

Wellbeing, Online Course Delivery, and Learning Loss of College Students in a Local University in Laguna



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ABSTRACT: The purpose of the study was to determine the manifestation of wellbeing, the attitude toward online course delivery, and the learning loss among college students at a local university in Laguna and the relationship between these variables, which are crucial during the pandemic delivery of academic instruction. In this study, the descriptive correlational methodology was employed. The study found that college students had a moderate level of manifestation of the domains of wellbeing, a positive attitude toward online course delivery, and a high level of learning loss. Correlations suggested that the more domains of wellbeing a student manifests, the more favorable their attitude toward online course delivery and the less learning loss will be encountered. The results have considerable consequences for the new form of academic delivery at the local institution. Similarly, understanding the relationship between the students' wellbeing, the university's online course delivery, and the resulting learning loss aids the academic institution in implementing the new form of online learning without jeopardizing the students' wellbeing and minimizing learning loss.

KEYWORDS: descriptive correlational study, wellbeing, online course delivery, learning loss, college students, local university

INTRODUCTION

In the context of the pandemic, terms such as lockdown, social distancing, face mask, and new normal have defined the last two years. On January 30, 2020, the World Health Organization (WHO) declared the SARS-CoV-2 epidemic an International Public Health Emergency, then a global pandemic on March 11, 2020. Since then, the virus has wreaked havoc on individual private lives, economies, scientific communication, and the environment. Even the educational system was not spared.

The Covid-19 pandemic has caused considerable interruptions and modifications to the education of the student population. Worse, many of these modifications are not intended to increase educational quality and equity. In response to the unexpected arrival of the pandemic and accompanying school closures, educators and academic institutions around the world exerted enormous efforts to adapt and innovate. Due to the current circumstance, these adjustments had to be done immediately (Zhao & Watterston, 2021).

The change from on-site to online education has substantially affected the individual's wellbeing. Individuals' anxiety levels increased, and as a result, their behavior altered. Fear of infection has had a detrimental effect on the wellbeing of young people, which has been aggravated by unanticipated isolation and online learning. The pandemic has had a negative effect on mental health, particularly among individuals who lack job security or who are exposed to significant dangers, such as the prospect of losing one's work or being unable to find another, such as young people still in school. The COVID-19 pandemic has had several short-term detrimental consequences on young people's mental health, including social isolation and the near-total stoppage of all social activities, as well as school, job, and training. Predictions of a large-scale economic disaster might be detrimental to the psychological wellbeing of children (Butnaru, et al., 2021).

Mateo reported in September 2020 that 748 of 14,435 private educational institutions in the Philippines ceased operations for the academic year 2020-2021 when the pandemic began on 2020, affecting roughly 3,233 teachers and 40,335 students. Due to the potential of a COVID-19 pandemic, face-to-face classes for the balance of the year have been suspended. This spurred schools to create strategies for distant learning, such as online or modular instruction. Nevertheless, the change to online education affected the students. According to Chakraborty et al. (2020), students believe they study more effectively in a physical classroom and that online education is unpleasant and negatively affects their health and social lives.

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According to more than half of K-12 public school teachers, the pandemic has resulted in a significant loss of academic and social-emotional development for their students. Comparing the current year to previous years, virtually all educators stated that their students had experienced some learning loss. The majority of educators felt that their students' social and emotional development had fallen behind by more than three months (Dickler, 2021). Another research done between April and June of 2021 in 165 countries, including 7,000 replies from the Philippines, indicated that 72% of teachers reported declining academic performance among children from poor homes during the epidemic. In the Philippines, the most significant element was poverty, which also represented the digital divide (Dumlao-Abadilla, 2021).

During the compilation of the current study, several gaps in the collected literature and studies were discovered. There are few studies on the relationship between student wellbeing, online course delivery, and learning loss in the Philippines. Similarly, there have been few studies on perceived learning loss, especially in higher education institutions. In addition, few studies have been undertaken on the variables relating to the investigation site, which is a local institution.

Consequently, the objective of this study was to assess the wellbeing, perceptions of online course delivery, and degree of learning loss among college students at a local university. The study's findings guided the formulation of action plans to enhance the wellbeing of students, their attitude toward online course delivery, and the prevention of learning loss.

METHODS

The researcher employed the descriptive-correlational method since this method was suitable to determine the relationship between the wellbeing, the online course delivery, and the learning loss of the students in a local university in Laguna.

