**RESULTS AND DISCUSSION**

The findings and discussions from the research study on the Impact of Online Learning on Off Campus Practice Teaching of the Fourth-Year Industrial Arts Students of Technological University of the Philippines Manila and Batangas will be presented in this part. There are three sections:1.) Demographic Profile of the Respondents; 2.) Satisfaction; 3.) Teaching Method in Online learning.

**Table 1. *Frequency and Percentage Distribution of the Respondents’ Profile***

**Characteristics f %**

**Age**

0-12 years old (Child) 0 0%

13-18 years old (Adolescence) 0 0%

19-59 years old (Adult) 58 100%

60 years above (Senior Adult) 0 0%

**Technological University of the Philippines Campus**

Manila 33 56.90%

Batangas 25 43.10%

**Daily Allowance**

10-20 pesos 2 3.45%

21-30 pesos 3 5.17%

31-40 pesos 0 0%

41-50 pesos 3 5.17%

51-60 pesos 3 3.17%

61-70 pesos 1 1.72%

71-80 pesos 3 5.17%

81-90 pesos 4 6.91%

90 and above pesos 39 67.24%

**Available devices at home**

1 11 18.97%

2 38 65.52%

3 8 13.79%

4 1 1.72%

More than 5 0 0%

Table 1 Shows the frequency and percentage of the demographic profile of the students who are in the fourth year of Industrial Arts. The figure also shows how many respondents originate from TUP Manila, garnering 56.90 percent of the respondents, while the total number of students from the Batangas campus is 25. The respondents' ages ranged from 19 to 59, with the majority being adults.

According to the data gathered from the survey, when it comes to the respondents' daily allowances, 67.24 percent of them chose 90 or more pesos as the maximum and 3.45 percent chose 10 to 20 pesos as the minimum daily allowance. With a frequency distribution of 65.52 percent, the result shows that most of the fourth-year industrial arts students have two (2) devices available at home. However, the table also shows that 18.97% of them only have one (1) device in use at home, which is one of the reasons why online learning was difficult for the fourth-year industrial arts students who are taking their off-campus practice teaching from Technological University of the Philippines Manila and Batangas Campuses.

**Table 2**. ***The Mean and Standard Deviation of Students Satisfaction Towards Off Campus Practice Teaching through Online learning***

|  |  |  |  |
| --- | --- | --- | --- |
| **Statement** | **M** | **VI** | **SD** |
| **Technology Literate** | | |  |
| 1. Online teaching-learning made me improve my communication skills using different online platforms such as Ms teams, Messenger, and Email. | 4.34 | SA | 0.74 |
| 2. I can confidently use technology applications such as KAHOOT, Quizizz, MS Teams, and Gforms as my teaching strategies for my students to engage in online class. | 4.28 | A | 0.74 |
| 3. I can confidently use PowerPoint Presentation, Microsoft Word, Slide share, Gforms in practice teaching. | 4.38 | SA | 0.83 |
| 4. By the use of technology, it helps me to enhance my creativity and innovative skill to accomplish the task given. | 5 | SA | 0 |
| 5. During my online OPT, the student’s participation and collaboration in class become more active. | 3.47 | A | 1.05 |
| **Learning Environment** | | |  |
| 1. The learners are struggling to cope up with the discussions due to online class. | 3.6 | A | 0.95 |
| 2. Getting response/feedback from students during an online class is more difficult. | 3.72 | A | 0.81 |
| 3. During and after the discussions, the students become hesitant to ask me questions. | 3.5 | A | 0.92 |
| 4. My students are easily distracted by their environment at home, making it more difficult for them to concentrate on the lessons. | 3.76 | A | 0.92 |
| 5. My lack of devices for online classes is adversely affecting the students' learning. | 3.59 | A | 1.3 |
| **Legends**  **M**= Mean  **VI**= Visual Interpretation  **SD**= Standard deviation | | | |

As stated in **Table 2** the satisfaction of the Fourth-Year Industrial Arts students in terms of Technology Literate, the respondents mostly answered ***Strongly agree*** ***(SA)***; that online learning made them improve their communication skills using different platforms such as MS Teams, Messenger and Email. Confidently used PowerPoint Presentation, Microsoft Word, Slide share, Gforms in practice teaching with a mean of **4.38** and standard deviation of **0.83.** The usage of technology allows them to enhance their creativity and innovative skills. Moreover, the participants ***Agree (A)***; that using applications as their teaching strategies for the learners to engage in online learning. Throughout the online OPT the students' involvement and collaboration in class increased.

