

Digital Learning Dynamics: Assessing E-learning Experiences in SOCECON 10 at Xavier University – Ateneo de Cagayan

Rend Modelaine L. Libago, Justine Kenneth B. Soriano, Erica Mae G. Maco, Julia D. Hernandez,
Paolo B. Araune

Department of Economics, Xavier University-Ateneo de Cagayan

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ABSTRACT

Enhancing the delivery of quality learning has consistently remained a prevalent topic within academic institutions. During the COVID-19 pandemic, e-learning has become the predominant solution to ensure the continuation of education. This study focused on assessing the e-learning experience of the students in SOCECON 10 – The Contemporary World at Xavier University – Ateneo de Cagayan by assessing the course's content, delivery, service, and outcome. A quantitative research design was employed to gather results from the respondents. The survey questionnaire was constructed based on the Demand-Driven Learning Model (DDLML) by MacDonald et al. (2001) and a 4-point Likert scale and was validated using Cronbach's Alpha. Cochran's formula was used to obtain the sample size of 251 respondents from a population size of 716 students and simple random sampling in selecting these respondents. Furthermore, mean and standard deviation were the statistical tools used in the study. Overall, the result showed that the students had an excellent e-learning experience in terms of the course's content, delivery, and service and a good experience in terms of outcome. This study recommends that the institution maintain its e-learning platforms and methodologies based on the positive aspects highlighted in the result. Additionally, improving the areas where students had a good experience, such as outcome, can contribute to an even more enriching learning environment. Other ways include providing additional resources, fostering interactive learning opportunities, and implementing feedback mechanisms to ensure continuous improvement.

Keywords: E-learning, DDLML, Likert scale, education

INTRODUCTION

The evolution of delivering quality education has consistently been a recurring focus within the academic realm. This dynamic presents challenges and opportunities for institutions to stay attuned to these shifts. Among the recent advancements, the rise of e-learning stands out. E-learning is a composite term from the concept of electronic learning, encompassing the utilization of electronic methods to acquire and disseminate knowledge (Alkharang & Ghinea, 2013). These electronic methods encompass using digital devices (such as computers, mobile phones, and televisions) and optimizing internet accessibility for educators and learners as the primary conduit of information exchange. E-learning can be experienced through synchronous and asynchronous sessions, spanning vast geographical expanses with flexible time constraints (Meyen et al., 2002). E-learning has proactively addressed the challenges in education arising from the continual transformative advancements in information and communication technology (ICT) and the consequences of global crises that demand self-isolation, as exemplified by the COVID-19 pandemic.

In a publication written by Arkorful (2014), e-learning was defined as the utilization of communication and information technology with the primary goal of providing access to teaching resources and online learning.

It was also described by Abbad et al. (2009) as learning using the support of digital technology. Similarly, Maltz et al. (2005) referred to e-learning as online distant learning, distributed learning, and hybrid learning employed in several circumstances.

Liaw and Huang (2003) initially suggested e-learning as a multimedia environment. Aside from that, they include several types of information and offer interactive communication, providing users with total control over their learning settings. Hence, e-learning encourages the use of information access networks. Additionally, users have the freedom to install systems on a variety of computer operating systems. Liaw and Huang (2003) emphasized that due to these factors: service, cost, quality, and speed, e-learning has become the most promising educational technology.

According to Twigg (2002), the e-learning method is placed on the student and is designed with an interactive, repeated, self-paced, and configurable system. Similarly, Tao et al. (2006) agreed that e-learning helps university students fully maximize their education without adhering to strict schedules while pursuing their personal goals and retaining their profession. Thus, e-learning platforms encourage more significant contact and collaboration between professors and students.

In a study by Ghinea and Mubarak (2013), the connection between e-learning and electronic learning was discussed. E-learning is the attainment and utilization of disseminated knowledge and information with the help of electronic ways. E-learning was described by Koochang and Harman (2005) as the conveyance of instructions, guidelines, exercises, learning, and education through various electronic media. The electronic media are identified as TV, web, video or audio tape, CD ROM, extranets, or intranets. Furthermore, Wentling et al. (2000) state that e-learning is being shared and facilitated by networks, computers, and other electronic techniques.