Descriptive research is used to describe a population's characteristics. It collects data to answer what, when, and how inquiries about a population or group. It doesn't explain why something happens or what causes it. Descriptive research is used to describe individuals, events, or conditions in their natural setting. The researcher does not modify any of the variables; but, they simply describe the sample and/or the variables. Although descriptive research can investigate several variables, it is the only design that can examine only one variable (Siedlecki, 2020). According to Creswell, correlational research is a non-experimental quantitative approach in which the researcher uses correlational statistics to assess and characterize the degree of relationship between variables or sets of scores and then they try to find links between the respondents' attributes and their reported behaviors and opinions (Asenahabi, 2019).

The responses of the study's participants were used to gather empirical data. The primary data sources were 362 college students from a local university in Laguna.

The study population was 5904 college students from a local university – Pamantasan ng Cabuyao. The actual sample of the study was 362 students computed using Slovin's formula and was chosen from the four colleges across all 12 programs through a stratified random sampling technique. The distribution of the respondents was as follows: BS Psychology, 54; BS Accountancy, 21; BS Business Administration major in Financial Management, 36; BS Business Administration major in Marketing Management, 32; BS Computer Science, 10; BS Information Technology, 36; BS Nursing, 36; BS Electronics Engineering, 21; BS Industrial Engineering, 43; BS Computer Engineering, 14; Bachelor in Elementary Education, 14; and Bachelor of Secondary Education, 45.

The researcher used standardized, adapted, and self-made questionnaires. Part I focused on the respondents' wellbeing using the instrument called The EPOCH Measure of Adolescent Wellbeing. The instrument was divided into the five different positive characteristics that support higher levels of wellbeing: engagement, perseverance, optimism, connectedness, and happiness. Part II focused on the perception of the online course delivery using the Community of Inquiry Survey Instrument. The instrument was composed of 34 items and divided into three major categories: teaching presence, social presence, and cognitive presence. The last part focused on the level of learning loss, a self-made research instrument. Since the instrument was self-made, it was presented to a panel of experts for validation. It was also tested for reliability using Cronbach's Alpha, which resulted in a reliability index of 0.953.

The researcher sought for the approval of the president of the local university to survey the respondents. After the request was approved, questionnaires were delivered to respondents using an online form. The respondents were guaranteed that the researcher would treat the information they provided with utmost confidentiality as part of the study's ethical considerations.

The respondents were asked to answer three types of online questionnaires using google form by choosing the appropriate answer for every statement that best represents their wellbeing, their attitude on the online course delivery, and the level of their learning loss. The responses to the online forms were subsequently counted, tabulated, and subjected to statistical treatment with the guidance of the researcher's statistician. Statistical tools were used for the treatment of data, notably the weighted mean and ranking, to determine the (a) the students' manifestation of wellbeing; (b) the students' attitude toward the

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online course delivery; and (3) the students' level of learning loss. Pearson r Moment Correlation Coefficient was used to determine if there is a significant relationship between the respondents' (a) manifestation of wellbeing and the attitude toward the online course delivery, (b) manifestation of wellbeing and the level of learning loss, and (c) attitude on the online course delivery and the level of learning loss.

RESULTS AND DISCUSSIONS

The following tables and textual presentations discuss the level of manifestation of the domains of wellbeing, the attitude toward online course delivery, and the level of learning loss, as well as their relationship:

Table 1. The Respondents' Overall Wellbeing

Components	Weighted Mean	Verbal Interpretation	Rank
1. Engagement	2.99	Moderate Manifestation	5
2. Perseverance	3.43	Moderate Manifestation	2
3. Optimism	3.41	Moderate Manifestation	3
4. Connectedness	3.47	Moderate Manifestation	1
5. Happiness	3.20	Moderate Manifestation	4
Overall Weighted Mean	3.30	Moderate Manifestation	

Legend: (Very High Manifestation – 5, High Manifestation – 4, Moderate Manifestation – 3, Low Manifestation – 2, Very Low Manifestation – 1)

Table 1 gives a composite summary of the manifestation of the components of respondents' wellbeing with an overall weighted mean of 3.30. This means that overall, the respondents had a moderate level of manifestation of wellbeing. Among the components, Connectedness ranked 1st with a weighted mean of 3.47, followed by Perseverance with a weighted mean of 3.43, Optimism, with a weighted mean of 3.41, Happiness with a weighted mean of 3.20, and ranked 5th and last is Engagement with a weighted mean of 2.99.

