

Factors Affecting Students' Academic Performance Through Online Learning During Crisis Situation in Myanmar

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ABSTRACT

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Online learning has become a critical educational platform during the crisis situation in Myanmar. Several students access online learning platforms, and academic institutions implement different online training programs. This study analyzes the factors affecting students' academic performance through online learning during the crisis in Myanmar. The study used a quantitative research design and collected data from 68 students. The results showed that technology literacy and individual study habits directly affect students' academic performance. However, lecturer-related and self-regulatory factors have no significant effect. This study recommended learning technology skills and building self-study habits to succeed academically.

Keywords: Academic Performance, Online Learning, Crisis Situation, Myanmar

1) INTRODUCTION:

Education plays a key role in any nation's economic advancement, which helps improve individual skills and consequently reduces poverty [1]. After the COVID-19 pandemic, global education systems have noticeably transformed from traditional learning to online learning systems [2]. Online learning is synchronous and asynchronous transfer of knowledge using Internet technologies. Online education serves as an effective tool for addressing challenges in general and the pandemic crisis. Students believe that the existing educational system is inadequate for online learning. Students have disinterest in online learning due to lack of reliable internet connectivity, and inadequate technological support. The researcher reported that several factors affect students' academic achievement in online learning settings [3]. This study purposes to examine the influencing factors of students' performance through online learning during crisis, in Myanmar.

In Myanmar, there is a fast transformation to online education due to the COVID-19 pandemic and persistent political unrest. Due to the unstable political situation, numerous students need adequate internet access and essential gadgets to access online curriculum and learning. Moreover, individual digital literacy can affect students' capacity. Lack of organized assistance and resources for online learning has a negative impact on students' academic performance. Although previous papers examined and published the factors affecting students' performance through online learning, there is a gap in research in Myanmar. This study examines the factors affecting students' academic performance in online learning settings during crises in Myanmar.

2) LITERATURE REVIEW:

Approximately 1.5 billion pupils globally were impacted by school closures, and consequently, educational institutions require the implementation of online learning platforms [4]. As online learning platforms are critical, educational researchers and policymakers are interested in the factors affecting online learning and the effectiveness of students' performance. The lecture-related factor is critical to students' success in

online learning [5]. The instructors' technical abilities and communication strategies in online techniques and learning platforms have become vital for students' academic improvement [6]. The lecturers' teaching style is the primary factor influencing students' performance in online learning.

Personal study habits present the students' individualized practices to improve their learning and academic achievements [7]. Individual objectives, time management abilities, and motivation related to personal study habits. Effective study practices can significantly improve student's performance, particularly in online learning contexts where self-control is essential [8]. Establishing a regular learning schedule is vital to efficient study practices [9]. Personal study habits are vital for academic achievement, especially in online education.

Self-regulatory factors are particular strategies and activities employed to direct, assess, and evaluate an individual educational process [10]. Self-regulation includes establishing objectives, preparing, self-management, and strategy adaptation dependent on performance evaluation [11].

Moreover, technological literacy and competency are crucial for digital learning environments [12]. Utilizing digital technologies and platforms proficiently can improve students' assessment of online learning platforms and academic outcomes [13]. Obstacles in technical domains have adverse effects on students' academic achievement. Understanding which factors influence students' academic performance through online learning is critical for students, and educational policymakers to develop effective learning strategies and policies for online learning. According to previous author, the student performance link with lecturer factors, individual study habits, self-regulatory factor, and technology literacy [14]. However, there is gap of evidence whether these factors impact on student performance in Myanmar during crisis situation. Thus, the following conceptual is used to measure the impact of lecturer factors, individual study habits, self-regulatory factors, and technology literacy on student performance.

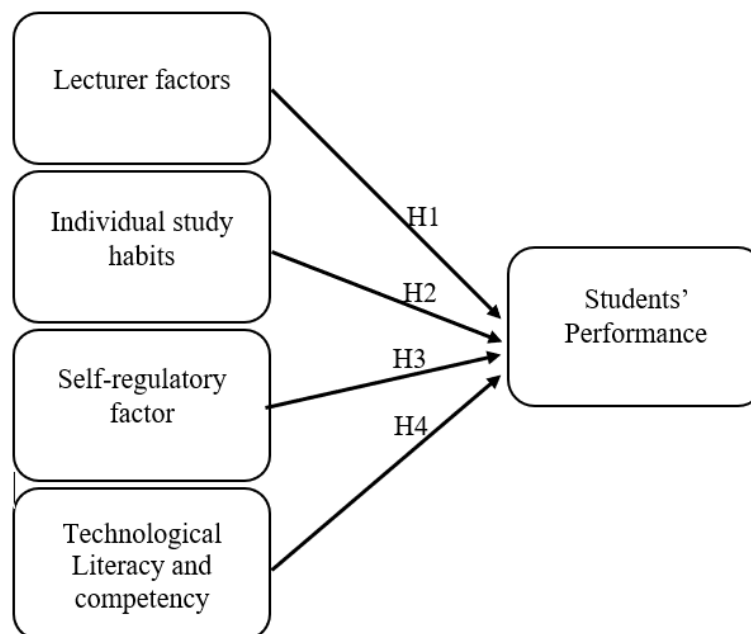


Figure 1: Conceptual Framework [14]

H1: Lecturer factors have direct effect on students' performance through online learning.

