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## Influence of Digital Readiness on College Students' Socio-emotional Experiences during COVID-19 Pandemic

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### Abstract

**Aim:** The study focused on the influence of digital readiness on college students' socio-emotional experiences during the COVID-19 pandemic.

**Methodology:** This study used correlation quantitative and multiple regression analysis as statistical tests to deliver information on the influence of digital readiness on college students' socio-emotional experiences during the COVID-19 pandemic. The respondents were students from Opol Community College, Opol, Misamis Oriental. Simple random sampling was utilized for the students of the community college using the Cochran equation and stratified sampling for the four levels of the college.

**Results:** The study highlights the students' overall readiness in terms of digital learning sources, equipment availability, skills in application tools, and information-sharing behavior, which was rated as "Good." Regarding socio-emotional behavior, the study reveals that students assessed their joy, loneliness, overload, and tension as "High." These factors were found to have a significant relationship with students' academic performance. The study also identifies several demographic variables, such as sex, age, civil status, year level, course, internet connectivity, and monthly allowance, that significantly impact the students' readiness for digital distance learning.

**Conclusion:** Overall, the study underscores the significance of improving students' access to equipment, enhancing their skills in application tools, fostering effective information-sharing behavior, and addressing socio-emotional factors to optimize digital distance learning experiences. These findings provide valuable insights for educational institutions to develop intervention plans and support systems that cater to students' diverse needs and enhance their overall learning outcomes.

**Keywords:** digital readiness, socio-emotional experiences, students' academic performance, COVID-19

### INTRODUCTION

Digitalization opens up new horizons for large-scale changes in the field of higher education. This happens both from the point of view of the possibilities for improving the educational system and from the point of view of the need for a fundamental modernization of business processes and organizational structure, as well as the development of teachers' potential (Pesha & Kamarova, 2020).

The pandemic caused by Coronavirus Disease 2019 (COVID-19) has had a major impact in all contexts, forcing college and university education to undergo great changes in a very short period, both for teachers and students, to adapt itself to the new situation using the digital tools at its disposal. In this context, it is necessary to consider the competencies that affect students, such as effective, emotional, and social competencies, as students have been forced to work in unknown contexts featuring the exclusive use of digital platforms (Rodríguez-Moreno et al., 2021; Muñoz, & Sanchez, 2023; Salendab, 2023; Salendab & Akmad, 2023; Sanchez, 2020a).

Efforts to control the spread of the COVID-19 virus have affected all sectors of society worldwide, including the higher education system that switched to digital higher education and emergency remote teaching. Despite already established digital learning platforms and the usually good technical equipment of students, it would be misleading to assume a general ability of the so-called "digital natives" to use technology in academic contexts. Students might

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perceive this exceptional situation as burdensome. Hence, the related study investigated students' readiness for digital learning, students' socio-emotional perceptions, and the relationship between the two (Händel et al., 2020).

On the other hand, ICTs have advanced in the field of communication, facilitating collaborative work and multiplying the possibilities for students and teachers to be connected via the use of virtual tools that encourage collaborative learning through blogs, websites, electronic journals, social networks, academic search engines, and platforms like MOOCs (massive online open courses). These tools facilitated the acquisition of positive attitudes in the construction of knowledge and group cohesion while boosting the acquisition and retention of knowledge, improving problem-solving abilities, the expression of ideas, motivation, and personal satisfaction, thereby generating critical thinking (Amihan & Sanchez, 2023; Dizon & Sanchez, 2020; Salendab, 2021; Sanchez, et al., 2022). With this technology, it will become easier to know and compare concepts and thus move forward in knowledge generation, such as in new tutoring approaches (Rodríguez-Moreno et al., 2021).

