



SATISFACTION ON THE USE OF TABLET AS A SUPPLEMENTAL TOOL DURING DISTANCE LEARNING AMONG GRADE 10 STUDENTS OF BROOKE'S POINT NATIONAL HIGH SCHOOL

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Article history:	Abstract:
Received: 4 th February 2022 Accepted: 6 th March 2022 Published: 25 th April 2022	COVID-19 pandemic brought the entire educational institutions to a halt, thus, this does not make the educational attainment to a full stop. The Department of Education formulated ways to ensure the continuous learning of the students which we now known as the distance or flexible learning. The use of tablet computers as supplemental tool during distance learning served as an instrument to continue education despite the current situation we experienced because of the pandemic. This research study determines the level of satisfaction of the students on the use of tablet computer during distance learning. This study used descriptive method and administered survey questionnaire through Google form. Frequency, Percentage, and Mean were utilized to interpret the data gathered. The results of this study showed that the respondents were satisfied in using tablet computer as supplemental tool during distance learning with a composite mean of 3.12 which implies that the students were satisfied enough to use tablet computers. Furthermore, 125 or 75.6% of the respondents answered that they would like to recommend the use of tablet computer to other students. The researchers therefore conclude that the use of tablet computers as a supplemental tool during distance learning had a positive impact on the education of the learners during this time of pandemic.

Keywords: Distance Learning, Tablet Computers, Pandemic, Supplemental Tool

INTRODUCTION

Background

The Covid-19 pandemic brought a lot of changes particularly in the sector of education. Face to face classes were suspended that gave birth to the New Normal trend of education which is the Distance Learning. In order to meet the goals of education, learning must continue and should never stop despite the current situation we are facing today. Different distance learning modalities were introduced such as modular distance learning in print and digital format, online distance learning, radio-based instruction, and the blended learning

As organizations and governments around the world implement accessible education for all, they must generate a sense of urgency to deliver education on mobile devices so that learners can access learning materials from any locations and at any time, especially for students living in remote areas and in different time zones (Ally & Tsinakos, 2014; Dolan, 2016).

A bill has been filed in the House of Representatives seeking to provide tablets to all students of public school and state universities (SUCs). House Bill 10405 or the proposed "One Tablet, One Student Act" filed by deputy speaker Loren Legarda, seeks to provide each public school student a free tablet. Legarda urged both the House and the Senate to consider allocating funds for the program under the proposed 2022 national budget. She explained that the measure is necessary to enable students to adapt to the online mode of learning amid the covid -19 pandemic. (Punay 2021).

Based on Department of Education (DepEd) data, there are 27 million elementary and high school students enrolled in the current academic year and 1.6 million enrolled in SUCs and local universities and colleges. (Punay 2021)

The deployment of one-to-one (1:1) technology means each students use one device such as tablet or laptop, as the tool for course training. Many school districts are using low cost devices to give one to each student for use over multiple years. These are cost effective solutions when compared to higher cost using printed textbooks over the same frame. Research studies shows that using tablets improves computer skills and encourages independent thinking. Since tablets are portable, they are easy to take along learning experiences that students document by taking photos, videos and by making voice recordings about what they experience. (Winstead 2016).

Brooke's Point National High School (BPNHS) was one of the recipients of 510 pieces of cherry mobile tablets from the Department of Education which were used by the grade 10 students in this academic year. These tablets were being used by the students to access their Self Learning Module (SLM) every quarter. These also served as supplemental tool so that they can immediately answer the given task and do the required outputs so they can submit it on time.

Hence, this study was conducted to gather feedback on the level of satisfaction on the use of tablets as a supplemental tool during distance learning.

OBJECTIVES

This study sought to determine the level of satisfaction on the use of tablets as a supplemental tool during distance learning among the Grade 10 students of Brooke's Point National High School.

Specifically, it aims to:

1. determine the demographic profile of the students as to their age, sex and available gadgets at home;
2. determine the level of satisfaction of the students on the use of tablets as a supplemental tool during distance learning;
3. determine level of satisfaction on the use of tablets in accomplishing tasks required in their Self Learning Modules (SLM); and
4. determine their recommendations to make the use tablet for the students in different grade levels.

METHODOLOGY

Descriptive research method was used in this study to determine level of satisfaction on the use of tablets as a supplemental tool during distance learning among Grade 10 students of Brooke's Point National High School.