During the pandemic, physical isolation was imposed to prevent the spread of the Covid-19 virus; nevertheless, this distance or separation inhibits people's in-person social ties, which is worrying given that social connection is essential to wellbeing, according to research. However, individuals have new opportunities to connect, such as through digital interactions (Okabe-Miyamoto et al., 2021). In contrast, the EdWeek Research Center discovered in 2021 that student motivation and morale had deteriorated due to the pandemic. Fifty percent of the students reported reduced motivation, and forty-nine percent reported lower morale compared to the past. This reinforces the conclusion that the mean average of engagement is the lowest contributor to the overall wellbeing of respondents (Toth, 2021).

While completing their program under pandemic conditions, students face several obstacles, expectations, and setbacks that influence their wellbeing including different social and economic demands, balancing education, family, and work responsibilities, social isolation, and other experiences. Students at all educational levels and in all disciplines must have adequate and timely resources to meet these demands and succeed in their pursuit of education. These resources assist in satisfying the needs of students, minimizing burnout and stress while promoting engagement in learning, meaning-making, and life satisfaction (Plakhotnik et al., 2021).

According to a study, wellbeing, engagement, and learning all positively influence one another. The study concludes that schools and education systems can achieve synergy by focusing on all three components concurrently. The report provides excellent encouragement for educational systems, schools, and teachers to enhance students' social and emotional development so that each student can realize their maximum learning potential. The report revealed the relationship between wellbeing, school involvement, and academic achievement (Evans-Whipp et al., 2018).

According to the World Happiness Report, psychological and social aspects are among the protective variables for positive wellbeing during COVID-19. Social protective factors include the quality and number of connections, connectedness and positivity

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resonance, and prosocial activities. Increased experiences of connectedness before and during the pandemic were associated with better levels of life satisfaction, whereas increased feelings of loneliness were associated with lower levels of life satisfaction. Similarly, higher levels of relatedness (i.e., connectedness) were associated with improved wellbeing during COVID-19, and related research demonstrated that having a team of people rather than a single close individual to rely on for support may be protective of wellbeing during the pandemic (Okabe-Miyamoto, Lyubomirsky, 2021).

Table 2. The Respondents' Attitude on Online Course Delivery

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Teaching presence	3.14	Positive	2
2. Social presence	2.91	Positive	3
3. Cognitive presence	3.15	Positive	1
Average	3.07	Positive	

Legend: (Strongly Agree/Very Positive – 4, Agree/Positive – 3, Disagree/Negative – 2, Strongly Disagree/Very Negative – 1)

The respondents' attitude toward the online course delivery was positive, with an overall weighted mean of 3.07, as shown in Table 2. The cognitive presence ranked 1st with a weighted mean of 3.15, followed by the teaching presence with a weighted mean of 3.14, and lastly, the social presence with a weighted mean of 2.91. This indicates that respondents value the quality and quantity of critical thinking, collaborative work, and meaning construction in an online setting and that someone is fully responsible for the design, facilitation, and direction of all online processes to achieve worthwhile learning outcomes.

During the COVID-19 epidemic, Meda et al. (2021) explored how certified online teachers established social, cognitive, and teacher presences in their online classes. Students' involvement, critical thinking, self-directed learning, and constant engagement were found to be vital for their distance learning. The study found that developing the three components of a community of inquiry enhances students' learning experiences and enables teachers to react to the diverse learning needs of all students in an online community.

A study was undertaken on the impact of online education on the mental health of college students. Among the noteworthy findings of the study was an increase in mental health issues among students. This is due to the lack of engagement with peers and instructors, the difficulty of using online platforms, the absence of aid and counseling, and the presence of numerous distractions. The inability to communicate with peers and teachers is a significant source of stress for students. Despite providing a solution to the pandemic of lockdown to learning, online learning has been shown to cause severe stress (Akpnar, 2021). Another quasi-experimental study investigated students' perceptions of a community of inquiry through online learning activities based on the notion of a community of inquiry. Due to the pandemic of COVID-19, the research was undertaken simultaneously. The experimental group was instructed utilizing the community of inquiry approach, while the control group was instructed through direct instruction and question-and-answer sessions. The experimental group outperformed the control group in terms of cognitive and teaching presence. In terms of social presence, there was no substantial difference between the groups. Overall, experimental students did better in the community of inquiry than control students (Aslan et al., 2021).

