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Building Student Remote-Work Readiness through Digital Learning: Evidence from Philippine Higher Education

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ABSTRACT

The research investigates how remote learning affects student preparedness for their upcoming academic studies and professional career development in Philippine higher education institutions. The researchers conducted their study through a quantitative descriptive-correlational method which involved evaluating survey data that 169 students who had experience with remote and blended learning provided. The study examined four areas which included remote learning perceptions and challenges plus opportunities and academic and peer contact and long-term readiness. The results show that students maintain a positive attitude towards remote learning because it provides them with flexible study options and cheaper study expenses and it helps them develop digital skills. The participants indicated that they experienced ongoing problems which included internet connection issues and interruptions from their home environment and diminished chances for direct communication with others. The study established that three variables which included positive remote learning perceptions and learning challenge management abilities and active academic plus peer socializing led to long-term readiness outcomes. The research findings demonstrate that remote learning enhances employability through its development of self-management and adaptability and digital communication abilities but only if educational institutions establish digital support systems that include all students and deliver effective online teaching methods.

Keywords: Remote Learning, Remote Work Readiness, Digital Competencies, Higher Education, Hybrid Learning
JEL Classifications: I23, J24, M15

1. INTRODUCTION

The higher educational institutions throughout Southeast Asia have experienced fundamental transformation because of digital technology advancements which reshaped educational systems worldwide. The COVID-19 pandemic forced educational institutions worldwide to stop using traditional teaching methods in order to teach students through remote learning because educational activities needed to continue during the health crisis. The worldwide closure of schools resulted in educational system interruptions which affected educational systems throughout different countries (Sahu, 2020; World Bank, 2020). Higher education institutions developed emergency remote teaching programs which used digital learning tools to deliver educational content during emergencies. The emergency remote teaching programs started as a response to the pandemic emergency which created urgent educational needs. Educational institutions developed remote and blended learning systems which delivered educational services to students through methods that did not require physical classroom attendance. The new education delivery methods established through these educational changes have transformed both student experiences and their classroom conduct in higher education (Aristovnik et al., 2020; Shin and Hickey, 2021). The students needed to modify their academic programs to meet the demands of the new teaching methods which included developing new teaching techniques as well as producing online learning materials for virtual classroom instruction (Martin et al., 2020; Assuncao Flores and Gago, 2020).

The transition to remote learning has created effects which extend beyond higher education institutions and their student body because it has created direct effects which affect students. Home-based remote learning requires students to master three essential skills which include self-discipline and adaptability and time management according to Gelles et al. 2020. The research studies highlight self-regulated learning as an essential requirement for students who learn through remote classrooms which use digital platforms for their educational progress according to Panadero 2017. During the pandemic students encountered difficulties because they had to fulfil new evaluation requirements according to Aguilera-Hermida 2020 and Sintema 2020. The Developing World nations experience major effects from the changes which higher education institutions have introduced in their systems. Educational institutions in Developing World nations face difficulties with remote learning implementation because their countries lack essential digital resources according to UNESCO 2021 and World Bank 2022. Southeast Asian countries face major challenges because their higher education institutions need to adopt digital systems and Industry 4.0 technologies which will transform their current educational frameworks.

For example, countries like the Philippines have begun to implement various forms of online learning for their students in higher education. Studies of remote learning in the Philippines have revealed that the country has begun to implement digital and blended learning methods in their schools (Tupas and Linas-Laguda, 2020). However, as with the other countries in the Developing World, these methods have created differences within the students of the country in accesss to these technologies and their learning environments.

The higher education systems that exist worldwide have experienced fundamental transformations because of digital technology advancements which particularly impact Southeast Asian countries that have started integrating technology into their educational frameworks. The worldwide educational institutions changed their teaching methods because of COVID-19 pandemic which required schools to use remote learning systems in order to maintain student education. The worldwide school closures created disruptions that affected the educational systems established in various countries around the world (Sahu, 2020; World Bank, 2020).