There are several obstacles experienced by students, teachers, and parents in online teaching and learning activities. These include mastery of technology, additional internet quota costs, additional work for parents in assisting students in learning, communication, socialization between students, teachers, and parents, and working hours that are unlimited for teachers because they have to communicate and coordinate with parents, other teachers, and school administrators even outside working hours. The COVID-19 pandemic affects many things including educational life, parents of students, students, and the learning process, as a teacher who has the responsibility to educate students cannot stop. Teachers must find appropriate ways to promote the learning process academically and socio-emotionally (Salendab & Cogo, 2022; Salendab & Dapitan, 2020a; Sanchez, Sanchez & Sanchez, 2023). Teachers must be able to manage classrooms in classrooms and online classes (Suryaman et al., 2020).

In addition, school closures have been a global response to the COVID-19 pandemic, with students in many countries spending all of their time at home with parents or guardians. Many parents are squeezing in jobs or work-related tasks with the additional responsibility of homeschooling their students. The cancellations of schools and examinations are likely to come with detrimental consequences for students' education (Burgess & Sievertsen, 2020). But this increased stress and burden on parents added to the social isolation of students from their friends and teachers, may also affect children's socio-emotional skills (Moroni, Nicoletti, & Tominey, 2020).

There is also a high level of respondents' dissatisfaction with the quality of online educational services. In addition, a third of the respondents note the technological personal unpreparedness for the transition of education to the online format. Regarding the possibilities of supra-professional competencies, it can be noted that the forced transition to the online learning model contributed to the development of digital competencies and somewhat reduced the opportunities for the development of social and emotional competencies (Pesha & Kamarova, 2020).

In addition, more and more professions appear on the labor market associated with a high level of development of digital competencies: web designers, data scientists, information security specialists, and others. Nevertheless, a high level of development of digital competencies is currently required to ensure sustainable personal development and competitiveness of the company for specialists in other fields (Pesha & Kamarova, 2020).

In the Philippines, the role of social media in online learning and exploring the experiences of Filipino undergraduate students in using social media for online learning amidst the COVID-19 pandemic is crucial. One-on-one semi-structured interviews were conducted with seven students from public and private universities in the Philippines. This qualitative study used thematic analysis for which results revealed that despite the benefits of using social media for online learning such as accessibility, convenience, and instant communication, students encountered many challenges in their online learning experience. Their work-life boundaries have also been disrupted due to their academic and leisure activities sharing the same space via social media. Despite these challenges, they felt that they had no choice but to accept the current situation. Overall, participants reported that the use of social media may be a good alternative for learning, but is considered not entirely effective (Custodio et al., 2021).

The results of the related studies deeply encouraged the researchers to conduct a study on the influence of digital readiness on college students' socio-emotional experiences during the COVID-19 pandemic.

### Research Questions

The study was focused on the influence of digital readiness on college students' socio-emotional experiences during the COVID-19 pandemic. Specifically, the study sought answers to the following questions:

1. What is the demographic profile of the respondents in terms of:
  - 1.1 Age;
  - 1.2 Civil status;
  - 1.3 Course;



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- 1.4 Internet connectivity;
- 1.5 Monthly allowance;
- 1.6 Sex; and
- 1.7 Year level?
2. How ready are higher education students for digital distance learning in terms of:
  - 2.1 Digital learning sources;
  - 2.2 Equipment availability;
  - 2.3 Skills in the type of application tools; and
  - 2.4 Information-sharing behavior?
3. How do students assess their socio-emotional behavior related to digital distance learning in terms of:
  - 3.1 Joy
  - 3.1 Loneliness;
  - 3.2 Overload; and
  - 3.3 Tension?
4. Do factors influencing students' readiness for digital learning affect students' academic performance in terms of:
  - 4.1 Efficiency;
  - 4.2 Productivity; and
  - 4.3 Responsiveness
5. Is there a significant difference in the readiness of higher education students for digital distance learning when grouped according to their profile?
6. Is there a significant relationship between students' socio-emotional behavior and students' academic performance?

### Hypothesis

The null hypothesis of the study will be tested at a 0.05 level of significance:

Hypothesis 1: There is no significant difference in the readiness of higher education students for digital distance learning when grouped according to their profile.