Compared to conventional education, e-learning permits lessons to be accessed at one's convenience and from any location, leading to a transformation in the role of teachers from knowledge guardians to facilitators of the learning journey (Oye et al., 2010). Furthermore, e-learning promotes adaptability and self-reliance in learners. The outcomes from the investigation by Elfaki et al. (2019) indicate that e-learning brings about noteworthy enhancements in learners' academic achievements and learning progression.

The e-learning experience for learners is diverse. According to Gilbert et al. (2007), learners derive contentment from e-learning due to its effectiveness in harmonizing theory and practical application, the way modules expand their perspectives and experiences, its capacity for facilitating learning discussions, and the provision of resources for support. However, the study of Gilbert et al. (2007) also unveils certain areas of discontent related to the platforms, the currency of study materials, and time management.

Xavier University – Ateneo de Cagayan has responded proactively to the challenges posed by the pandemic by integrating e-learning into its educational system. According to OVPHEd Memorandum 1920-48, the university leveraged its existing XU eLearn platform to facilitate practical online learning experiences. This comprehensive approach was designed to assist educators and students in navigating the intricacies of online education, a format unfamiliar to many before the pandemic (Dalagan, 2020).

The university's strategy involves continuous assessments of the courses offered, ensuring that students' engagement with e-learning is actively monitored and evaluated. By implementing this combined approach, Xavier University aims to provide a supportive environment for educators and students, enabling them to adapt seamlessly to the new learning methods necessitated by the ongoing situation. This proactive stance underscores the university's commitment to delivering quality education even in the face of unprecedented challenges.

In this study, the primary objective is to assess the e-learning experience of students enrolled in the course

SOCECON 10 – The Contemporary World during the second semester of the academic year 2021-2022 at Xavier University – Ateneo de Cagayan. SOCECON 10 is a general course offered by the university, designed to familiarize students with the intricacies of the contemporary world by delving into the multidimensional aspects of globalization. The study focuses on a comprehensive assessment of the participants' e-learning experience, directed explicitly toward four key dimensions: course content, delivery, service, and outcome. To conduct this evaluation, the researcher utilizes the university's dedicated eLearn platform, which serves as the technological backbone for the delivery of online education.

To assess the e-learning experience among Xavier University – Ateneo de Cagayan students in SOCECON 10 – The Contemporary World, the researcher aligns the study with an established educational framework called the Demand-Driven Learning Model (DDLML). This model's components are designed to gauge learners' requirements in a rapidly evolving technological landscape. The DDLML, a theoretical framework, sets a high standard for web-based learning (WBL) programs (MacDonald et al., 2001). It emerged as a response to the demand for a new WBL model that could address issues such as inadequate technical skills, unprepared program planning, reduced instructional quality, and more, arising from the swift changes in technology. The framework's formulation followed a series of criteria, including defensibility, flexibility, interactivity, convenience, and collaboration. Consequently, the DDLML was established by meeting these benchmarks, offering a comprehensive structure to fulfil learners' requirements and accommodate instructors' needs.

The first component, **comprehensive content**, encompasses all the necessary information that learners need to grasp, presented in a way that suits their comprehension level. This material also needs to possess authenticity, confirmed through research as outlined by MacDonald et al. (2001). Authenticity: The content should hold relevance within the learning context, with input directly sourced from experts in the field. Lastly, academic validation is essential to enhance the credibility of the researched content.

The next component, **delivery**, highlights the significance of the interaction facilitated by the web-based tools employed in e-learning. As per MacDonald et al. (2001), the user interface of these programs needs to be crafted for smooth navigation. It is imperative for delivery tools to facilitate seamless information exchange between learners, instructors, and content without any hindrances. Integrating these tools should also account for constraints like bandwidth limitations and challenges from different time zones.

According to MacDonald et al. (2001), **service** encompasses providing essential learning materials and administrative and technical assistance. The resources should enable learners to grasp concepts from various angles, fostering self-awareness in their learning journey. Administrative and technical personnel must possess suitable qualifications aligned with learners' best interests. They should consistently respond to learners' needs and queries. Additionally, accessible learning support facilities should always be available.