Due to the COVID-19 outbreak, Australian schools closed in early 2020, forcing students to learn remotely. The study sought to investigate how instructors developed and implemented mathematics learning programs for their students, the problems they faced, and how motivated or engaged their students were. Teachers were concerned about catering to all students and monitoring their development and participation in tasks. Most students enjoyed remote learning, except for the lack of ability to learn mathematics with and from classmates (Kalogeropoulos et al., 2021).

Table 3. The Respondents' Level of Learning Loss

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Ask questions or participate in class discussions.	2.06	High (Sometimes)	23
2. Make your own class presentation.	2.04	High (Sometimes)	22
3. Make two or more drafts before submitting a paper or assignment.	2.00	High (Sometimes)	21

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4. Work on a paper or project that requires combining ideas or information from multiple sources.	1.66	Very High (Seldom)	3
5. Come to class prepared and with all readings and homework completed.	1.94	High (Sometimes)	19
6. Collaborate with other students on class tasks.	1.65	Very High (Seldom)	2
7. Collaborate with classmates outside of the LMS to complete an assignment.	1.83	High (Sometimes)	12.5
8. Utilize an electronic medium (Internet, chat group, etc.) to discuss an assignment or to complete it.	1.51	Very High (Seldom)	1
9. Discuss homework with the instructor.	2.15	High (Sometimes)	24
10. Discuss concepts from readings or classes with other faculty members.	2.41	High (Sometimes)	25
11. Discuss ideas from readings or classes with your classmates.	1.87	High (Sometimes)	15
12. Memorize information, ideas, or approaches from classes and readings so that they can be repeated in a similar format.	1.92	High (Sometimes)	18
13. Analyze the fundamental parts of a concept, event, or theory, such as thoroughly investigating a specific case or situation and considering its components.	1.79	High (Sometimes)	8
14. Create new, more complicated interpretations and relationships by synthesizing and organizing ideas, information, or experiences.	1.83	High (Sometimes)	12.5
15. Make value judgments regarding information, arguments, or procedures, such as reviewing how others acquired and interpreted data and evaluating the validity of their conclusions.	1.83	High (Sometimes)	12.5
16. Apply theories or concepts to real-world problems or situations.	1.96	High (Sometimes)	20
17. Obtain job-related knowledge and skills.	1.91	High (Sometimes)	16.5
18. Write clearly and effectively.	1.80	High (Sometimes)	9.5
19. Speak clearly and effectively.	1.91	High (Sometimes)	16.5
20. Think critically and analytically.	1.80	High (Sometimes)	9.5
21. Use computing and information technology.	1.84	High (Sometimes)	12.5
22. Collaborate effectively with others.	1.71	Very High (Seldom)	5
23. Learn effectively on your own.	1.75	High (Sometimes)	6
24. Self-evaluation to improve self-awareness.	1.68	Very High (Seldom)	4
25. Participate in research projects.	1.76	High (Sometimes)	7
Average	1.87	High	

Legend: (Almost Always/Very Low – 4, Often/Low – 3, Sometimes/High – 2, Seldom/Very High – 1)

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It is shown in Table 3 that the students had high learning loss, as evidenced by the obtained overall weighted mean of 1.87. The very high learning loss indicators imply that respondents were having difficulty using electronic media during the new learning mode to finish an assignment or work on a paper integrating information from numerous sources. The still-existing pandemic norms on social isolation limit students' physical contact with one another, as does the problem with the digital divide for online connectivity. The high learning loss indicators, on the other hand, suggested that respondents depended heavily on their instructors to grasp their lessons and to provide input during online class discussions to limit learning loss.

The findings support the study of Haser et al. (2022). They found that existing disparities and students' limited or lack of access to the instructor, learning environment, and learning materials were the primary causes of learning loss among Turkish middle school students. Although teachers created ways to engage students in teaching and learning interactions, the effects of disparities and access to learning resources were mitigated by students' participation, teaching approaches, and family socioeconomic position and involvement.

Donnelly et al. (2021) conducted an early systematic review on pandemic-related learning losses. Researchers are concerned about the impact of Covid-19 on student learning development and, in particular, whether students have experienced learning loss. Between March 2020 and March 2021, the authors examined all evidence of reported learning loss. That being said, eight studies were found, seven of which showed student learning loss, while one showed student learning improvements in a subgroup. Participants in the remaining studies gained more knowledge. The research found that certain student groups suffered more learning deficits than others. Increasing the number of investigations, geographical focus, and student observation is considered to be necessary.