In response to these disruptions, higher education institutions implemented emergency remote teaching programs which used digital learning techniques to deliver educational content to students during emergency situations. The emergency remote teaching programs were developed as a response to the pandemic created emergency situation. The educational institutions created remote and blended learning systems which would enable students to receive educational services through methods that did not require their presence in physical classrooms. The changes in education delivery methods have resulted in different student experiences and classroom behaviors for higher education students (Aristovnik et al., 2020; Shin and Hickey, 2021).

Students needed to modify their academic programs to implement the new teaching methods which required development of new teaching approaches and online educational content that enabled students to join virtual classrooms (Martin et al., 2020; Assuncao Flores and Gago, 2020). The COVID-19 pandemic and the rising demand for digital educational technologies have compelled universities to transform their educational systems and teaching methods which they developed as essential components of their operations (Ashadi et al., 2020). Remote learning has affected higher education institutions and their students while simultaneously affecting the students themselves. Students who attend remote classes from their homes must acquire three essential skills which include self-discipline and adaptability and time management (Gelles et al., 2020). Self-regulated learning has been identified as a vital requirement for remote classroom students who study through digital educational platforms according to multiple research studies (Panadero, 2017). The pandemic created new standards which many students found impossible to meet (Aguilera-Hermida, 2020; Sintema, 2020).

The impacts of these changes in higher education have been especially significant in countries like those in the Developing World. Many of the countries in these regions have higher education institutions that are experiencing challenges in implementing remote learning methods due to the lack of digital resources in their countries (UNESCO, 2021; World Bank, 2022). These challenges are especially significant in countries like those in Southeast Asia, whose higher education institutions are undergoing major changes to digital and Industry 4.0 systems.

The Philippines has started to use different methods of online education through its higher education institutions. The Philippines has started to implement digital and blended learning methods in its educational system according to studies about remote learning in the country (Tupas and Linas-Laguda, 2020). The Developing World countries face similar challenges since their educational methods create learning disparities between students who have access to technology and those who do not.

2. LITERATURE REVIEW

The advancement of remote learning technology has produced a complete transformation of higher education through two major forces which include the fast development of digital technologies and the extraordinary changes brought by the COVID-19 pandemic. Educational institutions throughout the world had to shift from their standard face-to-face teaching methods to online and hybrid educational systems which required students and teachers to learn how to use new digital learning tools. The new educational methods create fresh teaching methods which lead to different academic activities today because they change how students learn and manage their studies. Academics currently understand remote learning as a hybrid system which produces educational results through the combined effect of institutional rules and teaching methods and student participation and technological systems (Bond et al., 2020; Dwivedi et al., 2020). The educational environment requires students to take control over their academic progress while they need to develop both their self-directed learning abilities and their digital literacy competences.

The shift towards remote learning has brought about accelerated digital technology adoption across higher education which now extends beyond conventional classroom teaching methods. Learning has transformed into a process that takes place through virtual platforms which provide both asynchronous and synchronous communication modes. This transformation has expanded access to educational resources and opportunities which enable students to interact with multiple learning resources while studying with their classmates from different locations. The increased flexibility of this system creates new problems because it becomes difficult to maintain student interest and provide equal learning opportunities while achieving successful educational results. The implementation of remote learning systems relies on two essential factors which include both technological resources and the capacity of educational institutions to train their staff and students in new teaching methods.

The structure of remote learning environments divides educational duties between technology systems and human instructors. Students in remote learning environments must develop their own study habits because these systems require them to control their learning process and study materials and their academic activities. Students need to handle their time management and motivation control and online discussion participation without much direct supervision. The new approach requires students to develop self-regulated learning skills which involve them to create learning plans and track their progress and assess their personal educational development. Online learning success requires students to have two essential components according to research which show that students need both technological access and strong digital learning system navigation skills (Hodges et al., 2020). Academic performance in remote learning environments depends on students' ability to learn independently and their proficiency in using digital resources.

The success of remote education depends on both individual student learning methods and institutional elements that shape educational outcomes. Universities need to create strong digital systems which enable them to deliver appropriate training for their instructors while developing effective online courses that create valuable learning opportunities. The pandemic's fast shift to remote education showed major deficiencies in institutional readiness which were most evident in developing areas that lacked access to essential technological and online learning materials. The implementation of remote education has developed unevenly because different groups experience various levels of educational access and institutional quality. Higher education institutions require a unified strategic framework to drive their digital transformation efforts.