Based on MacDonald et al. (2001), learner **outcomes** are directed at minimizing financial burdens and employability-related obstacles. Quality web-based learning (WBL) programs would alleviate concerns about financial risks, unemployment, relocating for education, and associated travel expenses. With such programs, learners' employers would benefit from a skilled workforce with relevant knowledge gained through e-learning. In the context of this study, the interpretation of outcomes would be adjusted based on the participants. It would assess the quantity and quality of knowledge acquired by respondents through the course's content, delivery, and service within the eLearn set-up.

Research Question

This research evaluates the extent of e-learning experience among selected students enrolled in SOCECON 10 – The Contemporary World at Xavier University – Ateneo de Cagayan during the second semester of the

academic year 2021-2022. The primary objective of this study is to answer a pivotal question: *What is the level of e-learning experience among these students, taking into account four critical components—course content, delivery, service, and outcome?*

In essence, the research aims to delve deeply into the students' online educational experience within the specific context of the SOCECON 10 course. By meticulously analyzing their e-learning experience across these fundamental aspects, the study intends to provide a comprehensive understanding of how effectively the course content is delivered, the quality of services provided, and the ultimate outcomes achieved by the students.

By posing this question and conducting a detailed investigation, the study seeks to illuminate not only the challenges and successes encountered by students but also the strengths and areas of improvement within the e-learning framework of SOCECON 10. This focused inquiry will contribute valuable insights that can be utilized to enhance the overall e-learning experience for students at Xavier University – Ateneo de Cagayan and inform improvements in online education practices more broadly.

RESEARCH METHODOLOGY

This study employed a quantitative research design to systematically gather and analyze data, aiming to determine the depth of the e-learning experience within the confines of SOCECON 10 – The Contemporary World course. By focusing on specific students enrolled at Xavier University – Ateneo de Cagayan during the second semester of the academic year 2021-2022, this approach provides a structured framework for comprehensively understanding the students' e-learning experience.

Quantitative research stands out as the chosen methodology due to its emphasis on numerical data collection, enabling precise measurement and analysis. This method facilitates the acquisition of quantifiable insights, ensuring a systematic approach to evaluating the level of e-learning experience. Furthermore, by employing statistical analyses and interpretations, the research design not only allows for a rigorous assessment but also provides a solid basis for making informed conclusions. The quantitative approach empowers researchers to identify patterns, correlations, and trends within the data, offering a nuanced understanding of the students' e-learning experience.

Participants

In conducting this research study, a meticulous approach to participant selection was crucial to ensure the integrity and validity of the findings. Simple random sampling was the chosen sampling technique, deliberately and strategically employed for its unbiased and equitable nature. By providing every individual within the population of students enrolled in SOCECON 10 – The Contemporary World at Xavier University – Ateneo de Cagayan during the second semester of the school year 2021-2022 an equal opportunity for selection, this method guaranteed a fair representation of diverse perspectives and experiences within the course. Its selection not only upheld the study's fairness but enabled the generalization of findings to the broader student body. Additionally, the simplicity of this method streamlined the data collection process, enhancing the research's efficiency and reliability and employing this technique aimed to secure a representative and unbiased sample, essential for drawing accurate and meaningful conclusions regarding the e-learning experience of students in SOCECON 10.

Regarding the inclusion and exclusion criteria, the study focused on Xavier University – Ateneo de Cagayan 1st year, 2nd year, or 3rd year students who undertook the course SOCECON 10 – The Contemporary World during the 2nd semester of the school year 2021-2022. The research delved into their e-learning experiences based on shared demographic characteristics. Conversely, specific individuals were excluded

from the study, such as those with physical impairments hindering survey participation, individuals who needed to provide informed consent, and participants who failed to complete the questionnaire within the stipulated timeframe. Additionally, students below the legal age of 18 and those with mental health conditions were considered vulnerable and excluded from participation to uphold ethical standards and participant well-being.

In terms of sample size determination, the study considered the total number of students who enrolled in SOCECON 10 during the last 2nd semester of the school year 2021-2022, amounting to 716. Utilizing Cochran's formula, the researcher calculated the sample size to be 251, ensuring a statistically significant population representation.