Hypothesis 2: There is no significant relationship between students' socio-emotional behavior and students' academic performance.

Hypothesis 3: Factors influencing students' readiness for digital learning do not affect students' academic performance.

### METHODS

#### Research Design

This study utilized a correlational quantitative research design that investigates relationships between two variables (or more) without the researcher controlling or manipulating any of them. Moreover, a multiple regression analysis as a statistical test to deliver information on the influence of digital readiness on college students' socio-emotional experiences during the COVID-19 pandemic.

#### Population and Sampling

This study was focused on the students of Opol Community Colleges, Opol, Misamis Oriental as respondents of the study. Simple random sampling was utilized in determining the student respondents of the community college using the Cochran equation and stratified sampling for the four levels of the college. It was revealed that a sample size of 384 member respondents were chosen through statistics that participated in the study, with 122 male and 262 females.

#### Instrument

An online survey questionnaire was used to gather the needed data in this study. The instrument was validated by specialists in the field and contained two parts. The first part of the questionnaire was on the demographic profiling of the respondents in terms of age, sex, civil status, and monthly allowance. Moreover, the second part of the questionnaire was adapted (altered/basis) from (Sailer et al., 2021; Okoro, 2004) related to the influence of digital readiness on college students' socio-emotional experiences during the COVID-19 pandemic.



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**Data Collection**

The information was collected, examined, and evaluated following the study's purpose and in compliance with all research protocols.

**Treatment of Data**

Statistical analysis was employed to examine several aspects, including the readiness of higher education students for digital distance learning in terms of Digital learning sources, Equipment availability, Skills on type of application tools, and Information sharing behavior learning, the assessment of students' socio-emotional behavior concerning digital distance learning in terms of Joy, Loneliness, Overload, and Tension, the factors impacting students' readiness for digital learning and their academic performance, the difference in preparedness among higher education students based on their profiles, and the correlation between students' socio-emotional behavior and their academic performance.

**Ethical Considerations**

The researcher made certain to adhere to all ethical research protocols to maintain the well-being of all individuals and institutions involved in carrying out the study.

**RESULTS and DISCUSSION**

The demographic breakdown of the participants indicated that most of the respondents were female between the ages of 18 and 22. The majority of them were single and enrolled in their first year of a BSBA program. They relied on cellular data for internet access and had a monthly allowance of 500 pesos or less.

**Readiness of higher education students for digital distance learning in terms of Digital learning sources, Equipment availability, Skills on type of application tools, and Information sharing behavior**

Table 1 showed the readiness of higher education students for digital distance learning in terms of Digital learning sources, Equipment availability, Skills on type of application tools, and Information sharing behavior.

Table 1.  
*Readiness of higher education students for digital distance learning*

Digital Distance Learning	WM	SD	Desc	Interpret
<i>Digital learning sources</i>	<i>3.03</i>	<i>0.63</i>	<i>A</i>	<i>Good</i>
<i>Equipment availability</i>	<i>2.98</i>	<i>0.70</i>	<i>A</i>	<i>Good</i>
<i>Skills in the type of application tools</i>	<i>3.18</i>	<i>0.65</i>	<i>A</i>	<i>Good</i>
<i>Information sharing behavior</i>	<i>3.04</i>	<i>0.64</i>	<i>A</i>	<i>Good</i>

- 1.00 – 1.75 Strongly Disagree (SD)*
- 1.76 – 2.50 Disagree (D)*
- 2.56 – 3.25 Agree (A)*
- 3.26 – 4.00 Strongly Agree (SA)*

The data exposed that the average means for the student's readiness in terms of digital learning sources is 3.03 with an SD of 0.63 or a "Good". The study highlights the current readiness of higher education students for digital distance learning in terms of digital learning sources. It emphasizes the need for further improvement and addresses the variation in students' access to resources and skills required for digital learning. Also indicated by Beaunoyer et al. (2020) that not all are equal in terms of access to networks or devices and the skills required to operate in digital space.

