

# Online Learning Expectations among Engineering Students: Analyzing Pre-Determined Factors in the Implementation of Flexible Learning

**Angela L. Reginaldo & Delon A. Ching**  
*Laguna State Polytechnic University San Pablo City Campus*

## ABSTRACT

Academic Institutions shifted to a new model of teaching and learning due to the COVID-19 pandemic. In order to carefully study the gradual implementation of synchronous and asynchronous learning considering its flexible schedule to engineering students in one state university in Laguna, this research paper focused on determining what is expected among students exploring the pre-determined factors in online learning. The descriptive research design used a standardized instrument answered by 30 computer engineering and 55 electronic and communication engineering students of the academic year 2020-2021. The study revealed that both groups of engineering students have a high level of online learning expectations as to proficiency with technology, the capability of the course instructor, delivery of the course content, setting social interaction, ensuring course organization, and realizing time management and convenience. This supports that there is no significant difference between the expectation levels of engineering students to study online. Further, there is a significant positive relationship between and among the pre-determined factors in implementing flexible learning. However, no significant relationship is depicted on proficiency with technology to the capability of the course instructor, delivery of the course content, and course organization. The result served as a guide to the institution to ensure an organized policy crafted toward smooth implementation of flexible learning and examine pre-determined expectations that can be satisfied.

*Keywords: flexible learning, synchronous learning, asynchronous learning, online learning*