respondents relative to:

        1.1. Age

        1.2. Gender

        1.3. Educational Attainment of Parent

        1.4. Occupation of Parents

        1.5. Religion

        1.6. Ethnicity

    2. What is the Attitude of Criminology Students towards Online Learning?

    3. Is there a significant relationship between the profile variables of the criminology students and their attitude towards online learning?

HYPOTHESIS

This study was guided by the lone hypothesis that there is no significant relationship between the profile variables of the criminology students and their attitudes towards online learning.

RESEARCH METHODOLOGY

This study utilized the descriptive-correlational method of study. The descriptive method is defined as survey method research where participants answer questions administered through interviews or questionnaires. The researchers used questionnaires as a data-gathering tool. The first part of the questionnaire was the profile of the respondents, as students who are undergoing online learning under the provision of R.A. 10650 for the Academic year 2021-2022, and the second part contains the determination of Criminology students' attitudes toward online learning.

This study involved Criminology students who were selected using simple random sampling. 40 students were used as respondents of the study wherein 10 students per year level were identified as respondents of the study.

For the analysis and interpretation of data, the frequency, percentage distribution ,item, and category mean formula were employed.

Weighted mean was used to evaluate the responses of the respondent to the questionnaire according to the gravity or intensity of their responses.

A t-test was used to determine the significant difference in the assessment of the respondents grouped according to profile variables.

Pearson-rwas used to determine the relationship between the profile variables of the student respondents and their attitude towards online learning.

Furthermore, the 4-point Likert scale was used by the respondents in expressing their views. For the convenience of the analysis and interpretation, the following were used to convert the limit to the given description.

NUMERICAL VALUE	MEAN RANGE	DESCRIPIVE INTEPRETATION
4	3.26-4.00	Strongly Agree
3	2.51-3.25	Agree
2	1.76-2.50	Disagree
1	1.00-1.75	Strongly Disagree

RESULTS AND DISCUSSIONS

Table 1.1: Frequency and Percentage Distribution of the Respondents Relative to Age

Age	Frequency	Percentage
23	2	5.00
22	3	7.50
21	4	10.00
20	12	30.00
19	7	17.50
18	7	17.50
17	5	12.50
Total	40	100.00

Mean Age=19.50

Table 1.1 shows the frequency and percentage distribution of the respondents relative to age. The table shows that majority of the respondents are aged 12 or 30 percent while the least number 2 or 5 percent. The mean age is 19.50 years, which implies that the respondents are in their adolescence period.

Table 1.2: Frequency and Percentage Distribution of the Respondents Relative to Gender

Gender	Frequency	Percentage
Male	30	75.00
Female	10	25.00
Total	40	100.00

Table 1.2 shows the frequency and percentage distribution of the respondents relative to gender. As shown above, 30 or 75 percent are males, while 10 or 25 percent are females. The result shows that the Criminology program is still considered male-dominated or a discipline for males. This data is also supported by the study conducted by Y. Yim wherein the author uncovered that male students were more likely to choose theprogram favorably than female students because the criminology program is often characterized as a masculine program which implies that the BS Criminology program is a male-dominated degree.

Table 1.3: Frequency and Percentage Distribution of the Respondents Relative to Highest Educational Attainment of Parents

Highest Educational Attainment	Father		Mother	
	Frequency	Percentage	Frequency	Percentage
College Graduate	9	22.50	15	37.50
High School Graduate	11	27.50	14	35.00
Elementary Graduate	20	50.00	11	27.50
Total	40	100.00	40	100.00

Table 1.3 shows the frequency and percentage distribution of the respondents relative to the highest educational attainment of parents. The table reveals that 20 or 50 percent of the respondents' fathers are elementary graduates and 9 or 22.50 percent are college graduates. On the other hand, 15 or 37.50% of the respondents' mothers are college graduates and 11 or 27.50 percent are elementary graduates.As seen in the result, the majority of the respondents' mothers have finished college compared to the respondents' fathers. The result shows that education is probably one of the areas in that women excelled in the Philippines as stated in the article "Women in the Philippines: Inspiring and Empowered." The overall result also coincides with the study conducted by the Philippine Statistics Authority wherein they have stated that **more females than males had attained higher levels of education. The same result is being backed up by an article published by JICA on the gender profile of the Philippines and they have stated that** the female student's completion rate is also higher than that of the male students, and in the study conducted by Melanie Hanson, she found out that women are 24.7% more likely to enroll in higher education than men are.