In addition, the average means for the student's readiness in terms of equipment availability is 2.98 with an SD of 0.70 or "Good". The study highlights the readiness of higher education students for digital distance learning in terms of equipment availability. It suggests the need for improvement and proposes an action plan to enhance students'



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readiness by addressing equipment availability. The study also acknowledges the dependence on mobile devices for equipment availability, as indicated by Blayone et al. (2018).

In connection, the average means for the student's readiness in terms of skills on type of application tools is 3.18 with an SD of 0.65 or a "Good". The study highlights the highest-rated item related to Google Classroom usage and timely submission of assignments and the lowest-rated item related to utilizing YouTube for subject requirements and personal matters. Additionally, the findings of a study by Olayemi et al. (2021) mentioned that to become successful in online learning, students must show a high level of ICTs skills and competencies.

Moreover, the average means for the student's readiness in terms of information-sharing behavior is 3.04 with an SD of 0.64 or a "Good". The study emphasizes the highest-rated item related to receiving current information for schooling and the lowest-rated item related to trust-building through information sharing. It suggests that students have the necessary knowledge and skills for information sharing, although personal behavior in this regard may be influenced by social trust and trust in social networking services (Salehan et al., 2016).

**Student's assessment of their socio-emotional behavior related to digital distance learning in terms of Joy, Loneliness, Overload, and Tension**

Table 2 demonstrated the student's assessment of their socio-emotional behavior related to digital distance learning in terms of Joy, Loneliness, Overload, and Tension.

Table 2.

*Student's assessment of their socio-emotional behavior related to digital distance learning*

Socio-emotional Behavior	WM	SD	Desc	Interpret
Joy	2.89	0.74	A	High
Loneliness	2.85	0.72	A	High
Overload	2.92	0.65	A	High
Tension	2.89	0.75	A	High

- 1.00 – 1.75 Strongly Disagree (SD)
- 1.76 – 2.50 Disagree (D)
- 2.56 – 3.25 Agree (A)
- 3.26 – 4.00 Strongly Agree (SA)

The data exposed that the average means for the student's assessment of their socio-emotional behavior in terms of Joy is 2.89 with an SD of 0.74 or a "High". Overall, the study highlights the student's assessment of their socio-emotional behavior related to joy in digital distance learning. It suggests the need for improvement in this behavior to enhance students' emotional preparedness and acceptance of digital learning concepts. Rahiem (2021) revealed that students during distance learning were categorized into two groups. Those who like and dislike the learning modality. Some students like to learn new technologies, however, some were struggling with technological difficulties.

In line with this, the average means for the student's assessment of their socio-emotional behavior in terms of Loneliness is 2.85 with an SD of 0.72 or a "High". It emphasizes the need to address and lower feelings of loneliness among students to improve their learning experiences. The study acknowledges that while students may experience loneliness, online platforms provide opportunities for socialization. Students during distance learning are not dissociated because the online platforms have this component where students can socialize with their peers and instructors (Akcaoglu & Lee, 2016).

Moreover, the average means for the student's assessment of their socio-emotional behavior in terms of Overload is 2.92 with an SD of 0.65 or a "High". It emphasizes the need for academic institutions to address factors that contribute to overload and help students cope with the demands of distance learning. The study also mentions the strain of technological overload on students' psychological needs and its potential negative impact on academic outcomes. As stated by James et al. (2022), the ability of online learning to satisfy students' fundamental psychological needs is strained by technological overload, which may harm outcomes like academic satisfaction and performance.