The data collection was conducted with utmost confidentiality and adherence to data privacy regulations. First, the researcher formally requested a master list of students from the Registrar, ensuring accurate representation. Subsequently, a numbered coding system was implemented to protect students' identities. Using a computer-generated random list facilitated the random selection of participants, ensuring transparency and fairness. Notably, the chosen computer program safeguarded personal and confidential student information, aligning with the Data Privacy Act 2012. Participants were then contacted securely, utilizing Google Forms distributed to their XU email accounts or personal Messenger. These forms contained the informed consent and survey questionnaire, enabling efficient, non-physical data collection while respecting participants' privacy and consent.

Instruments of the Study

The survey questionnaire was the principal instrument for meticulously collecting pertinent data in this research endeavor. The questionnaire underwent rigorous pilot testing involving 14 carefully selected respondents from the study population, ensuring its effectiveness and reliability. These respondents were systematically chosen to provide comprehensive feedback on the questionnaire's clarity, coherence, and relevance. The results of the pilot testing were analyzed, and the questionnaire demonstrated exceptional internal consistency, as evidenced by the overall Cronbach's Alpha coefficient of 0.966. This coefficient indicates an outstanding level of internal reliability, denoted by a descriptive equivalent of "excellent" or "high." Furthermore, the specific Cronbach's Alpha values about the content, delivery, service, and outcome questionnaires were calculated to be 0.856, 0.880, 0.903, and 0.948, respectively. These individual coefficients further affirm the robust internal consistency of each questionnaire section, reinforcing the credibility and integrity of the gathered data.

In this study, the primary variable was the level of e-learning experience among students in SOCECON 10, specifically focusing on their satisfaction levels concerning the content, delivery, service, and outcomes of the course. To meticulously analyze the gathered data, the researcher applied descriptive statistics, employing various metrics such as frequency and percentage distributions, mean, and standard deviation. Frequency and percentage distributions were instrumental in determining the number of respondents sharing similar e-learning experiences, offering valuable insights into patterns within the data. The mean, on the other hand, was utilized to gauge the average response, providing a central measure of the participants' overall satisfaction. Additionally, calculating the standard deviation played a crucial role in assessing the dispersion of responses around the mean, offering a nuanced understanding of the variance in participants' perceptions. This methodical approach not only facilitated a comprehensive analysis of the participants' e-learning experiences but also allowed for a precise evaluation of their satisfaction levels regarding the different facets of the SOCECON 10 course.

Scoring Procedure

To determine the level of e-learning experience in the course SOCECON 10 – The Contemporary World

among selected respondents, the scoring guide and 4-point Likert scale below were used:

Table 1: Scoring Guide for the Level of E-learning Experience on SOCECON 10

Scale	Range of Mean Value	Qualitative Statement of Interval Scale	Description
4	3.26 – 4.00	Strongly Agree	Excellent (Very Good) e-learning experience on SOCECON 10
3	2.51 – 3.25	Agree	Good e-learning experience on SOCECON 10
2	1.76 – 2.50	Disagree	Fair e-learning experience on SOCECON 10
1	1.00 – 1.75	Strongly Disagree	Poor e-learning experience on SOCECON 10

RESULTS AND DISCUSSION

This section delves into the presentation of the collected data, the analysis of research findings, and the interpretation of statistical results, all framed within the context of the specific problem at hand: the assessment of students’ e-learning experience in SOCECON 10, with a keen focus on the course’s content, delivery, service, and outcomes. The objective here is to provide a detailed account of the data collected, analyze it comprehensively, and draw meaningful insights about the students’ e-learning experiences.