The process of remote learning adoption by Southeast Asian higher education institutions has resulted in three different outcomes which affect their technological systems and their ability to provide online education and their overall preparedness for remote teaching. Some institutions successfully used their current digital systems and assets, yet other institutions faced difficulties because they did not have proper infrastructure and skilled staff members who could establish online educational platforms. Universities adopted blended and hybrid learning approaches to maintain educational continuity during global disruptions; however, students encountered multiple obstacles because their internet connections were unstable and they could not access digital devices and their learning spaces were insufficient (Crawford et al., 2020). The online learning process becomes more difficult for students in rural areas who come from low-income families because they do not have basic requirements for online learning education. Students in resource-constrained environments have shown exceptional ability to adapt to their learning situations because they can use any available technology resources for their educational needs. Research has demonstrated that a large number of students use mobile devices together with flexible learning options to participate in online courses (Aguilera-Hermida, 2020; Coman et al., 2020).

The connection between mobile technology usage and educational systems requires creators to develop learning environments which students can use on their devices without difficulties. Educational institutions must establish systems which will benefit all their students by creating pathways for every student to complete their educational requirements according to their personal learning methods and life experiences. The process of remote learning adoption by Southeast Asian higher education institutions has resulted in three different outcomes which affect their technological systems and their ability to provide online education and their overall preparedness for remote teaching. Some institutions successfully used their current digital systems and assets, yet other institutions faced difficulties because they did not have proper infrastructure and skilled staff members who could establish online educational platforms. Universities adopted blended and hybrid learning approaches to maintain educational continuity during global disruptions; however, students encountered multiple obstacles because their internet connections were unstable and they could not access digital devices and their learning spaces were insufficient (Crawford et al., 2020).

The online learning process becomes more difficult for students in rural areas who come from low-income families because they do not have basic requirements for online learning education. Students in resource-constrained environments have shown exceptional ability to adapt to their learning situations because they can use any available technology resources for their educational needs. Research has demonstrated that a large number of students use mobile devices together with flexible learning options to participate in online courses (Aguilera-Hermida, 2020; Coman et al., 2020). The connection between mobile technology usage and educational systems requires creators to develop learning environments which students can use on their devices without difficulties. Educational institutions must establish systems which will benefit all their students by creating pathways for every student to complete their educational requirements according to their personal learning methods and life experiences.

The process of remote learning development requires students to use their available resources creatively, enabling them to maintain their academic progress despite challenging conditions. This adaptability reflects a broader shift in the role of learners,

who must now navigate complex digital environments and take greater responsibility for their educational outcomes. In this context, remote learning can be viewed as both a challenge and an opportunity, as it encourages the development of critical skills such as problem-solving, time management, and digital communication. These skills are not only essential for academic success but are also highly valued in contemporary labour markets.

The current educational system needs to handle remote learning which has emerged as a new educational method. Educational institutions need to assess how their digital and hybrid teaching methods affect student learning because these methods are becoming more common in modern education. Students should study how remote learning affects their capacity to prepare for upcoming academic and professional situations. The ability to learn independently with virtual teams while using new technology has become essential for success in today's worldwide economy. Remote learning assessment needs to be studied because it affects educational practices and policies. Remote learning implementation in higher education systems will create crucial challenges that require institutions to establish systems for quality control and evaluation and student assistance.

Online programs require different evaluation methods because traditional evaluation techniques do not work effectively in digital learning environments. Remote learning requires student support services to change because students face different obstacles which include staying motivated and engaged and maintaining their mental health. Educational institutions need to solve these problems in order to improve their remote learning programs which will help students achieve better results.

Another important consideration is the role of remote learning in promoting inclusivity and widening access to education. Remote learning enables educational access for students who live in distant locations because it eliminates all geographical constraints. The complete realization of this potential requires organizations to solve all digital access and equity problems. Remote learning systems increase current inequality levels because they fail to deliver sufficient support to disadvantaged students. Educational institutions and policymakers need to create processes which enable all students to access digital educational content. Remote learning programs establish their value because of the rising number of organizations that now use remote work and hybrid work systems. Companies now prioritize hiring candidates who demonstrate proficiency in digital skills and flexibility and virtual teamwork capabilities. Students develop these essential competencies through remote learning environments which offer them experiences that replicate actual workplace situations. Remote learning functions as a connection between academic study and actual job experience because it provides students with essential skills needed to thrive in today's evolving job market.