Sampling

This study utilized purposive sampling where in the respondents were the grade 10 students of Brooke's Point National High School in the academic year of 2021-2022. Only the students who answered the survey questionnaire through Google form were considered as the respondents of the study.

Instrumentation

The researchers made survey questionnaire consists of three (3) parts. The first part focuses on the demographic profile in terms of gender, age, and available gadgets at home; the second part was the survey questionnaire about the level of satisfaction of students on the use of tablets where the researchers used 5 point Likert Scale; the third part was about the recommendation of the respondents to make the use of tablet during the distance learning.

Data Analysis

The data analysis was done immediately after the collection of the data gathered using survey questionnaire which was administered through the use of Google form. Descriptive statistics such as frequency counts, means, percentages and ranges was used to analyze the data gathered.

Ethical Consideration

The conduct of the research among the Grade 10 students of Brooke’s Point National High School was treated with utmost confidentiality and those data gathered were used only for the purpose of this research.

RESULTS AND KEY FINDINGS

PART I: Demographic Profile of the Respondents

Figure 1 presented the demographic profile of the respondents in terms of their age, where 155 or 93.9% of the respondents’ ages 15-17 years old and 10 or 6.1% were under the age of 18 years old and above. In terms of their sex, 79 or 47.9% of the respondents were male and 86 or 52.1% were female. Figure 1 also shows that majority of the respondents have their own gadgets which they used during distance learning.

Figure 1: Demographic Profile of Respondents (N=165)

Respondents	Frequency	Percentage (%)
Age		
15-17 years old	155	93.9
18 years old and above	10	6.1
Sex		
Male	79	47.9
Female	86	52.1
Gadgets		Rank
Mobile Phone	88	1
Smart Phone	56	2
Tablet	53	3
Desktop	6	4

PART II: LEVEL OF SATISFACTION OF GRADE 10 STUDENTS ON THE USE OF TABLET AS A SUPPLEMENTAL TOOL DURING DISTANCE LEARNING

Figure 2 shows the level of satisfaction of the Grade 10 students on the use of tablet as a supplemental tool during distance learning. Most of the respondents were satisfied in the following statements: I can learn easily when I use tablet computer in class with a mean rating of 3.12; Writings and drawings related to course subjects are more understandable with tablet computers with a mean rating of 3.15; I like using tablet computers in classes with a mean rating of 3.15; Teaching and learning processes are more entertaining and enjoyable with tablet computers with a mean score of 3.05; I have difficulty using tablet computers with a mean score 3.16; Tablet computers encourage us to use internet with a mean rating of 3.32; Our teachers enable us to use tablet computers in class with a mean rating of 3.18; Tablet computers improve my interest and enthusiasm for lessons with a mean rating of 3.04; I cannot follow courses because they are taught to quickly with tablet computers with a mean rating of 3.18; Course content presented with tablet does not interest me with a mean rating of 3.18; I learn more quickly and easily with tablet computers with a mean score of 3.03; I can use tablet computers efficiently in learning with a mean rating of 3.22; I have a chance to learn one-subject form different sources with a tablet computer with a mean rating of 3.39; I have difficulty using tablets in class with ma mean rating of 2.79; I get eyestrain when I looked at a tablet computer screen for a while with a mean rating of 2.71; I can easily access different materials (blog, Wikipedia, web pages) and show them to my friends via tablet computer with a mean rating of 3.24; and I can do different things at the same time with tablet computers with a mean rating of 3.17.

On the same figure, the respondents rate themselves as "Partly Satisfied" under the statement: Use of tablet computers increase cooperation with my friends with a mean rating of 2.42. More so, the respondents describe their level of satisfaction as "More than satisfied" under the statement: I can easily present my presentations and content using tablet computers with a mean rating of 3.45; and our teacher mostly sends his/her content to our tablet computers and enables us to prepare for lessons with a mean rating of 3.52.

In general the composite mean score of the students' satisfaction on the use of tablet as supplemental tool during distance learning is 3.12 and describe as "Satisfied" which implies that students were satisfied in using tablet computers for efficient learning.