Furthermore, the average means for the student's assessment of their socio-emotional behavior in terms of Tension is 2.89 with an SD of 0.75 or a "High". It emphasizes the need for further investigation into the factors



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contributing to tension and the impact it has on students' academic performance. The study suggests that academic institutions should implement plans and support systems to effectively address students' needs during distance learning (Salendab & Dapitan, 2021a; Salendab & Laguda, 2023; Sanchez, 2023a; Sanchez & Sarmiento, 2020). The evidence can be seen among the students during the COVID-19 pandemic that impacted their learning. Some students have feared academic failure and have started diverting themselves to creative activities and taking online courses to help them learn new technical skills (Chandra, 2021).

**Factors influencing students' readiness for digital learning that affect students' academic performance in terms of Efficiency, Productivity, and Responsiveness**

Table 3 showed the effect of the factors influencing students' readiness for digital learning on the students' academic performance. The study reveals that Student Academic Performance had 0.645, Equipment Availability had 0.277, Skills on Application Tools had 0.155, and Information Sharing Behavior had 0.293.

Table 3.

*Factors Influencing the Students' Readiness for Digital Learning and Students' Academic Performance*

Independent Variables	Beta	T-value	Sig.
<i>Digital Learning Sources</i>	.071	1.461	.145
<i>Equipment Availability</i>	.277	5.758	.000
<i>Skills In Application Tools</i>	.155	2.940	.003
<i>Information Sharing Behavior</i>	.293	5.542	.000
Dependent Variable	Student Academic Performance		
<i>Constant</i>	0.645		
<i>Adjusted R<sup>2</sup></i>	0.410		
<i>F-value</i>	67.59		
<i>Significance</i>	0.000		

The study depicted that the factors that significantly affect students' readiness for digital learning affect students' academic performance only Equipment Availability, Skills in Application Tools, and Information Sharing Behavior respectively, hence the p-value was below the significance level which is 0.05. Moreover, the result revealed that Students' Readiness for Digital Learning in terms of Information Sharing Behavior has the highest variable influencing student's academic performance.

According to Masrom et al. (2021), one important advantage of online social networks (OSNs) as an educational tool is to increase connections between classmates, which increases information sharing. The use of OSNs has also opened new communication channels between students and teachers. Another study exploring how the scholarly accomplishments of students might increment due to specific fundamental causes found that information-seeking affects academic performance positively and significantly (Miraj et al., 2021). These variables have a positive impact on the academic performance of students.

Additionally, the result shows how the factors influencing the student's readiness in digital distance learning also affect the student's academic performance such as their skills on different application tools, the availability of their equipment, and their behavior in sharing information. This might suggest that these factors should be considered to help the learners achieve their goals and become more effective, productive, and responsive to any fields they choose as their future careers in whatever type of learning modality will be implemented (Salendab & Sanchez, 2023; Sanchez, 2022; Sanchez, 2020b). As mentioned by Kim et al. (2019), even though students have experienced e-learning in school, they must have strong digital skills to perform academic work and commit to effortful involvement in the context of academic learning in the academe.

Further, the adjusted R of the independent variable connotes that 41% have been explained and analyzed in this study. The rest of the 59% serve as unknown variables not included in this study is good for a further recommendation for future researchers. Thus the statistical model is highly significant (F = 67.59) and significant at the 0.000 level.



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**The difference in the readiness of higher education students for digital distance learning when grouped according to their profile**

Table 4 illustrated the significant difference in the readiness of higher education students for digital distance learning when grouped according to the student's sex, age, civil status, year level, course, internet connectivity, and monthly allowance.

Table 4.  
*The difference in the readiness of higher education students for digital distance learning and their demographic profile*

Demographic Profile	Readiness of Higher Education Students for Digital Distance Learning		
	t-value	p-value	Decision
Sex	-44.735	0.00	Reject Ho
Age	-41.397	0.00	Reject Ho
Civil Status	-73.27	0.00	Reject Ho
Year Level	-19.204	0.00	Reject Ho
Course	-34.123	0.00	Reject Ho
Internet Connectivity	-14.251	0.00	Reject Ho
Monthly Allowance	-38.936	0.00	Reject Ho

The data depicted that sex (t-value=-44.735, p-value=.000), age (t-value=-41.397, p-value=.000), civil status (t-value=-73.27, p-value=.000), year level (t-value=-19.204, p-value=.000), course (t-value=-34.123, p-value=.000), internet connectivity (t-value=-14.251, p-value=.000), and monthly allowance (t-value=-38.936, p-value=.000) have significant difference on the level of satisfaction when they are grouped according to profile.