Engzell et al. (2021) used national exams in The Netherlands that were given before and after a lockdown as a natural experiment to determine how school closures affect students' learning. The Netherlands is an interesting "best-case" scenario because it has a short lockdown, fair funding for schools, and the highest broadband access rates in the world. Even though the conditions were good, it was found that students who learned from home made little or no progress. Most of the learning loss was seen in students from poor homes, and it was thought that the loss might be even more significant in countries with worse infrastructure or longer school breaks.

Table 4. Relationship between the Respondents' Wellbeing and Attitude on the Online Course Delivery

Wellbeing	Online course delivery		
	Teaching	Social	Cognitive
Engagement	r = 0.153** Low correlation p = 0.004	r = 0.222** Low correlation p = 0.000	r = 0.259** Low correlation p = 0.000
Perseverance	r = 0.194** Low correlation p = 0.000	r = 0.216** Low correlation p = 0.000	r = 0.288** Low correlation p = 0.000
Optimism	r = 0.187** Low correlation p = 0.000	r = 0.206** Low correlation p = 0.000	r = 0.260** Low correlation p = 0.000
Connectedness	r = 0.190** Low correlation p = 0.000	r = 0.174** Low correlation p = 0.000	r = 0.197** Low correlation p = 0.000
Happiness	r = 0.239** Low correlation p = 0.000	r = 0.251** Low correlation p = 0.000	r = 0.293** Low correlation p = 0.000
**Significant @ 0.01			

As observed from the data in Table 4, there was a significant relationship between the respondents' wellbeing and their attitude on online course delivery. The Pearson r values ranged from 0.153 to 0.239, interpreted as low correlation, and were obtained with a probability value of 0.000 for all indicators which were less than the 0.01 significance level. This means that the more the respondents manifest the domains of wellbeing, the more positive is their attitude on the online course delivery.

Alibudbud (2021) reached a similar conclusion when he stated that the negative mental health repercussions of online learning among students include increased anxiety and absenteeism, which can be attributed to increased demand for new

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technology skills, productivity, and information overload. The COVID-19 pandemic exacerbated these repercussions by shifting educational institutions away from face-to-face activities and toward predominantly online learning modes to combat the spread of COVID-19. Given these factors, a digital divide caused by socioeconomic inequities may result in mental health disparities among students during the pandemic.

Another study supported by the findings was the study conducted by Walters et al. (2021). They found that high levels of self-reported focus, engagement, learning capacity, and self-worth through learning were linked to high mental wellbeing levels. Notably, online education is connected to a drop in students' concentration and perceived capacity to study and a decline in their wellbeing.

Mustika et al. (2021) discovered that students had moderate to high degrees of positive perception of online learning, high levels of positive emotions, and average levels of negative emotions, according to their findings. It was discovered that there were statistically significant disparities between groups based on the gender, year of study, and academic program of students. Student wellbeing was significantly predicted by almost all online learning environment features, with personal relevance and evaluation and assessment being the two most important predictors of wellbeing.

Table 5. Relationship between the Respondents' Wellbeing and Level of Learning Loss

Indicators	Pearson r	p-value	Interpretation
Engagement	-0.268** Low correlation	0.000	Significant
Perseverance	-0.357** Low correlation	0.000	Significant
Optimism	-0.338** Low correlation	0.000	Significant
Connectedness	-0.311** Low correlation	0.000	Significant
Happiness	-0.297** Low correlation	0.000	Significant
**Significant @ 0.01			

Table 5 shows the relationship between the respondents' wellbeing and learning loss. As shown in the table, there was a significant relationship between the respondents' manifestation of wellbeing and the level of their learning loss. The Pearson r values ranged from -0.268 to -0.357, interpreted as low correlation, and were obtained with a probability value of 0.000 for all indicators which were less than the 0.01 significance level. This means that the more the respondents manifest the domains of wellbeing, the less learning loss will be experienced.

It is crucial to emphasize that changes in the emotional wellbeing of students throughout the COVID-19 pandemic are not independent of their academic performance. According to a survey, more than half of high school and college students are concerned about their mental health as a result of the COVID-19 pandemic. As children of various ages, races, and geographic locations return to school, they feel the effects of these interruptions on mental health and learning loss. Students have lost much more than just academic knowledge and interpersonal relationships. According to research, students who are exposed to such events have poorer academic performance, shorter school days, and fewer educational and employment opportunities. Since the onset of the pandemic, students have reported an increase in mental health issues such as social disengagement, self-isolation, anxiety, and sadness (mindfulphilanthropy.org, 2021).