In light of these developments, this study aims to examine how remote learning experiences influence students' preparedness for future academic and professional environments. Specifically, it investigates students' perceptions of remote learning, the challenges they encounter, and their level of academic and peer engagement in digital learning contexts. By exploring these dimensions, the study seeks to provide a comprehensive understanding of the role of remote learning in shaping student outcomes and to contribute to the ongoing discourse on the future of higher education in the digital age.

2.1. Self-Regulated Learning and Student Adaptation

The theory of self-regulated learning establishes a crucial framework which demonstrates how students learn to function in remote educational settings. The online learning environment requires students to manage their educational activities through three processes which include planning and monitoring and evaluating because instructors provide them with minimal direct supervision. According to Panadero (2017) self-regulated learning involves three components which include cognitive processes and motivational processes and behavioral processes that students employ to regulate their academic progress. Students enrolled in remote learning programs maintain full control over their educational activities. Students have the ability to create their own study schedules and choose learning methods and handle their academic responsibilities based on their individual needs. The system allows students to study by themselves but they need to develop time management skills together with self-discipline and goal-setting abilities. Students who possess strong self-regulation abilities achieve better results in online learning environments because they can sustain their focus and effectively structure their study activities (Broadbent and Poon, 2021; Rasheed et al., 2020).

Students must practice metacognitive monitoring because this skill enables them to assess their understanding and adjust their study methods when necessary. Digital learning environments need students to conduct self-assessments of their academic progress because feedback becomes available at later times or through digital platforms. Research shows that learners who practice reflective activities like self-questioning and progress monitoring attain higher levels of persistence and academic engagement during online courses (Broadbent and Poon, 2021). Remote learning environments depend on students acquiring motivation regulation skills because it forms an essential part of self-regulated learning. Self-determination theory suggests that individuals' motivation is influenced by their sense of autonomy, competence, and relatedness (Ryan and Deci, 2020). The learning system of remote education grants students learning autonomy because it allows them to manage their complete educational experience. Students need to control their motivation because they face challenges from distractions and digital fatigue and their multiple responsibilities (Aguilera-Hermida, 2020). The students who create effective strategies to control their motivation will maintain their involvement which helps them achieve success in online learning environments.

2.2. Digital Interaction, Collaboration, and Social Learning

People who discuss remote education programs bring up their worries about how those programs decrease face-to-face social interactions. The social learning theory states that people learn best when they engage with others and work together to achieve their learning objectives. Students need to interact with their teachers

because this interaction helps them build knowledge and gain educational satisfaction in all learning environments. The online learning platforms enable students to work together digitally through their discussion forums and virtual meeting rooms and group project activities. The tools enable students to maintain communication with each other while they share their thoughts and work together on academic assignments which they need to complete from separate locations.

The study indicates that online learning environments which provide students with opportunities to interact meaningfully lead to improved learning results because students show greater engagement with their studies (Martin et al., 2020). Through their digital collaboration work students learn to develop essential skills which include communication abilities and teamwork capacity and conflict resolution expertise. The contemporary workplace requires these abilities because employees need to work together in virtual teams while they use digital communication methods. Thus students can develop their teamwork abilities which they will use in their future careers through remote learning environments.

2.3. Remote Learning and Long-Term Readiness for the Future

The academic results from remote learning studies will determine how students prepare for their upcoming academic and professional journeys. Human capital theory indicates that educational programs enable individuals to acquire knowledge and skills together with competencies which increase their productivity and professional advancement possibilities. The digital transformation requires employers to seek employees who demonstrate technological proficiency and adaptable skills and ability to learn autonomously (Dwivedi et al., 2020). Students acquire these competencies through their participation in remote learning environments.

Students develop online task management skills and virtual communication abilities and international teamwork skills through their digital platform use. The experiences reflect the actual work practices which modern workplaces use when implementing remote and hybrid work policies. Career adaptability theory requires people to acquire psychosocial capabilities which help them manage unpredictable job situations.