Figure 2: Level of Satisfaction (n=165)

Statement	Mean	Descriptive Meaning
1. I can learn easily when I use tablet computer in class.	3.12	Satisfied
2. Writings and drawings related to course subjects are more understandable with tablet computers.	3.15	Satisfied
3. I like using tablet computers in classes.	3.15	Satisfied
4. Teaching and learning processes are more entertaining and enjoyable with tablet computers.	3.05	Satisfied
5. I can easily present my presentations and content using tablet computers.	3.45	More than Satisfied
6. I have difficulty using tablet computers.	3.16	Satisfied
7. Tablet computers encourage us to use internet.	3.32	Satisfied
8. Our teachers enable us to use tablet computers in class.	3.18	Satisfied
9. Tablet computers improve my interest and enthusiasm for lessons.	3.04	Satisfied
10. I cannot follow courses because they are taught to quickly with tablet computers.	3.18	Satisfied
11. Course content presented with tablet does not interest me.	3.18	Satisfied
12. I learn more quickly and easily with tablet computers.	3.03	Satisfied
13. I can use tablet computers efficiently in learning.	3.22	Satisfied
14. Use of tablet computers increase cooperation with my friends.	2.42	Partly Satisfied
15. Our teacher mostly sends his/her content to our tablet computers and enables us to prepare for lessons.	3.52	More than Satisfied

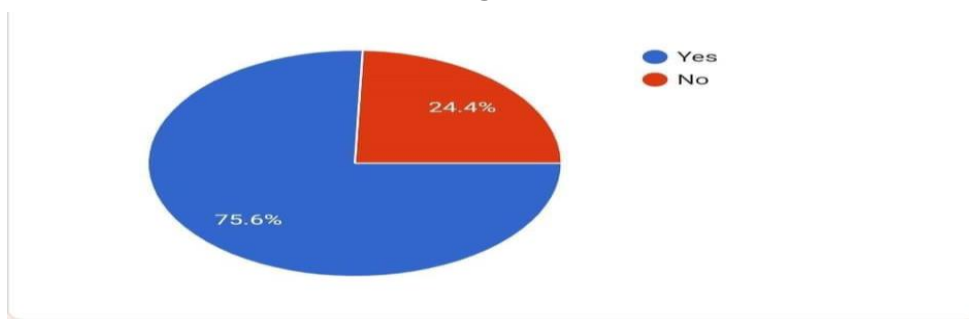
16. I have a chance to learn one-subject form different sources with a tablet computer.	3.39	Satisfied
17. I have difficulty using tablets in class.	2.79	Satisfied
18. I get eyestrain when I looked at a tablet computer screen for a while.	2.71	Satisfied
19. I can easily access different materials (blog, Wikipedia, web pages) and show them to my friends via tablet computer.	3.24	Satisfied
20. I can do different things at the same time with tablet computers.	3.17	Satisfied
COMPOSITE MEAN	3.12	Satisfied

Legend

Range	Descriptive Meaning
4.24 - 5.0	Very Satisfied
3.43 - 4.23	More than Satisfied
2.62 - 3.42	Satisfied
1.81 - 2.61	Partly Satisfied
1.0 - 1.80	Not at all satisfied

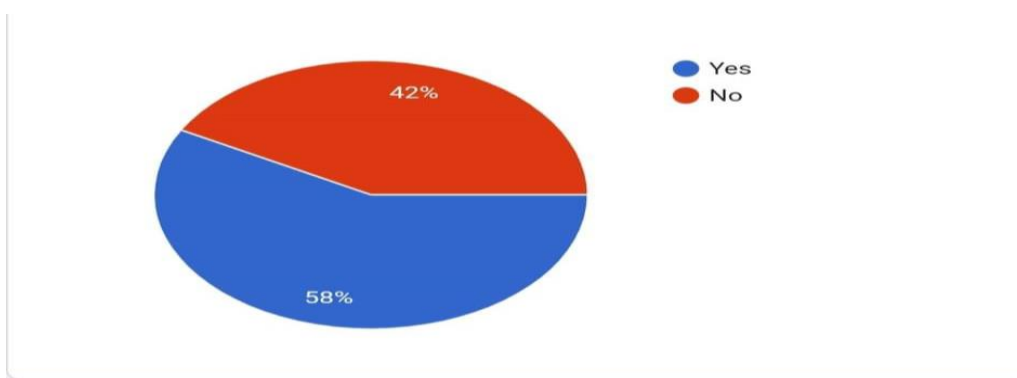
PART III: Recommendations From the Respondents

Figure 3



Based from the given figure, there were one hundred twenty-five (125) respondents or 75.6% of the responses answered Yes and 39 (thirty-nine) respondents or 24.4% answered No. From this given figure, we can imply that majority of the responses would like to recommend tablet computers to other students as supplemental tool for learning.

