

## VIRTUAL CLASSROOMS, REAL CHALLENGES: ASSESSING THE CONSEQUENCES OF THE COVID-19 PANDEMIC ON ACADEMIC PREPAREDNESS AMONG ENTREPRENEURSHIP STUDENTS IN MARINDUQUE STATE COLLEGE

<sup>1</sup>Maria Theresa Santos Dela Cruz, <sup>2</sup>Juan Carlos Reyes Gomez, <sup>3</sup>Andrea Nicole Aquino Del Rosario and <sup>4</sup>Miguel Angelo Torres Santos

### Article Info

**Keywords** Academic achievement, academic preparation, COVID-19 pandemic, entrepreneurship students

### Abstract

Academic achievement, a multifaceted construct, is influenced by a confluence of factors, including socioeconomic status, student motivation, peer and parental support, and academic preparation. The latter, as underscored by Sarwat Masud (2019), signifies a student's readiness for the pedagogical endeavors of teachers, encompassing the execution of tasks and responsibilities. It manifests through assessments of diverse academic domains and is often gauged by classroom performance, graduation rates, and standardized test outcomes. Torres and Rodriguez (2006) further elaborate that academic preparation signifies the level of knowledge exhibited in a subject compared to established norms, frequently measured by the grade point average. Such preparation culminates in academic success, epitomized by students' accomplishments and adherence to programmatic objectives.

However, the educational landscape underwent an unprecedented upheaval with the advent of the coronavirus disease (COVID-19). This infectious ailment, caused by a novel coronavirus, triggered a global pandemic, causing extensive disruptions in education systems worldwide. As documented by the World Health Organization, the pandemic led to widespread closures of educational institutions, impacting more than 1.6 billion students across 200 countries. The ensuing challenge for educators was to adapt to remote teaching modalities, employing synchronous and asynchronous methods, leading to mixed outcomes. Financial constraints and mental health concerns further complicated the transition.

Amid this turmoil, entrepreneurship students encountered distinctive challenges. The abrupt shift to virtual learning impeded activities reliant on interpersonal interactions, significantly altering their academic preparation process. Marinduque State College, as a microcosm of this broader scenario, necessitated a meticulous analysis

of the impact of COVID-19 on entrepreneurship students' academic preparation. The objective was to devise interventions that could ameliorate the adverse effects of the pandemic on their educational journey.

This study undertakes a comprehensive investigation into the transformed academic landscape, focusing on the experiences of entrepreneurship students at Marinduque State College. Employing mixed methods, including surveys, interviews, and academic performance analysis, the research explores the multifaceted repercussions of the pandemic. By identifying challenges and opportunities, the study endeavors to inform strategic interventions that bolster academic preparation, promoting resilience and adaptability in the face of unprecedented disruptions.

## I. INTRODUCTION

Academic preparation is one of the components of academic achievement, according to Sarwat Masud (2019). Academic achievement is influenced by a variety of factors, including socioeconomic position, student temperament and motivation, peer and parental support. Academic preparation, according to several authors, is the preparedness of a student when it comes to the teacher's teaching activity and executed by the student. Academic preparation is the assessment of a student's ability in a variety of academic areas. Classroom performance, graduation rates, and standardized test outcomes are commonly used to assess it.

Academic preparation, according to Torres and Rodriguez (2006), is the level of knowledge demonstrated in a subject or area compared to the norm, and it is commonly measured using the grade point average. Academic success is the end product of students' efforts, which is commonly measured in school grades. It entails achieving the aims, accomplishments, and objectives set forth in the program or course that a student is enrolled in. Through the use of grades, academic preparation is expressed which are the result of an assessment that involves passing or not certain tests, subjects or courses.