Students who successfully adapt to remote learning environments demonstrate competencies such as problem-solving, flexibility, and resilience. These skills prepare students to transition from academic settings to professional environments which need digital communication and remote collaboration skills.

2.4. Synthesis and Theoretical Anchoring of the Study

The current research combines existing literature to show that remote learning environments function as intricate systems which evolve through interactions between their technological systems and educational structures and student learning patterns. New teaching methods are required for learning environments because students now share their learning responsibilities with digital learning systems. The ability of students to achieve academic success in remote learning environments depends on their skills in time management and online communication and their ability to solve technological problems. Students need these competencies because they involve technical skills which connect to advanced thinking and behavioral abilities that affect their academic achievements. The combination of socio-technical systems theory self-regulated learning theory and social learning perspectives creates a complete theoretical framework that helps researchers understand how students experience and react to remote learning environments. Socio-technical systems theory demonstrates that educational systems require human workers and technological systems to function effectively while institutional regulations and digital systems govern educational environments. Self-regulated learning theory emphasizes that students actualize their learning development through planning and monitoring and evaluation activities during their learning process in environments that lack direct teacher support. Social learning perspectives emphasize that students achieve valuable learning outcomes through their interaction and collaboration with others who share common knowledge in virtual learning environments.

Remote learning presents both a challenge and a development opportunity when evaluated through these theoretical frameworks. The students must learn new learning methods while they study essential skills which will benefit their future academic and professional development. The study investigates how remote learning experiences help students develop future professional competencies through three essential factors which include student assessments of remote learning and their experienced difficulties and their degree of participating in online learning activities. The three dimensions together create a complete picture which shows how online learning affects current educational results and future digital workplace and hybrid fieldwork readiness.

The synthesis shows that remote learning constitutes a vital component of present educational systems because its functions extend beyond emergency needs. Educational institutions require three vital design components to create effective learning environments which include technological capabilities and student autonomy and student social interaction. The study establishes an integrated theoretical framework for remote learning to show how higher education institutions can develop their programs to meet digital world requirements while helping students build their ability to adapt and learn throughout their lives. Remote learning presents both a challenge and a development opportunity when evaluated through these theoretical frameworks. The students must learn new learning methods while they study essential skills which will benefit their future academic and professional development. The study investigates how remote learning experiences help students develop future professional competencies through three essential factors which include student assessments of remote learning and their experienced difficulties and their degree of participating in online learning activities. The three dimensions together create a complete picture which shows how online learning affects current educational results and future digital workplace and hybrid fieldwork readiness. The synthesis shows that remote learning constitutes a vital component of present educational systems because its functions extend beyond emergency needs. Educational institutions require three vital design components to create effective

learning environments which include technological capabilities and student autonomy and student social interaction. The study establishes an integrated theoretical framework for remote learning to show how higher education institutions can develop their programs to meet digital world requirements while helping students build their ability to adapt and learn throughout their lives.

3. METHODOLOGY

The study used a quantitative research method with a descriptive-correlational design. The analysis included 169 student responses which came from learners who had done remote and blended education in Philippine higher education. The design was suitable because it enabled the researcher to examine student experiences while evaluating how main remote learning factors affected their academic and professional future readiness.

The survey instrument assessed four dimensions which included remote learning perceptions and remote learning challenges and opportunities and academic and peer interaction and long-term readiness. The researchers used descriptive statistics to present the characteristics of respondents and their answers to each survey item. The researchers used Pearson correlation to examine how selected demographic variables affected participants' remote learning perceptions. The researchers used one-way ANOVA to evaluate group differences across different year levels and learning modes and technology access and remote study duration. The study used multiple linear regression analysis to investigate how perceptions and challenges and interaction variables affected long-term readiness results.

The tests were evaluated using a significance threshold of 0.05. The manuscript reports the results using the original dataset and statistical values provided in the submitted draft. The researcher needs to keep instrument development and reliability evidence because the uploaded version lacked a separate reliability appendix which should have been included.