H2: Individual study habits have direct effect on students' performance through online learning.

H3: Self-regulatory factors have direct effect on students' performance through online learning.

H4: Technological literacy and competency have direct effect on students' performance through online learning.

3) RESEARCH METHODOLOGY:

Quantitative research method was used to examine the conceptual framework and research hypotheses in Figure 1. Quantitative research method is useful to show the correlation between variables using numerical data and statistical report. This study targets the undergraduate and post-graduate students who access online learning platform. The sample is 68 students, and selected by convenience sampling method. The data are collected using online survey which is developed from previous research papers. The survey consists of personal factors of respondents (gender, age, and current education level); factors affecting students' performance (teachers-related factors, individual study habits, self-regulatory factors, and technology literacy and competency), and students' performance. The reliability of survey is tested by Cronbach's alpha value (table 1). According to Cronbach's Alpha score (0.915), the applied survey is reliable to use.

Table 1: Reliability statistics

Reliability Statistics	
Cronbach's Alpha	N of Items
.915	25

Source (survey data)

4) RESULTS:

Table (2) presents that over half of respondents (58.8%) were male students, and half of respondents (50%) were aged between 24 to 29 years. 54.4% of participants were post-graduate students while 45.6% were undergraduate students.

Table 2: Personal Factors of Respondents

Personal Factors		Frequency	Percentage
Gender	Male	40	58.8%
	Female	28	41.2%
Age	18 to 23 years	18	26.5%
	24 to 29 years	34	50.0%
	30 to 35 years	10	14.7%
	36 to 41 years	6	8.8%
Education Level	Undergraduate	31	45.6%
	Post Graduate	37	54.4%

Source (survey data)

Table (3) shows the students' perception on influencing factors of their academic performance. Lecturer-related factors get mean score of 3.83; personal study habits (3.22); self-regulatory factors (3.57) and technology literacy and competency (3.50). The results indicate that students have positive perception on literature, personal factors, and technology literacy.

Table 3: Factors of students' performance

Factors	Mean	Standard Deviation
Lecturer-related Factors	3.83	.88
Personal Study Habits	3.22	.93
Self-regulatory Factors	3.57	.94
Technology literacy and competency	3.50	.95

Source (survey data)

Table (4) explains the correlation between lecturer-related factors, personal study habits, self-regulatory, and technology competency factors and students' performance. According to R^2 and adjusted R^2 , the variation can be explained by 47%. Unstandardized B coefficient value shows that technology literacy and personal study habits have positive significant influence on students' performance ($\beta = .513$, and $.485$). However, self-regulatory and lecturer-related factors have no significant influence on students' performance through online learning during crisis situation in Myanmar.

Table 4: Correlation between Independent Variables and Dependent Variable

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.071	.507		.141	.889
	Lecture	.125	.170	-.093	-.735	.465
	Habits	.485	.186	.366	2.601	.012
	self	.071	.170	.052	.418	.678
	technology	.513	.158	.430	3.242	.002
R Square						.502
Adjusted R Square						.470
F						15.864
Sig.						.000
Dependent Variable: Students' Performance						
Predictors: (Constant), technology, Lecture, self, Habits						

Source (survey data)

5) DISCUSSION:

Previous authors expressed the critical role of technology literacy and competency to improve students' outcomes for online leaning [12]. During online learning, students must access digital and updated technology devices, and the technology literacy becomes essential skills. Moreover, the personal study habits performed as the important aspect of success in online learning [7]. During online learning, students need to personal assessment and self-study to accomplish assignments and course works. Personal self-management, and study habits are critical. Thus, the findings of current study are in-line with the results of previous studies.

However, the results related to lecturer-related and self-regulatory factors influence on students' performance are against with previous studies. The previous author concluded the major role of teachers during online learning that impact on students' outcomes [5]. The previous researcher also mentioned the role of self-regulatory factors to get success during online learning [10]. The findings of current study reported that there is no influence of lecture-related and self-regulatory factors on students' performance in Myanmar.

6) CONCLUSION AND RECOMMENDATION:

This study examines the influencing factors of students' performance through online learning during crisis in Myanmar. The results showed that technology literacy, and study habits have direct influence on students' performance while lecturer-related and self-regulatory factors have no significant influence. According to findings, the students need to have technology skills and abilities to manage online learning, and assessment, and build self-study habits to get success. Thus, this study supports hypothesis (2) and (4). The academic stakeholders, and policymakers should focus on students' technical skills to improve their performance and help to develop individual study habits. Further studies should research by implementing different factors to examine students' performance through using different research methodology.

7) Conflict of interest: The authors declare that there is no conflict of interest.

8) ACKNOWLEDGEMENT:

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