Based on the obtained results, the null hypothesis was rejected since the p-values for all the profile variables are less than the significance level of 0.05. This implies that sex, age, civil status, year level, course, internet connectivity, and monthly allowance have a significant difference in their impact on the student's readiness for digital distance learning.

Further investigation or a more detailed report would be necessary to understand the specific relationships between these profile variables and the readiness of the students in the context of the study (Sanchez, 2020c).

**Relationship between Students' socio-emotional Behavior and Students' Academic Performance**

Table 5 depicted the significant relationship between students' socio-emotional behavior and students' academic performance.

Table 5.  
*The significant relationship between students' socio-emotional behavior and students' academic performance*

	df	Computed Value	Tabular Value at 0.05	Description	Decision
Joy and Students' academic performance	384	.547	.000	Significant	Reject Ho
Loneliness and Students' academic performance	384	.237	-.000	Significant	Reject Ho
Overload and Students' academic performance	384	.448	-.000	Significant	Reject Ho



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<i>Tension and Students' academic performance</i>	384	.265	-.000	Significant	Reject Ho
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The data exposed that students' socio-emotional behavior and students' academic performance in terms of joy ( $r=.547^{**}$ ,  $p\text{-value}=.000$ ), loneliness ( $r=.237^{**}$ ,  $p\text{-value}=.000$ ), overload ( $r=.448^{**}$ ,  $p\text{-value}=.000$ ), and tension ( $r=.265^{**}$ ,  $p\text{-value}=.000$ ) have a significant relationship to students' academic performance since the p-value was less than the significance level.

The findings suggest that students' academic performance is influenced by socio-emotional behavior. The rejection of the null hypothesis ( $p\text{-value} < 0.05$ ) indicates that these relationships are statistically significant.

Socio-emotional skills seem to have an important influence on the academic performance of students (Portela-Pino et al., 2021). Social-Emotional Learning (SEL) programs have demonstrated positive effects on children's social-emotional, behavioral, and academic outcomes, as well as classroom climate. Some programs also theorize that program impacts on children's outcomes will be partially explained by improvements in classroom social processes, namely classroom emotional support, and organization (McCormick et al., 2015; Carvajal & Sanchez, 2023; Salendab & Dapitan, 2021b; Sanchez, 2023b).

### Conclusion

In conclusion, the study provides valuable insights into students' readiness for digital distance learning and their socio-emotional behavior concerning academic performance. The majority of the respondents were females, aged 18 to 22, single, and in their first year of BSBA. They primarily relied on cellular data and had a monthly allowance of 500 pesos or less.

Moreover, the study highlights the students' overall readiness in terms of digital learning sources, equipment availability, skills in application tools, and information-sharing behavior, which was rated as "Good." It suggests the need for further improvement and addresses the variation in students' access to resources and skills required for digital learning.

Regarding socio-emotional behavior, the study reveals that students assessed their joy, loneliness, overload, and tension as "High." These factors were found to have a significant relationship with students' academic performance. The findings emphasize the importance of addressing socio-emotional needs to enhance students' emotional preparedness and acceptance of digital learning concepts.

The study also identifies several demographic variables, such as sex, age, civil status, year level, course, internet connectivity, and monthly allowance, that significantly impact students' level of satisfaction. Further investigation and a more detailed report would be necessary to understand the specific relationships between these profile variables and satisfaction levels.

Overall, the study underscores the significance of improving students' access to equipment, enhancing their skills in application tools, fostering effective information-sharing behavior, and addressing socio-emotional factors to optimize digital distance learning experiences. These findings provide valuable insights for educational institutions to develop intervention plans and support systems that cater to students' diverse needs and enhance their overall learning outcomes.