4. RESULTS AND DISCUSSION

Table 1 summarizes the respondent profile. Most participants were 20-22 years old (79.9%), female (79.9%), and in the 3rd or 4th year of study. Nearly all respondents reported blended or hybrid learning experience, and a majority had more than 1 year of remote study experience. This profile suggests that the findings reflect students with substantial exposure to technology-mediated learning rather than a one-time emergency adjustment.

Table 1: Demographic profile of respondents

Profile variable	F	Percentage
Age: 17-19	3	1.8
Age: 20-22	135	79.9
Age: 23-25	22	13.0
Age: 26 and above	9	5.3
Sex: Male	34	20.1
Sex: Female	135	79.9
Year level: 3rd year	92	54.4
Year level: 4th year	77	45.6
Mode: Fully online	2	1.2
Mode: Blended/hybrid	167	98.8
Remote study: None	24	14.2
Remote study: <6 months	19	11.2
Remote study: 6 months-1 year	29	17.2
Remote study: >1 year	98	58.0

Table 2 shows that respondents generally viewed remote learning positively (overall mean = 3.91). The strongest agreement was on cost reduction (mean = 4.29), followed by digital literacy gains (mean = 4.02). These results indicate that students perceive remote learning as both economically practical and developmentally useful.

Table 3 indicates that students also recognized a mix of constraints and opportunities (overall mean = 3.94). While distractions and technology demands remained salient, students agreed that remote learning encouraged efficient use of time, multitasking, and new skill development. In this sense, remote learning appears to create productive pressure that can strengthen independence and adaptability.

Table 4 shows that remote learning changed, rather than eliminated, interaction. Students agreed that online learning reduced face-to-face contact, yet they also acknowledged that online group activities, trust, accountability, and digital collaboration became important features of academic work. This supports the view that social interaction in remote learning is reconfigured through digital channels rather than simply diminished.

The evaluation of long-term readiness achieved a favorable assessment which resulted in an average score of 3.91 (Table 5).

Table 2: Perceptions of remote learning

Statement	Mean	Interpretation
Online or blended learning provides flexibility that improves my study-life balance.	3.75	Agree
Remote learning helps me become more productive in accomplishing school tasks.	3.71	Agree
Remote learning reduces unnecessary costs (e.g., transportation, food, lodging).	4.29	Strongly Agree
Remote learning enhances my digital literacy and familiarity with online tools.	4.02	Agree
My exposure to remote learning is preparing me for future academic and career demands.	3.78	Agree
Overall mean	3.91	Agree

Table 3: Challenges and opportunities in remote learning

Statement	Mean	Interpretation
Remote learning allows me to use my time and resources more efficiently.	4.02	Agree
Distractions at home or outside the classroom reduce my learning productivity.	3.84	Agree
Proficiency in technology is essential for success in remote learning.	3.92	Agree
Remote learning provides opportunities for multitasking and developing new skills.	4.04	Agree
Remote learning promotes inclusivity by providing access regardless of location.	3.88	Agree
Overall Mean	3.94	Agree

The highest-rated statement was that remote learning equips students with digital skills relevant for global opportunities (mean = 4.05). Students showed confidence in their ability to handle hybrid learning environments and upcoming professional responsibilities. The evidence demonstrates that remote learning methods enable students to develop skills needed for future employment and their subsequent work efficiency.

Table 4: Impact on academic and peer interaction

Statement	Mean	Interpretation
Remote learning reduces opportunities for face-to-face interaction with peers and teachers.	3.89	Agree
Online group activities foster digital collaboration and teamwork among students.	3.65	Agree
Trust and accountability are essential in online group projects.	3.96	Agree
Remote learning changes the way teachers and student leaders communicate and manage activities.	3.97	Agree
Remote learning encourages independence, time management, and self-discipline.	3.95	Agree
Overall mean	3.88	Agree

Table 5: Long-term readiness

Statement	Mean	Interpretation
Remote learning will continue to be part of education in the future.	3.84	Agree
My experience in remote learning prepares me to adapt to future career challenges.	3.95	Agree
Remote learning equips me with digital skills relevant for global opportunities.	4.05	Agree
Remote learning enhances my confidence in handling hybrid or flexible learning setups.	3.91	Agree
I feel ready to adapt to future academic and career demands because of my remote learning experience.	3.81	Agree
Overall mean	3.91	Agree

The results from Pearson correlation analysis which appears in Table 6 demonstrates that age ($r = 0.167$, $P = 0.030$) and sex ($r = -0.202$, $P = 0.009$) established a significant link to remote learning perceptions although the connection between these variables remained weak. Perceptions of remote learning were not affected by year level or learning experience mode or technology access. The research found that demographic variables had a minor impact on educational attitude formation but students maintained consistent views throughout the entire research period.