Table 2: Frequency and Percentage Distributions of the Level of E-learning Experience of the Respondents in SOCECON 10 – The Contemporary World in Terms of Content

Level of E-learning Experience	Frequency	Percentage (%)
Strongly Agree (3.26 to 4.00)	158	62.9
Agree (2.51 to 3.25)	89	35.5
Disagree (1.76 to 2.50)	4	1.6
Strongly Disagree (1.00 to 1.75)	0	0.0
	251	100.0
Mean = 3.40 (Strongly Agree); SD = 0.40		

Regarding the course content of SOCECON 10 – The Contemporary World, the majority, or 62.9% of the respondents, strongly agreed that their e-learning experience was excellent, as shown in Table 2. On the other hand, none of the respondents showed strong disagreement about the excellent e-learning experience. The computed mean is 3.40, classified under the “Strongly Agree.” The computed standard deviation is 0.40, meaning the respondents’ answers were almost closely spread. Overall, the results indicated the respondents had an excellent e-learning experience regarding the course’s content.

Table 3: Mean and Standard Deviation of the Indicators of the E-learning Experience of the Respondents in SOCECON 10 – The Contemporary World in Terms of Content

Indicator	Mean	SD
1. “The course content of SOCECON 10 uses language and information that are appropriate and easy to understand.”	3.40	0.60

2. “The course content of SOCECON 10 outlines the several arguments in global governance, growth, and sustainability.”	3.42	0.56
3. “The course content of SOCECON 10 is up to date.”	3.34	0.54
4. “The course SOCECON 10 uses a variety of media (i.e., infographics, videos) to convey information.”	3.42	0.60
5. “The course SOCECON 10 provides a student-centered learning environment for the students.”	3.38	0.53
6. “The course content of SOCECON 10 follows the syllabus/course outline provided from the beginning of the semester.”	3.40	0.54
7. “The course content of SOCECON 10 provides important and helpful resources.”	3.38	0.56
8. “The course content of SOCECON 10 introduces students to the contemporary world by examining the multi-faceted phenomenon of globalization.”	3.51	0.56
9. “The course content of SOCECON 10 provides appropriate assessment tasks corresponding to the topics given.”	3.36	0.57
10. “The course content of SOCECON 10 specified the student’s learning outcomes.”	3.38	0.55

Table 3 reveals the results of the indicators of the e-learning experience of the participants in the course SOCECON 10 – The Contemporary World in terms of content. The table shows that the highest content is (M=3.51), which claims that *‘The course content of SOCECON 10 introduces students to the contemporary world by examining the multi-faceted phenomenon of globalization.’* The respondents were satisfied with how the course utilized the numerous social sciences studies, as it examined the social, technological, political, economic, and other re-transformations that led to the rise of awareness and interconnectedness of different people and places worldwide. Meanwhile, the table also reveals the indicator with the lowest score (M=3.36) that says, *‘The course content of SOCECON 10 is up to date.’* Regarding standard deviations, all indicators of the course content are pretty close, resulting in values from the respondents.

Table 4: Frequency and Percentage Distributions of the level of E-learning Experience of the Respondents in SOCECON 10 – The Contemporary World in terms of delivery

Level of E-learning Experience	Frequency	Percentage (%)
Strongly Agree (3.26 to 4.00)	121	48.2
Agree (2.51 to 3.25)	123	49.0
Disagree (1.76 to 2.50)	6	2.4
Strongly Disagree (1.00 to 1.75)	1	0.4
	251	100.0
Mean = 3.30 (Strongly Agree); SD = 0.45		

Table 4 illustrates the e-learning experience of the participants in the course SOCECON 10 in terms of delivery. The table above shows that 49% or almost half of the respondents agreed that the course’s delivery was good for their e-learning experience. This group of respondents is followed closely by those who strongly agreed, with an average of 48.2%. The computed mean of 3.30 indicates that the respondents strongly agreed with the course delivery in their e-learning experience. The general answers of the respondents were quite close (SD = 0.45). Overall, the Delivery of SOCECON 10 was perfect for the e-learning experience of the respondents.