In terms of the Learning environment, a large percentage of students ***Agree (A)*** that they find it difficult to keep up with the discussion in the online class. Similar to how they find it challenging to elicit comments or responses from their students, students often become reluctant to clarify certain aspects of the lecture during discussions. Additionally, the majority of respondents ***Agree (A)*** that the home environment has an impact on the students' ability to focus in class with a mean of **3.76** and standard deviation **0.92** and the lack of devices is adversely affecting the students' learning.

**Table 3. The Mean and Standard Deviation of *Students Teaching Methods in Online Off Campus Practice Teaching***

|  |  |  |  |
| --- | --- | --- | --- |
| **Statement** | **M** | **VI** | **SD** |
| **Live Online Class** | | |  |
| 1. My students are more productive during live online classes. | 3.45 | A | 1.06 |
| 2. I can keep track of my students' learning by using interactive reactions in live online classes. | 3.91 | A | 2.01 |
| 3. Live online classes help me acknowledge and know my student’s participation in class. | 4.22 | A | 0.68 |
| 4. I prefer the live lectures so my students can ask/clarify the question they have for my lesson. | 3.98 | A | 0.85 |
| 5. I enjoy live online discussion during my OPT, because it improves my communication skills. | 3.88 | A | 0.94 |
| **Pre-recorded Video Lecture** | | |  |
| 1. I prefer pre-recorded video lectures because it's convenient on my schedule and can also benefit my students in re-thinking and reorganizing their thoughts about the lesson. | 3.57 | A | 0.86 |
| 2. Pre-recorded video lectures make me look confident in my discussions. | 3.74 | A | 0.89 |
| 3. I prefer pre-recorded lectures because it's not a hassle in terms of technical problems like lagging and internet connection. | 3.64 | A | 0.85 |
| 4. I prefer the pre-recorded lectures so my students can replay the video presentation anytime they need to. | 3.62 | A | 1.06 |
| 5. I enjoy making pre-recorded video lectures because it's time wise and efficient for both students and us. | 3.74 | A | 0.91 |
| **Legends**  **M**= Mean  **VI**= Visual Interpretation  **SD**= Standard deviation | | | |

The preferred teaching techniques of the fourth-year Industrial Arts students are listed in Table 3, with the majority of respondents giving answers in the range of 3 that indicates ***Agree (A).*** The majority of the 58 respondents felt comfortable with online teaching and learning. The data in this table shows that they prefer using live online classes to monitor students' progress while conducting off-campus practice teaching. On the other hand, the respondents concurred that receiving live online instruction helps them communicate more effectively.

The second part of table 3 shows the data about pre-recorded online lectures. It illustrates that the video lectures make the 4th-Year Industrial Arts students more confident in discussing their lessons with a mean of **3.74** and **0.89** standard deviation. The respondents also ***Agree (A)*** that pre-recorded lectures are less hassle than live online teaching for the reason that in pre-recorded it is less of a technical problem and it is time-wise.

### CONCLUSIONS AND RECOMMENDATIONS

Many things were altered by the pandemic, including our educational systems. Vast of student teachers acknowledged the difficulty of online class. The use of online learning as a result of the pandemic widens the gap between those privileged who have devices and those who lack. Due to access and internet connectivity issues, both student teachers and students have struggled to maintain academic engagement.

There are a number of routes that scholars and practitioners might go in given the new dynamics of education, which is delivered through the internet, making learning in these difficult times rather challenging, particularly for the Philippines. The connection between supervisors and student teachers needs to be further examined in order to improve competencies in implementing lessons in this new setting, as the internship experience is crucial in establishing teaching competency. In order to maximize learning opportunities for students while carefully balancing privacy and authentic engagement as technology mediates interaction, policies and practices need to be refined. This is because there is conflict between developing effective feedback strategies through online classroom interaction and data privacy. Last but not least, reevaluating the internship experience raises important questions about the program's role in the professional development of student teachers because the physical conditions of schools play a big role in the implementation of online courses. The internship program for (OPT) Off Campus Practice Teaching during Online Learning can be implemented in a variety of methods, which can help institutions improve the fundamental competencies required for supervision during these times. The study's difficulties may not be readily rectified, but they can be taken into account when the teacher education curriculum is revised in the present.