Figure 4



In this figure, the graph shows that ninety-four respondents (94) which equivalent to 58% answered Yes that they would like to recommend the use of tablet computer instead of textbook. On the contrary, sixty-eight (68) respondents or 42% of the total responses did not want to recommend the use of tablet computer instead of textbooks. The data presented in the given graph implies that majority of the responses agreed to recommend the use of tablet computer instead of textbook or modules.

CONCLUSION

In this time of COVID 19 pandemic, students and teachers mostly engage in using technology as part of delivering education. This implementation of technology is seen at various educational levels as it has provided new and interactive platforms of learning that can be adapted to suit the educational needs of students at any age (Marés, 2012).

Although computer and laptop usage has increased at all levels of academia, one new form of technology that has rapidly made its way into the classroom is the tablet computer. Tablets are viewed as a revolutionary platform for learning and communicating in that they provide a portable and interactive method of consuming content and engaging with peers (Enrique, 2010; Simon et al. 2004). The advent of tablets allows for a learning platform that has been shown to enhance critical thinking and creativity while providing a more engaging and interactive method of study for the student (Mang & Wardley, 2012).

The major findings of this research on the level of satisfaction among Grade 10 students on the use of tablet computers as a supplemental tool during distance learning proved the idea that tablet computers served as an effective supplemental tool for efficient learning. Based from the findings that we had gathered, we had come up with the following conclusions:

A. Curriculum and Learning

The results presented that the use of tablet computer as a supplemental tool during distance learning helped the learners learn more quickly and easily. The data gathered showed that most of the learners increased their interest and enthusiasm for their lessons using tablet computer. Moreover, as the students used the tablet for the lesson, they find it more enjoyable and entertaining. Furthermore the level of efficiency in learning increased because they can access directly to various learning resources at their own pace which made learning more convenient for them without risking their health. On the other hand, despite of the benefits of tablet to learning, some students found it uninteresting if the lessons were not presented well because it losses their motivation to learn.

B. Performance Task

The used of tablet computers encouraged them to maximize their skills and potentials in exploring different online platforms such as Google, Youtube, Wikipedia and the like. This also gave way for them to access various learning materials which they can used in presenting their reports and content of their lesson. The results of this study also proved that, learners easily understand the illustrations related to their core subject. Students also learned to be more cooperative with other students that promote good rapport and camaraderie. The development of multi-tasking or the ability to do the different tasks at the same time increased. In contrast, there were some students who had difficulty in using tablet computers because they do not have prior knowledge on how to use and manipulate the gadgets. This little knowledge that they have in using tablet computers contributed to poor performance in performing their tasks

C. Health

The used of tablet computers had its disadvantages too specifically on the health of the learners. Having exposed to tablet computers for a long period of time gave the learners eye strain which could damage their vision.

RECOMMENDATIONS

Based from the conclusions of the study, the following recommendations were suggested for the effective use of tablet computer as a supplemental tool during distance learning:

For the learners, the learners much need to be equipped with the knowledge on how to use tablet computers effectively. They need to explore and find ways on how to operate and use the applications needed in their course content. They could watch video tutorial or attend online trainings related to the proper use of tablet computers. Having a prior or advanced knowledge on the proper use of the tablet computers will be a great help for the learners to manipulate

their tablet computers easily and effectively. This will give them the chance to improve their performance in school.


For the teachers, the teachers must need to provide the learners with the lessons that will boost the learner’s interest to learn and do activities related to the course content of their lesson. The teachers must need to design strategic plan on how to make their lessons engaging to their learners with the use of tablet computers. Teachers could do asynchronous way of teaching where they need to prepare video lessons or recorded presentations where the learners would have the chance to view it either offline or online basis for better understanding of the lesson teacher’s send to their learners.

For the administrators, the administrators must need to find ways to provide individual learners with tablet computers which they can use in their studies. Writing letters or resolutions requesting the Local Government Unit (LGU), Provincial Government, other Non-Government Organizations (NGO’s) and stakeholders to donate tablet computers for the learners. Furthermore, administrator must need to design plan to safeguard the health of the learners having too much exposure using tablet computers

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