In addition to catching up on lost learning, many countries have put in place special measures to promote the wellbeing of their students. There was recognition of the link between wellbeing and learning outcomes. Some stated that investing in learners' wellbeing was critical to ensure that they are resilient, able to cope with adversity and thus catch up on missed learning. Many had mentioned specific attempts to provide psychosocial support to children and young people in recognition of the toll that the pandemic has taken on their emotional wellbeing (UNESCO, 2021).

When Italy's pandemic suddenly forced schools to switch to online learning platforms, a study was conducted to determine what factors impacted the quality of teaching and learning and general human comfort and wellbeing. In the survey, some findings included a lack of engagement with colleagues and the need for several gadgets. An inquiry into the relationships and connections between specified parameters and the characteristics of products/interactions/environment during eLearning courses could serve as a basis for future research and optimization. (Alessandro et al., 2021).

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Table 6. Relationship between the Respondents' Attitude on the Online Course Delivery and the Level of Learning Loss

Indicators	Pearson r	p-value	Interpretation
Teaching presence	-0.333** Low correlation	0.000	Significant
Social presence	-0.458** Moderate correlation	0.000	Significant
Cognitive presence	-0.535** Moderate correlation	0.000	Significant
**Significant @ 0.01			

Table 6 reveals a significant relationship between the respondents' attitude toward online course delivery and the level of learning loss. The Pearson r values -0.333, -0.458, and -0.535, as a low correlation for teaching presence and moderate correlation for both social and cognitive presences, were obtained with a probability value of 0.000 for all indicators which were less than the 0.01 significance level. This means that the more positive the respondents' attitude toward the online course delivery, the lower is their learning loss.

According to a March 2020 RAND Corporation survey, fully remote students experienced 90 percent less instructional time than their face-to-face or hybrid counterparts (those with a combination of in-person and remote instruction). According to a study conducted by MMS for GENYOUth Insights in Spring 2021, students are experiencing a diminished learning experience in a distant situation. Sixty-eight percent of students reported that it was more challenging to concentrate and recall information during remote learning. 53% of students believe the pandemic has had a "significant" influence on their academic preparation, and 30% say they are not studying or keeping up with their coursework before the pandemic. Remote learning made it harder to absorb knowledge and focus; there were no hands-on learning choices; it was difficult to seek individual guidance; there was too much solo work; and too many distractions (MMSEducation, 2021).

On the contrary, Spitzer et al. (2021) reported the favorable impact on academic achievement using online instruction. Closing schools due to the rapid growth of COVID-19 endanger young children's education and widens the educational gap. Over 2,500 K-12 students computed over 124,000 mathematical problem sets before and during the closure in 2020, and their performance improved compared to the year before. Analyses also demonstrated that low-achieving students improved more than high-achieving students, narrowing performance disparity. Online learning environments may be beneficial in avoiding educational losses related to school closures now and in the future.

CONCLUSION

The respondents' overall manifestation of wellbeing was characterized by "Moderate Manifestation," with the social connection being regarded as crucial for wellbeing and engagement being rated as the lowest essential component of their overall wellbeing. The respondents' attitude toward the online course delivery was "positive". They value the quality and quantity of cognitive activities in an online setting and the presence of the instructor who is in charge of the design, facilitation, and direction of all online activities to accomplish worthwhile learning outcomes. However, the respondents' learning loss was "high". Respondents reported having difficulty using electronic media or finishing an assignment or working on papers that combined material from multiple sources utilizing electronic media. The social isolation, physical and online, contributed to the loss of learning. Moreover, the more the respondents manifest the domains of wellbeing, the more positive their attitude toward the online course delivery, and the lower their learning loss.

FUTURE DIRECTIONS

The current investigation has certain limitations, specifically regarding the respondents' location and level of education. The research centered on a single local university and college students. Future researchers are encouraged to undertake a similar study with respondents from other local and private institutions to comprehend further and generalize the results of this study. The digital gap, family economic status, and the type of learning management system (LMS) utilized to deliver online courses are other variables that can be included in the study for a complete picture of academic delivery and performance during the pandemic. For a better understanding of the interplay of the variables, faculty members' perspectives can be examined. On the practical side, the results of the conducted study presented significant implications to higher education institutions for the delivery of online courses without jeopardizing the wellbeing of students and minimizing learning loss. Similarly, understanding the interaction of the variables enables students to be attentive to their wellbeing for improved academic performance and reversing learning loss.

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