Coronavirus disease (COVID-19), according to the World Health Organization, is an infectious disease caused by a recently discovered coronavirus. The disease was first discovered during a respiratory ailment outbreak in Wuhan, Hubei Province, China. On December 31, 2019, it was first reported to the World Health Organization (WHO). COVID-19 was thus declared a global pandemic by the WHO on March 11, 2020. The COVID-19 pandemic wreaked havoc in a number of nations, particularly the Philippines. Many countries have decided to close schools, colleges, and institutions since the epidemic represents a health crisis. The pandemic has wreaked havoc on school systems around the world, affecting roughly 1.6 billion students in more than 200 countries. Students' learning was disrupted, internal evaluations were disrupted, and public assessments for qualifications were cancelled or replaced with an inferior substitute as a result of the worldwide education lockdown. Both public and private higher education institutions have had to conform to the new scenario, which prohibits face-to-face interaction and huge meetings. Teachers and administrators were tasked with modifying and changing course syllabi and requirements from the comfort of their own homes as they transitioned to alternative or remote teaching modalities, both synchronous and asynchronous. These arrangements were unsustainable in some cases, and several universities were forced to suspend remote or online programs as a result of students' financial position affecting their access to these modes of learning. Concerns about the mental health of students and teachers affected by the uncertainty were also a factor in the decision to halt online sessions. Students' academic

preparation has changed dramatically as a result of the current situation. Entrepreneurship students were one of the courses that were severely impacted by the abrupt change in the academic landscape. Due to the pandemic, entrepreneurship students are having difficulty carrying out their activities, particularly those that need interaction with a variety of people. With this knowledge, the researcher chose to analyze and evaluate the impact of the COVID-19 pandemic in the academic preparation of entrepreneurship students at Marinduque State College in order to develop interventions that would assist them raise and improve their academic preparation.

#### *A. Statement of the Problem*

This study aims to analyze the impact of the COVID-19 pandemic to the academic preparation of entrepreneurship students in Marinduque State College.

Specifically, this sought to answer the following questions:

1. What is the academic preparation of entrepreneurship students before the COVID-19 pandemic in terms of:
  - a. Participation in class
  - b. Understanding of lessons
  - c. Preparation for tests
2. What is the academic preparation of entrepreneurship students during the COVID-19 pandemic in terms of:
  - a. Participation in class
  - b. Understanding of lessons
  - c. Preparation for tests
3. How did the COVID-19 affect the academic preparation of entrepreneurship students in terms of: a. Participation in class
  - b. Understanding of lessons
  - c. Preparation for tests
4. What intervention can be proposed to improve the preparation of entrepreneurship students amidst the COVID-19 pandemic?

#### *B. Scope and Limitation*

This study focused on the analysis of the impact of the COVID-19 pandemic to the academic preparation of entrepreneurship students in Marinduque State College, and is limited only to the academic records and response of entrepreneurship students.

#### *Significance of the Study*

The findings of this study could be beneficial to the following:

1. To the faculty  
This study could serve as basis for generating new ideas, plans, techniques, and interventions for teaching for the improvement of their students' preparedness. It would also help them create strategies in order to cope up during the COVID-19 pandemic.
2. To the students  
This may help students, particularly the entrepreneurship students, to come up with ideas that would boost and improve their preparedness academically.
3. To Marinduque State College  
The result of this study can help the college arrive with interventions, programs, and activities that will boost both faculty and student morale, and improve their system during the pandemic.

4. To the future researchers

The data and results of this study may help future researchers who are conducting related studies. It could also serve as additional information to current facts and readings.

## **II. METHODOLOGY**

A. Research Design

The researcher used a descriptive approach of research in this study. The descriptive method is intended to help the investigator obtain knowledge about the existing conditions (Porto, 2018). This strategy aided in analyzing the impact of COVID-19 pandemic in the entrepreneurship students' academic preparation.

B. Variables of the Study

The variables of the study are academic preparation, entrepreneurship students, and COVID-19 pandemic. These play a vital role in the process of the study. The academic preparation is the preparedness that the entrepreneurship students to master a subject or course. Entrepreneurship students are the students who are under the Entrepreneurship course and are currently enrolled in Marinduque State College. The COVID-19 pandemic is the crisis that caused disruption in the education system and affected the academic performance of the students.

C. Research Population and Sample

The researchers used the purposive sampling in choosing the forty-five (45) 3<sup>rd</sup> year Entrepreneurship students in Marinduque State College.

D. Description of the Respondents

The 3<sup>rd</sup> year Entrepreneurship students of Marinduque State College became the respondents of the study. They were chosen based on the suitability and appropriateness needed for the study. They have first-hand experiences or the one directly experiencing the changes in the educational set-up before and during the COVID-19.