Therefore, the null hypotheses of the study were all rejected since the p-value was less than the significance level of 0.05.

### Recommendations

The following recommendations are formulated:

1. Ensure that students have access to the necessary technology and internet connectivity.
2. Modify the curriculum to suit the online environment and ensure that learning objectives are effectively met.
3. Establish effective communication channels between teachers, students, and parents/guardians.
4. Recognize the diverse needs and learning styles of students and provide opportunities for personalized learning experiences.
5. Implement appropriate assessment methods that align with the digital learning environment.
6. Involve parents/guardians in the learning process by sharing information, providing guidance, and soliciting feedback.
7. Regularly evaluate the effectiveness of the distance learning interventions and make necessary adjustments based on feedback from teachers, students, and parents.





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8. Offer professional development programs and training sessions to help teachers adapt to online teaching methods.

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## Appendix

### SURVEY QUESTIONNAIRE FOR STUDENTS

Code No. \_\_\_\_\_

Dear Participant,

We are conducting a study entitled **"INFLUENCE OF DIGITAL READINESS ON COLLEGE STUDENTS' SOCIO-EMOTIONAL EXPERIENCES DURING COVID-19 PANDEMIC."** As a student of the community college, you are chosen as one of the respondents in the study. Kindly answer the questions honestly as to your experience in the college. All of your answers will be treated as highly confidential.

Thank you.

(Sgd.) Neilson D. Bation  
Representative

#### Part I Demographic profile

Sex: ( ) Male ( ) Female

Age: ( ) 18-22 ( ) 23-27 ( ) 28-32 ( ) 33- older

Civil status: ( ) Single ( ) Married ( ) Widowed ( ) Separated

Course: ( ) BSBA ( ) IT ( ) BSED ( ) BEED

Internet connectivity (types):

( ) Dial-up Analog ( ) Wireless  
( ) DSL -Digital Subscriber Line ( ) Satellite  
( ) Cable ( ) Cellular

Year level: ( ) First year ( ) Second year ( ) Third year  
( ) Fourth year

Monthly allowance (in pesos):

( ) 500 & less ( ) 1,501 - 1,999  
( ) 501- 999 ( ) 2,000 & above  
( ) 1,000 -1,500



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**Part II. Items related to the Influence of Digital Readiness on College Students Socio-Emotional Experiences During COVID-19 Pandemic**

In your description, please rate digital readiness and socio-emotional experiences in the college.

( 4 ) Strongly agree ( 3 ) Agree ( 2 ) Disagree ( 1 ) Strongly disagree

<b>A. Factors influencing students' readiness for digital learning</b>		<b>Scale</b>			
<b>A.1 Digital learning sources</b>					
<i>I am guided and use:</i>					
1.	interactive tutorials in learning new content and lessons in demonstrating learning skills.	4	3	2	1
2.	an online encyclopedia that offers me pictures, facts, and videos about business, animals, and a digital dictionary.	4	3	2	1
3.	cellular technology that provides wireless Internet access through cell phones.	4	3	2	1
4.	sometimes an internet connection through a cable modem and operates over cable TV lines which helps me in complying with my subject requirements.	4	3	2	1
<b>A.2 Equipment availability</b>					
The availability of digital equipment allows me to:					
5.	take digital pictures and download them to my desktop-personal computer.	4	3	2	1
6.	take digital video and download it to my tablet PC.	4	3	2	1
7.	create topics and assignments in the CPS (Classroom Performance System) software shared by my classmates.	4	3	2	1
8.	analyze data and create graphs in Microsoft Excel using the borrowed mobile phone.	4	3	2	1
<b>A.3 Skills on type of application tools</b>					
My knowledge and digital skills on type of application tool aids me to:					
9.	attend a Zoom meeting for audio and video conferencing and virtual seminars across desktops.	4	3	2	1
10.	join the Google classroom and be able to submit assignments and exams on time using a mobile device.	4	3	2	1
11.	use YouTube as a social media platform for complying with my subject requirements, business, and personal matters.	4	3	2	1
12.	Email in sending responses, assignments, and exams to my teacher and received messages and attachments that can be stored safely, logically, and reliably.	4	3	2	1
<b>A.4 Information sharing behavior</b>					
The electronic information sharing grants me to:					
13.	receive current information which is needed in my schooling.	4	3	2	1
14.	participate and increase my social network especially in the school circle.	4	3	2	1
15.	extend my trust and be trusted by other people for the quality information they shared with me.	4	3	2	1
16.	develop the attitude of sharing timely information and receiving valuable information which is crucial to my studies.	4	3	2	1
<b>B. Socio-emotional for digital learning</b>					
<b>B.1 Joy</b>					
17.	I feel I am doing things I like and am confident in my ability to use technology.	4	3	2	1
18.	I find it very easy to work with the computer.	4	3	2	1
19.	I can face most of the difficulties I encounter when using the laptop.	4	3	2	1
20.	Working with the smartphone makes me much more productive.	4	3	2	1