Table 1.4: Frequency and Percentage Distribution of the Respondents Relative to Occupation of Parents

Occupation of Parents	Father	Mother

	Frequency	Percentage	Frequency	Percentage
Government Employee	5	12.50	5	12.50
Private Employee	5	12.50	10	25.00
Self-Employed	30	75.00	25	62.50
Total	40	100.00	40	100.00

Table 1.4 shows the frequency and percentage distribution of the respondents relative to the occupation of parents. The above table reveals that 30 or 75percent of the respondents' fathers are self-employed while only 5 or 12.50 percent are employed in the government. On the other hand, 25 or 62.50 of the respondents' mothers are also self-employed and 10 of them are employed in the private sector. The result shows that the majority of the parents belong to the informal economy and belong to the 11.1 self-employed workers in the Philippines as per the data coming from the Philippine Statistics Authority. The respondents also belong to the 36.14% self-employed as per the World Bank data and are considered the most predominant form of employment. The data further affirm the findings related to the highest educational attainment wherein the majority of the respondents' mothers are college graduates thus giving them a higher chance to get a job from the government or private sector with a total combined frequency of 15 as compared to the fathers' respondent with a total frequency of 10.

Table 1.5: Frequency and Percentage Distribution of the Respondents Relative to Religion

Religion	Frequency	Percentage
Roman Catholic	34	85.00
Non Roman Catholic	6	15.00
Total	40	100.00

Table 1.5 shows the frequency and percentage distribution of the respondents relative to religion. The table shows that 34 or 85 percent are Roman Catholics, while 6 or 15.00 percent are Non-Roman Catholics. The result proves that the Philippines is the only country in Asia which Christianity is the national religion and the only Christian nation in Asia. The result is also backed up by the study conducted by the Stanford University, wherein they have stated that an estimated 80.9 percent of Filipinos are Roman Catholic at the same time

an article published by the Center for Global Education about the religion in the Philippines also claims that more than 86 percent of the population is Roman Catholic.

Table 1.6: Frequency and Percentage Distribution of the Respondents Relative to Ethnicity

Ethnicity	Frequency	Percentage
Itawes	27	67.50
Ilocano	11	27.50
Tagalog	2	5.00
Total	40	100.00

Table 1.6 shows the frequency and percentage distribution of the respondents relative to ethnicity.

As shown above, the highest frequency of 27 or 67.50 percent are Itawes, and only 2 or 5.00 percent are Tag alog. Although Ilocano was the most prominent ethnic group in Cagayan and Cagayan Valley as per the 2020 census conducted by the Philippine Statistics Office, it turned out that only 11 or 27.50 percent of the respondents are Ilocano. The result, therefore, shows that the respondents live in an It awes-speaking town and are among the 8.63 percent of It a wes as per the census of the Philippine Statistics Office.

2. Impact of Online Learning to the Academic Performance of 4th Year Criminology Students

Table 2: Mean and Descriptive Scale Distribution on the Impact of Online Learning to the Academic Performance of the 4th Year Criminology Students

Items	Item Mean	Descriptive Scale
1. I can easily access the internet as needed for my studies online	2.10	Disagree
2. I consider that Online learning is effective	2.30	Disagree
3. I find digital learning and platforms useful	2.42	Disagree
4. I am willing to attend my class every day.	2.67	Agree

5. I learn a lot from my instructors.	2.34	Disagree
6.I find myself comfortable with my learning environment	2.28	Disagree
7. My online learning is helpful in this pandemic	2.71	Agree
8. My online learning affects my attitude	2.40	Disagree
9. My learning environment affects my studies	2.51	Agree
Category Mean	**2.42**	**Disagree**

Table 2 shows the mean and descriptive scale distribution of the impact of online learning on the academic performance of the 4th-year criminology students. As reflected in the above table, rated highest is item number 7 "My online learning is helpful in this pandemic" with a mean of 2.71 or "Agree". The pandemic has forced everyone to continue having a normal life while staying at home and people worldwide have embraced remote setups like online learning. Based on the result, the respondents have realized that online learning and classes make education more flexible (Smedley, 2010), interactive (Leszczyński et al., 2018; Wagner et al., 2008), and self-pacing (Amer, 2007). The result also shows that the respondents enhance their skills and learned the lesson properly through the use of an online platform and that online learning has been an important tool to sustain skills development during school closures. Rated lowest is item number 1"I can easily access the internet as needed for my studies online" with a mean of 2.10 or a descriptive scale of "Sometimes". This pandemic has made the internet essential and necessary for millions of Filipinos. Having the lowest item mean of 2.10, it can be seen that internet access is still considered a major challenge in many areas. The result is also backed up by the studies conducted by Aboagye et al., 2021; Chase et al., 2018; Chung et al., 2020; and Lorenzo, 2017 on the needs and challenges of internet connections among students. Casillano (2019) in his study also indicated that only a minimum of the students have internet access thus impeding them to access the online learning platform. Further, based on the studies of Siddiquah and Salim (2017); Wickramanayake and Muhammad Jika (2018); and Bisht et al. (2020) stated that problems in the internet signal and unreliable internet connections might become a barrier among students in their learning.

