

## College Students Experiences and the Effects of the Learning Transition on their Academic Performance during COVID-19 Pandemic

**Norhanifah D. Guro**

<https://orcid.org/0000-0002-6558-6677>

[norhanifahdibagulunguro@gmail.com](mailto:norhanifahdibagulunguro@gmail.com)

Mindanao State University, Marawi City, Lanao del Sur  
Philippines

### Abstract

Campuses have shut due to the increasing outbreak of the coronavirus. This study investigated the learning experiences of 380 undergraduate university students after the swift shift to online distance learning in Mindanao State University, Marawi City and explored the effects of this learning transition to online distance learning on the academic performance of the students. This study employed descriptive-correlational survey. Data were obtained using survey questionnaire. Data were statistically treated using frequency, percentage, mode, and correlation coefficient. Findings revealed that majority of the respondents were female, full-time students, first year, with college graduate parents, and lived at home. Additionally, teaching-learning modality utilized on lectures, practical classes and supervisions was satisfactory. Moreover, online asynchronous thru video recording was the dominant form of delivering lecture. Likewise, online synchronous thru videoconferencing was the main method used during practical classes. Further, video-call, via e-mail communication, and via texting on social networks were mainly the means for supervisions. Regarding respondents' college experiences, they agreed that they were confident of their computer skills and had access to different home study facilities specifically a desk, laptop, headphones and microphone, webcam, and an office supplies. Further, they portrayed both positive and negative emotions. Also, they were able to sustain financial circumstances before and during pandemic. There was a relationship on the digital and infrastructure utilized in the delivery of lectures and practical classes as well as between student's experiences and support system and also between the digital, infrastructure, and emotional well-being and the academic performance of the students. Yet, there was no relationship between teaching-learning modality and academic performance.

*Keywords: learning transition, academic performance, teaching-learning modality, students*