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<b>B.2 Loneliness</b>					
Due to digital teaching and approaches,					
21.	I fear I may not manage to attain my goals as a student.	4	3	2	1
22.	I feel psychological distance and disconnection from my peers and education institution.	4	3	2	1
23.	I experience tiredness and anxiety regarding the use of virtual platforms.	4	3	2	1
24.	it heightened my anxiety around academic performance and reduced my academic self-efficacy.	4	3	2	1
<b>B.3 Overload</b>					
Due to the digital learning process, I have					
25.	too much quantity of information appeared more frequently in the narrations.	4	3	2	1
26.	too much quantity of information appeared more frequently in the research.	4	3	2	1
27.	Huge databases bring to me more information which is not an easy thing to know which one is good and which one is not good.	4	3	2	1
28.	the difficulty of identifying the most relevant quality information related to my research.	4	3	2	1
<b>B.4 Tension/Stress</b>					
<b>Due to digital learning and approaches, I have</b>					
29.	experienced tension during exams and change my dietary habits.	4	3	2	1
30.	increased consumption of energy drinks, soda drinks, and fast food.	4	3	2	1
31.	experienced a reduction in sports and exercise.	4	3	2	1
32.	changes and reduction in my sleeping hours.	4	3	2	1
<b>C.Students' academic performance</b>					
<b>C.1 Efficiency</b>					
Using the digital format and tools, I can					
33.	customize my report and assignment with learning speed and capability.	4	3	2	1
34.	grow effective self-directed learning skills in the application to all of my subjects using only minutes.	4	3	2	1
35.	immediately connect with the learning material for the betterment of my academic performance.	4	3	2	1
36.	comply with confidence in my subject requirements and have better exam results for improving my grades.	4	3	2	1
<b>C.2 Productivity</b>					
Using the digital format and tools, I can					
37.	Enlarge the productivity and sharpen my critical thinking skills which are the basis of complying with school projects using a minimal amount of materials.	4	3	2	1
38.	accomplish the storage of information and communication in just a few minutes.	4	3	2	1
39.	perform interactive learning and online research works at the same time.	4	3	2	1
40.	follow new software application use and procedure in just a few hours and with greater academic output.	4	3	2	1
<b>C.3 Responsiveness</b>					
Using the digital format and tools, I can					
41.	immediately have a recorded lecture from my teacher of which I can personally review after the class and response group brainstorming activity.	4	3	2	1
42.	access online materials anytime I want without worrying about the library or lab being closed then respond to teacher's demand and subject requirements.	4	3	2	1
43.	Have a self-directed study while learning away from class without the teacher's direction.	4	3	2	1



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44.	Mix and match the programs and software with the teacher's lecture and discussion with different classmates and activities.	4	3	2	1
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