3. Correlating Between the Profile Variables of the Criminology Students and their Attitude Towards Online Learnings

Table 3: Test of Relationship Between the Profile Variables of the Criminology Students and their Attitude Towards Online Learnings

Profile Variables/Attitude Towards Online Learnings		Impact of Online Learning
Age	Pearson Correlation	-.058
	Sig. (2-tailed)	.321
	N	40
Gender	Pearson Correlation	-.012
	Sig. (2-tailed)	.284
	N	40
Highest Educational Attainment of Father	Pearson Correlation	-.080
	Sig. (2-tailed)	.106
	N	40
Highest Educational Attainment of Mother	Pearson Correlation	.062
	Sig. (2-tailed)	.111
	N	40
Occupation of Father	Pearson Correlation	.003
	Sig. (2-tailed)	.154
	N	40
Occupation of Mother	Pearson Correlation	.077
	Sig. (2-tailed)	.179
	N	40
Religion	Pearson Correlation	.077
	Sig. (2-tailed)	.179
	N	40
Ethnicity	Pearson Correlation	.096
	Sig. (2-tailed)	.178

	N	40

*. Correlation is significant at the 0.05 level (2-tailed).

Table 3 shows the test of the relationship between the profile variables of the criminology students and their attitude toward online learning. As seen in the table, the P-values of age, gender, highest educational attainment of father, highest educational attainment of mother, occupation of father, occupation of mother, religion, and ethnicity were .321, .284, .106, .111, .154, .179, .179 and .178 respectively suggests that the null hypothesis of "That there is no significant relationship between the profile variables of the criminology students and their attitudes towards online learning" must be accepted which implies that the profile variables of the respondents do not influence their attitude towards online learning.

In terms of gender, the result is backed up by the study conducted by Egbo et. al wherein they have found out that males and females do not differ significantly in attitudes towarde-learning acceptance. In relation to age, Suri and Sharma found out that there is no significant correlation between the age of students and their response towards provision for access to classroom lectures online and the provision of e-learning facilities by the department. Park & Choi, 2010; Xu & Jaggars, 2013 have the same findings that the age factor did not have a significant correlation with regard to the perspectives and attitudes of the students towards online learning. In relation to the parents' occupation, Saifullahi (2011); Usaini and Abubakar (2015); Jeynes, 2007; and other authors contradict the result of the study stating that there is a significant influence and a strong relationship between parental occupations on student academic performance, achievement. Omalde, Kassim, &Modupe, 2014; Odoh, Ugwuanyi, Odigbo&Chukwuani, 2017; Akbar, Shah & Anwar, 2014; Memon, Joubish&Khurram, 2010 also contradicts the result of the study in terms of parents occupation since according to them parents occupation and academic performance has a significant relationship and affects students' performance in their academics. The result generated in terms of ethnicity was contradicted also by the study conducted by Ashong& Commander, 2012 wherein according to their study, ethnic and cultural differences influence the experiences and general perceptions and attitudes of students towards online learning. The majority of authors also concludes that ethnicity is one factor which influences student attitudes.

CONCLUSIONS

Based on the results of the study, it can be concluded that the conduct of online learning has been affected primarily by their attitudes toward it. Students are more engaged in various online courses due to the pandemic. However, the findings revealed that the profile of the respondents does not influence their attitude of the respondents on online learning.

RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are presented.

1. The institution may devise some strategies or mechanism to effect further students' engagement in the conduct of the online modular instructions.
2. Parents, teachers and other stakeholders may coordinate to keep in track the students' academic performance as effected by the conduct of the online learning.
3. Educational institution and its staff members should adapt on the use of online platform as the modern channel for the ever changing globalized telecommunication network.
4. A parallel study may be conducted to include some other variables which may not have been covered in the present study.

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A.   **ELECTRONIC SOURCES**

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