E. Research Instruments

The tool or instrument used in gathering data is a self-made questionnaire containing the preparations of students before and during the pandemic. It consists of five (5) questions corresponding to the variables academic preparedness, entrepreneurship students, and COVID-19 pandemic.

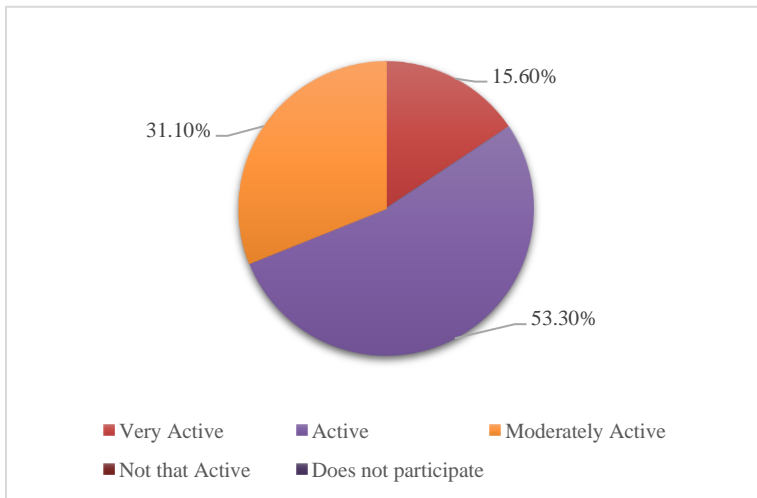
F. Data Gathering Procedure

The researcher acquired information by analyzing the entrepreneurship students' academic preparation at Marinduque State College before and after the COVID-19 outbreak through the unstructured/self-made survey questionnaire. The responses were then examined and interpreted, and a conclusion was made based on the survey results. Lastly, the researcher came up with interventions that could help boost students' academic preparation.

## **III. RESULTS AND DISCUSSION**

A. Academic preparation of entrepreneurship students before the COVID-19 pandemic in terms of:

1. Participation in class

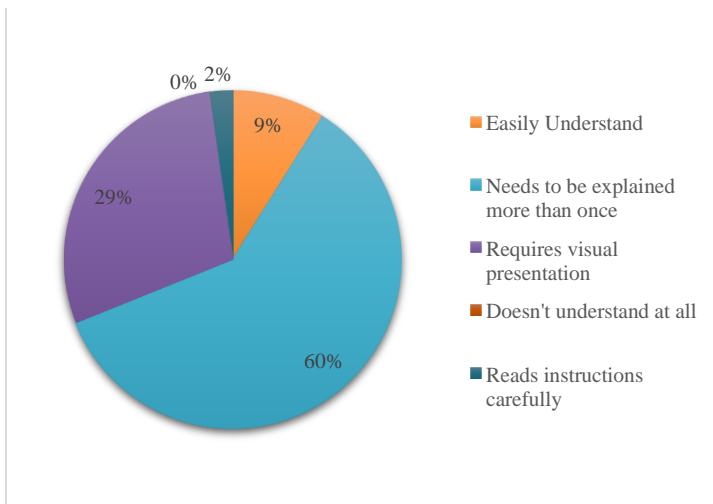


**Fig. 1. Academic preparation of Entrepreneurship students in terms of Participation in Class**

Figure 1 shows the students' academic achievement in terms of class participation prior to the COVID-19 pandemic. A certain 53.30% of students actively participated in their class before the pandemic. There is 31.10% of students who are moderately active in class, while 15.60% of them are very active in class. No students were not that active in class before the COVID-19 pandemic.

According to the findings, many students were actively participating in their classes prior to the COVID-19 outbreak, while others were moderately active and only few were just active. There are no students who are not that active and did not participate in their respective classes before the COVID-19 pandemic.