Table 5: Mean and Standard Deviation of the Indicators of the E-learning Experience of the Respondents in SOCECON 10 – The Contemporary World in Terms of Delivery

Indicator	Mean	SD
1. “XU eLearn is user-friendly.”	3.35	0.61
2. “XU eLearn provides an organized structure for productive online learning.”	3.28	0.65
3. “XU eLearn allows students to download learning materials anytime.”	3.24	0.62
4. “XU eLearn allows students to raise inquiries and concerns efficiently.”	3.08	0.70
5. “XU eLearn provides access to library online databases.”	3.33	0.62
6. “XU eLearn is also accessible through mobile devices.”	3.37	0.57
7. “XU eLearn allows students to monitor their progress in each course.”	3.38	0.55
8. “XU eLearn allows students to access the subject anytime.”	3.36	0.57

Table 5 describes the indicators of the respondent’s level of e-learning experience in SOCECON 10 – The Contemporary World in terms of delivery. The indicator that the respondents most strongly agreed with is the statement, ‘XU eLearn allows students to monitor their progress in each course,’ with a mean value of 3.38. On the other hand, the statement, ‘XU eLearn allows students to raise inquiries and concerns efficiently,’ garnered the lowest score of 3.08, falling under the “Agree” description. It is also the indicator that received the most dispersed ratings from the respondents, with a standard deviation of 0.70.

Table 6: Frequency and Percentage Distributions of the level of E-learning Experience of the Respondents in SOCECON 10 – The Contemporary World in terms of Service

Level of E-learning Experience	Frequency	Percentage (%)
Strongly Agree (3.26 to 4.00)	114	45.4
Agree (2.51 to 3.25)	123	49.0
Disagree (1.76 to 2.50)	12	4.8
Strongly Disagree (1.00 to 1.75)	2	0.8
Total	251	100.0
Mean = 3.26 (Strongly Agree); SD = 0.45		

Table 6 presents the level of e-learning experience of the participants in the course SOCECON 10 – The Contemporary World in terms of service. Results from the survey showed that only a few, or 0.8% of the respondents, strongly disagreed that the course’s service was efficient. At the same time, most participants found service as “Good,” which came close to several students who found service as “Very Good.” The overall mean average in the data favored “Strongly Agree.” This finding suggests that most participants were delighted with their experience regarding the service provided by XU eLearn in the course SOCECON 10. In addition, the standard deviation is 0.45, which implies that the respondents’ ratings in terms of the service were quite close.

Table 7: Mean and Standard Deviation of the Indicators of the E-learning Experience of the Respondents in SOCECON 10 – The Contemporary World in Terms of Service

Indicator	Mean	SD
1. “The faculty instructors of SOCECON 10 are trained and prepared to handle online learning.”	3.28	0.60
2. “Online course materials are accessible through XU eLearn.”	3.33	0.54
3. “The XU Library is accessible through XU eLearn.”	3.34	0.61
4. “Journals and ebooks are accessible through XU eLearn.”	3.20	0.63

5. “The Computing and Information Service Office (CISO) personnel provide clear instructions on how to navigate the XU eLearn.”	3.26	0.69
6. “The CISO personnel efficiently address the concerns for technical support.”	3.26	0.65
7. “The CISO personnel are quick to respond to the concerns of the students related to online learning.”	3.16	0.76
8. “The CISO performs regular technical maintenance on the used platform.”	3.22	0.65

Table 7 displays the indicators reflecting the e-learning experience of respondents in the SOCECON 10 – The Contemporary World course, explicitly focusing on service. Notably, the data reveals that the highest mean score of 3.34 indicates the accessibility of the XU Library through XU eLearn, highlighting a commendable aspect of the students’ online learning support system. Conversely, the lowest score (M=3.16) pertains to the responsiveness of CISO personnel to students’ concerns related to online learning. This finding underscores an area that warrants attention and improvement, signifying a potential gap in student support services. Additionally, the high standard deviation of 0.76 associated with this indicator implies a considerable variation in students’ perceptions, emphasizing the need for targeted interventions to enhance the responsiveness of CISO personnel. Addressing this disparity could lead to a more consistent and satisfactory e-learning experience for students, emphasizing the practical implications of the research findings for refining the support services within the online learning environment.