## 2. Understanding of lessons



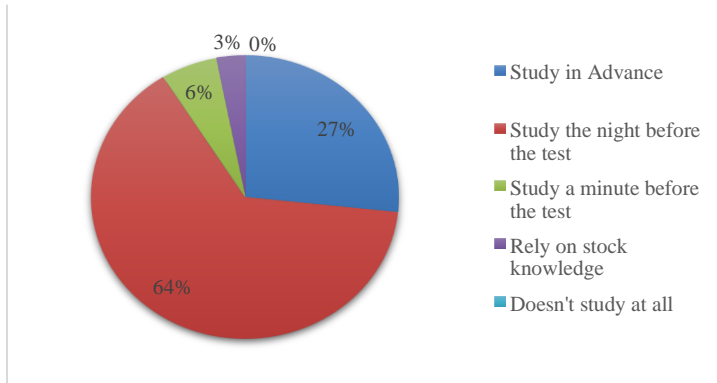
**Fig. 2. Academic preparation of Entrepreneurship students in terms of Understanding Lessons**

Figure 2 shows the students' academic preparation in terms of lesson comprehension prior to the COVID-19 outbreak. The biggest percentage of students, at 60%, requires the subject to be explained more than once in order to comprehend it. Visual aids are required by 28.90% of students in order to understand the lesson given by the

teacher. There is 8.0% of students who got the lesson easily, and 2.20% who carefully examines the instructions and resources in order to comprehend the lesson offered by their teachers. Meanwhile, no student was recorded of not understanding the lesson.

The results indicate that, prior to the COVID-19 pandemic, the majority of students require several explanations of the lessons in order to comprehend them. Some students use visual aids to understand the lecture, while others do not since they get the lesson quickly. Others like to pay close attention to the directions and materials in order to completely comprehend the course. Before the COVID-19 pandemic, there was no student who did not comprehend the lessons at all.

### 3. Preparation for tests



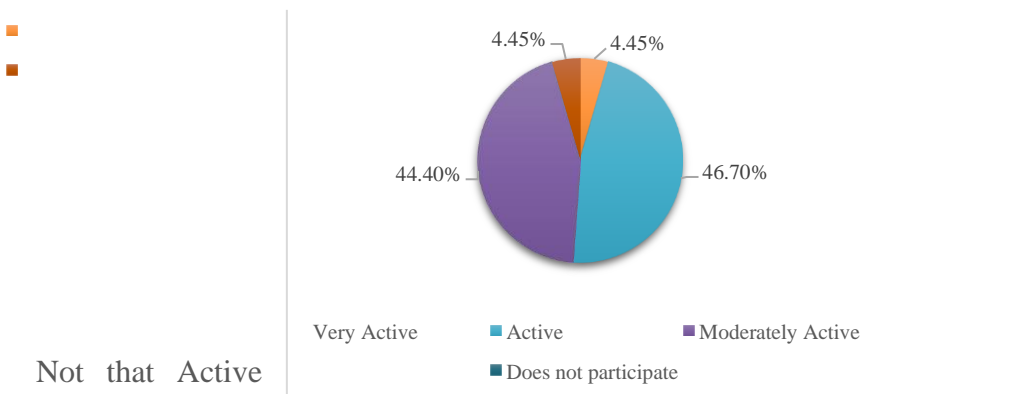
**Fig. 3. Academic preparation of Entrepreneurship students in terms of Preparation for tests**

Figure 3 displays students' academic achievement in terms of their preparation for tests or exams prior to the COVID-19 pandemic. The percentage of students who study the night before the test is 64.4%, which is the highest. A total of 26.70% of students study ahead of time in order to ace the test. On the other hand, 5.94% of students study for one minute before the test, while 2.96% of them depend solely on their stock knowledge. There are no students who do not study at all.

The findings show that, prior to the COVID-19 pandemic, the majority of students studied the night before the scheduled test/exam. Some students prepared for the test in advance, while others prepared just a minute before the test. Others, on the other hand, relied only on their stock knowledge. Before the COVID-19 pandemic, no student did not prepare at all.

B. Academic preparation of entrepreneurship students during the COVID-19 pandemic in terms of:

### 1. Participation in class

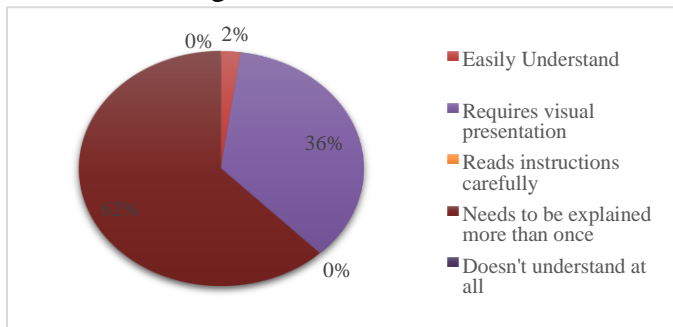


#### Fig. 4. Academic preparation of Entrepreneurship students in terms of Participation in Class

Figure 4 shows the students' academic achievement in terms of class participation during the COVID-19 pandemic. During the pandemic, 46.70% of students actively participated in class, 44.40% of them were somewhat active, 4.45% was extremely active, and another 4.45% was not very active in class. During the COVID-19 pandemic, no students did not attend class.

According to the findings, the majority of students were actively participating in their classrooms during the COVID-19 pandemic, with others being moderately active. While there were a few students who are really active in class, there are others who were not really active. During the COVID-19 pandemic, all of them participated of varying degrees.

#### 2. Understanding of lessons

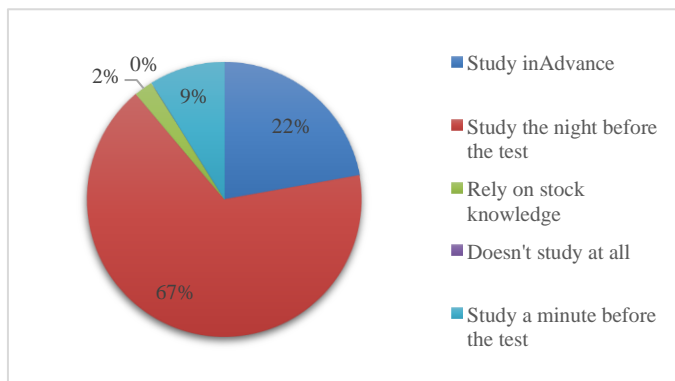


#### Fig. 5. Academic preparation of Entrepreneurship students in terms of Understanding the Lessons

Figure 5 shows the academic preparation during the COVID-19 pandemic in terms of understanding their lessons. The biggest percentage of students or 62.2%, required explanation more than once in order to comprehend it. There is 35.60% of them who needed visual aids to comprehend the lessons, while 2.20% got the lesson immediately. Meanwhile, none of them were not able to understand the lessons.

The findings show that during the COVID-19 pandemic, the majority of students required a lot of explanations and visual aids in order to comprehend them. Some students needed visual assistance in understanding the lecture, while others were able to understand the materials quickly. During the COVID-19 pandemic, no student did not understand the lesson.

#### 3. Preparation for tests





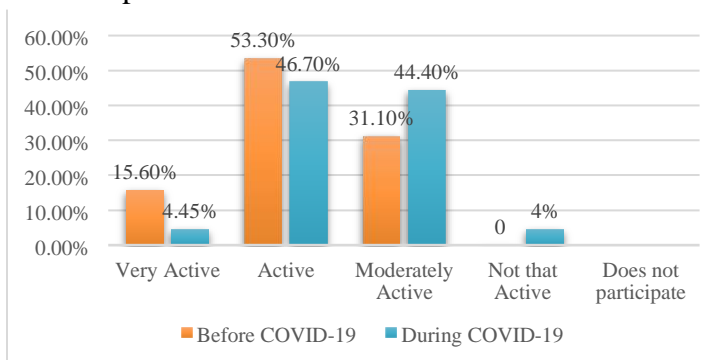
### Fig. 6. Academic preparation of Entrepreneurship students in terms of Preparation for Exams

Figure 6 presents students' academic achievement in terms of preparation for tests or exams during the COVID19 pandemic. The number of students who study the night before the test is got the highest percentage of 66.70 %. Students who study in advance in order to ace the test account for 22.20 % of the total number of participants, 8.90% of them study for one minute before the test, while 2.20% depends solely on their stock knowledge. Meanwhile, no recorded number of students who did not study at all.

The findings show that during the COVID-19 pandemic, the majority of students study the night before scheduled exams. Some students prepare for the test in advance, while others review just a minute before the test. Others, on the other hand, rely only on their stock knowledge. During the COVID-19 pandemic, all of them have their own time frame in preparing for the exams/tests.