Table 8: Frequency and Percentage Distribution of the level of E-learning Experience of the Respondents in SOCECON 10 – The Contemporary World in terms of outcome

Level of E-learning Experience	Frequency	Percentage (%)
Strongly Agree (3.26 to 4.00)	106	42.2
Agree (2.51 to 3.25)	134	53.4
Disagree (1.76 to 2.50)	9	3.6
Strongly Disagree (1.00 to 1.75)	2	0.8
Total	251	100.0
Mean = 3.22 (Agree); SD = 0.49		

Table 8 provides a detailed overview of the respondents’ e-learning experience within the SOCECON 10 – The Contemporary World course, focusing specifically on the outcome category. Interestingly, the outcome category is the only aspect categorized as a ‘good e-learning experience’ rather than an ‘excellent e-learning experience,’ distinguishing it from the other evaluated dimensions. While most respondents reported positive outcomes, 0.8% indicated a less favorable experience. This response divergence emphasizes the need for a more nuanced analysis to understand the underlying factors contributing to the outcome variation. Notably, the narrow standard deviation of 0.49 suggests that the responses within this category were relatively consistent, indicating a more uniform perception among respondents. Despite the predominantly positive feedback, a minority experiencing suboptimal outcomes underscores the importance of targeted strategies to enhance the overall e-learning experience for all participants, thereby ensuring a consistently high standard of education delivery.

Table 9: Mean and Standard Deviation of the Indicators of the E-learning Experience of the Respondents in SOCECON 10 – The Contemporary World in Terms of Outcome

Indicator	Mean	SD
1. “The students are satisfied with the online learning experience on the course SOCECON 10.”	3.26	0.59

2. “The students are willing to recommend the fully online learning of the course SOCEOCON 10 to future students.”	3.16	0.76
3. “The students attain the course learning outcomes of SOCECON 10.”	3.18	0.58
4. “After completing the course SOCECON 10, the students can already distinguish the different interpretations of and approaches to globalization.”	3.29	0.56
5. “After completing the course SOCECON 10, the students become more confident to articulate personal positions on various global issues.”	3.19	0.61

Table 9 displays the means and standard deviations of the indicators of the respondent’s e-learning experience in the course SOCECON 10 – The Contemporary World in terms of outcome. The table above shows that the indicator with the highest mean of 3.29 is, ‘*After completing the course SOCECON 10, the students can already distinguish the different interpretations of and approaches to globalization.*’ Moreover, the table also presents the indicator with the lowest mean (M=3.16), which implies that not all students are willing to recommend the fully online learning of the course SOCEOCON to future students. This indicator also has the highest standard deviation of 0.76.

CONCLUSION AND RECOMMENDATION

In conclusion, this study examined the e-learning experience of students enrolled in the SOCECON 10 – The Contemporary World at Xavier University – Ateneo de Cagayan during the 2nd semester of the school year 2021-2022. The purpose of this research was paramount, given the substantial shift from traditional learning methods to e-learning, especially in light of the introduction of the relatively new XU e-Learn platform as the primary mode of education during the ongoing pandemic. The study aimed to discern the nuances of this transition and its impact on students’ educational experience.

The findings of this study illuminated a positive trend in the students’ e-learning experience across multiple dimensions. Notably, the students were satisfied with the course’s content, delivery methods, and service quality. This result indicates a high degree of contentment with the topics covered in the course, the usability and interactivity of the XU e-Learn interface, and the support and assistance provided by the institution. Furthermore, the students reported a good e-learning experience in terms of outcome, signifying a beneficial impact on their understanding of the subjects, along with the acquisition of new and relevant knowledge and skills.

In light of these findings, the General Education Department of the university must enhance and update online learning tools and methods proactively. This proactive approach ensures that students have access to cutting-edge resources, fostering a deeper understanding and active engagement with the course material. Additionally, continuous evaluations of course content are crucial. Annual assessments allow for disseminating accurate and updated information about SOCECON 10 – The Contemporary World, ensuring students receive the most relevant and comprehensive educational experience.

Moreover, this research study serves as a valuable resource for maintaining the quality of the e-learning experience. Its insights can be utilized as a foundation for ongoing improvements, not only in terms of content, delivery, and service but also concerning the overall outcome achieved by the students. By capitalizing on the findings of this study, the university can continue to evolve its e-learning framework, ensuring that students receive an exceptional and enriching educational experience in the digital realm.

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