#### C. Effect of COVID-19 pandemic in the academic preparation of entrepreneurship students.

##### 1. Participation in class

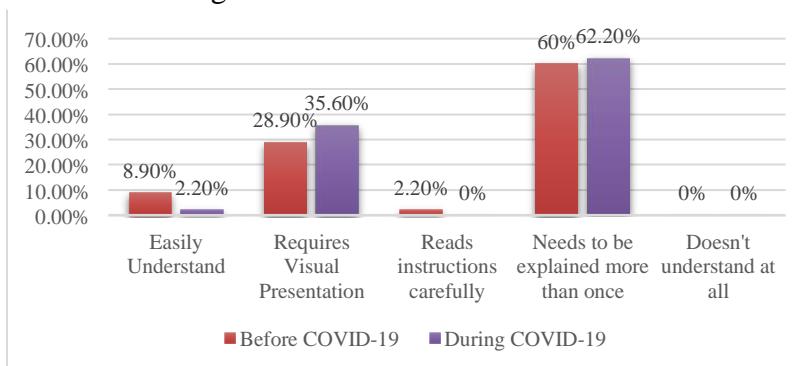


### Fig. 7. Effect of COVID-19 pandemic to the academic preparations of Entrepreneurship students in terms of Participation in Class

Figure 7 shows the impact of the COVID-19 pandemic on entrepreneurship students' academic achievement in terms of class engagement. In class, the number of highly active students comprises 11.15%, while the number of active students comprises 6.60%. The number of moderately active students climbed to 13.30% while the number of students who were not as active increased from 0% to 4%. The number of students who do not participate in any way continues to be zero.

The findings suggest that, as a result of the pandemic, students' involvement in class has significantly decreased. They became less engaged in class than they were before the outbreak. Despite all these, still all of them tried to participate in class of varying degrees.

##### 2. Understanding of lessons



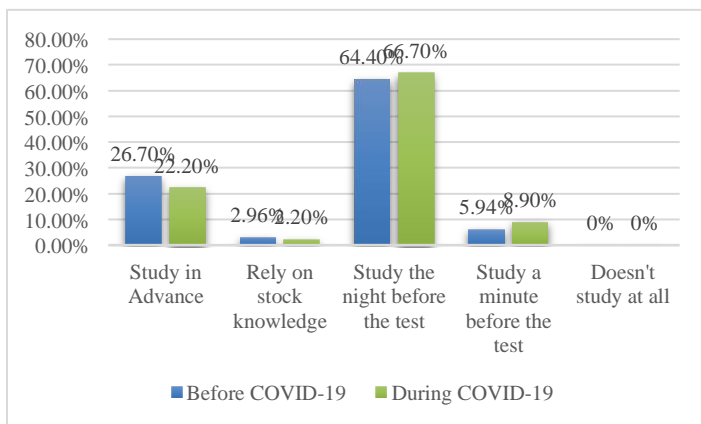


### Fig. 8. Effect of COVID-19 pandemic in the academic preparation of Entrepreneurship students in terms of Understanding the Lessons

Figure 8 shows the impact of the COVID-19 program on entrepreneurial students' academic preparation in terms of understanding the lesson. The number of students who quickly understood class lectures fell to 6.70%, while the number of students who carefully examined instructions and materials fell to 2.20%. The number of students who requires visual aids to comprehend lessons increased by 6.70%, while the number of students who needs lessons to be repeated more than once climbed by 2.20%. The percentage of students who do not comprehend the lessons remains zero.

The findings reveal that, as a result of the pandemic, students' understanding of lessons courses has deteriorated significantly. Because of the current situation, the way they understand the lessons has altered. The number of students who require multiple repetitions of classes, as well as those who require visual presentations to comprehend teachings, has increased. The number of students who can readily comprehend the lessons decreased, along with the number of students who carefully read the directions and resources. Meanwhile, the number of students who do not understand the courses has remained same.

#### 3. Preparation for tests



### Fig. 9. Effect of COVID-19 pandemic in the academic preparation of Entrepreneurship students in terms of Preparation for Tests

Figure 9 shows the impact of the COVID-19 pandemic on entrepreneurship students' academic preparation in terms of exam preparation. The percentage of students who study in advance has decreased by 4.50%, while the percentage of those who rely on stock knowledge has decreased by 0.76%. Students, who study the night before the test increased by 2.30%, while those who study a minute before the test increased by 2.96%. The percentage of students who do not study at all has remained zero.

The findings demonstrate that, as a result of the pandemic, students' study habits in preparation for exams have significantly changed. Their study habits have changed as a result of the mental tiredness they are experiencing as a result of their current situation. The number of students who prepare for the test in advance has decreased with those who rely on stock knowledge. Students, who study the night before the test, as well as those who study a minute before the test, grew in number. Meanwhile, the number of students who do not study at all has remained zero.

## IV. Summary, Conclusion and Recommendations

### A. Summary of Findings

Overall, the researcher found out about the following:

The participation of entrepreneurship students in class has changed dramatically. They became less engaged in class than they had been before the outbreak. Despite the fact that the learners' position has changed, there are still no students who do not participate in their classes at all.

Students in entrepreneurship classes had a significant level of understanding lessons and materials presented to them. Because of the current situation, the way they understand the lessons has altered. The number of students who require multiple repetitions of classes, as well as those who require visual presentations to comprehend teachings, has increased. The number of students who can readily comprehend the lessons decreased along with the number of students who carefully read the directions and resources. Meanwhile, no students who do not understand the lessons.

The study habits of entrepreneurship students in terms of preparation for assessments have changed dramatically. Their study habits have changed as a result of the mental tiredness they are experiencing as a result of their current situation. The number of students who prepare for the test in advance has decreased with the number of students who rely on stock knowledge. Students who study the night before the test, as well as those who study a minute before the test, grew in number. Meanwhile, the number of students who do not study at all has remained zero.

#### **B. Conclusion**

Because of the students' difficulty to cope with the present set-up, the academic preparation of entrepreneurship students at Marinduque State College changed dramatically throughout the pandemic. As a result of those struggles, some students put less effort to their academic preparation.

#### **C. Recommendations**

Based on the results of the study, the researcher recommended the following:

1. Teachers may provide more visual aids and make their lessons more enjoyable and easier to follow in order for students to easily comprehend the lessons, especially with this set-up.
2. Students may find other coping mechanisms to remain steadfast and devoted to their academic preparations even during trying times.
3. Schools may donate gadgets for students who cannot afford to buy one so that they can use it during online classes and to help them actively participate during classes.
4. Parents may create a safer space and become more considerate at home especially when students are studying in order to help student's better focus on their studies.
5. Students may learn how to manage their time wisely and avoid distractions and procrastinations to make their academic preparation better.

#### **Acknowledgment**

The researcher would like to use this wonderful opportunity to give her gratitude to all the people behind this study, those who exerted their efforts and sacrifices, their invaluable assistance and support for its completion. First of all, to Almighty God for giving her wisdom and light, good health, and for guiding her throughout this study. She couldn't have done it without His guidance.

To her colleagues, for giving her the opportunity to create, conduct, and finish this study, as well as their expertise, continuous guidance and suggestions to improve this manuscript.

To all the respondents, for the time, cooperation, active participation, and efforts they have shown while gathering data.

The researcher cannot say much but her gratitude and appreciation to all of you.

## REFERENCES

- Amasuomo, J. O. (2014). Academic Performance Of Students Admitted With Different Entry Certificates To The Nigerian Certificate In Education Programme At The Federal College Of Education (Technical), Omoku. *Journal of Technology and Science Education*, Vol 4, No 1.
- Graves, L. (n.d.). Academic Performance. Retrieved from Ballotpedia: [https://ballotpedia.org/Academic\\_performance#](https://ballotpedia.org/Academic_performance#)
- Kassarnig, V. (2018, April 24). Academic Performance and Behavioral. Retrieved from Springer Open: <https://epjdatascience.springeropen.com/articles/10.1140/epjds/s13688-018-0138-8>
- Lamas, H. (2015, April 30). School Performance. *Articulos De Revision*, pp. 352-354.
- Lee, Y. (2020). What is academic performance? Retrieved from Quora: <https://www.quora.com/What-is-academic-performance>
- Liem, G. A. (2019). Academic Performance and Assessment. *Educational Psychology*, 705-708.
- Masud, S. (2019, November 8). Academic Performance in Adolescent Students. Retrieved from *Frontiers in Psychology*: <https://www.frontiersin.org/articles/10.3389/fpsyg.2019.02497/full>