The ANOVA results show that only a few groups showed significant differences. The research found that year level did not create any significant impacts across four major dimensions which Table 7 displays. The learning experience mode only showed significance for long-term readiness which Table 8 demonstrates since blended learning or hybrid learning proved to help students develop better future academic and career readiness skills. The two factors of access to technology (Table 9) and remote study duration (Table 10) showed no significant results which indicates that students developed identical coping methods throughout different study conditions.

The regression model in Table 11 provides the strongest evidence in the study. Remote learning perceptions (beta = 0.386, $P < .001$), remote learning challenges (beta = 0.180, $P = 0.018$), and academic and peer interaction (beta = 0.362, $P < 0.001$) all significantly predicted long-term readiness. The most significant impact came from positive perceptions combined with strong interaction. The study results demonstrate that student readiness depends on both digital tool availability and their ability to comprehend remote learning and maintain their active participation.

The research results indicate that remote learning contributes to workforce-oriented capability development in management and marketing educational programs. Students who adapt to remote

Table 6: Correlation between demographic variables and perceptions of remote learning

Variable	n	r	P	Decision	Interpretation
Age	169	0.167	0.030	Reject H_0	Significant
Sex	169	−0.202	0.009	Reject H_0	Significant
Year level	169	−0.102	0.188	Fail to Reject H_0	Not Significant
Mode of learning experience	169	−0.131	0.089	Fail to Reject H_0	Not Significant
Access to technology	169	−0.056	0.468	Fail to reject H_0	Not Significant

Table 7: Differences in students' views by year level (one-way ANOVA)

Aspect	F	P	Decision	Interpretation
Perceptions of remote learning	1.747	0.188	Fail to Reject H_0	Not Significant
Challenges and opportunities	0.022	0.883	Fail to Reject H_0	Not Significant
Academic and peer interaction	0.270	0.604	Fail to Reject H_0	Not Significant
Long-term readiness	1.605	0.207	Fail to Reject H_0	Not Significant

Table 8: Differences in students' views by mode of learning experience (one-way ANOVA)

Aspect	F	P	Decision	Interpretation
Perceptions of remote learning	2.924	0.089	Fail to Reject H_0	Not Significant
Challenges and opportunities	2.152	0.144	Fail to Reject H_0	Not Significant
Academic and peer interaction	0.868	0.353	Fail to Reject H_0	Not Significant
Long-term readiness	5.305	0.022	Reject H_0	Significant

Table 9: Differences in students' views by access to technology (one-way ANOVA)

Aspect	F	P	Decision	Interpretation
Perceptions of remote learning	0.399	0.754	Fail to Reject H_0	Not Significant
Challenges and opportunities	0.014	0.998	Fail to Reject H_0	Not Significant
Academic and peer interaction	0.577	0.631	Fail to Reject H_0	Not Significant
Long-term readiness	0.181	0.909	Fail to Reject H_0	Not Significant

Table 10: Differences in students' views by duration of remote study (one-way ANOVA)

Aspect	F	P	Decision	Interpretation
Perceptions of remote learning	1.706	0.168	Fail to Reject H_0	Not Significant
Challenges and opportunities	2.215	0.088	Fail to Reject H_0	Not Significant
Academic and peer interaction	0.409	0.747	Fail to Reject H_0	Not Significant
Long-term readiness	0.805	0.493	Fail to Reject H_0	Not Significant

Table 11: Multiple regression predicting long-term readiness

Predictor	B	Beta	t	P	Interpretation
Perceptions of remote learning	0.452	0.386	5.633	0.000	Significant
Challenges in remote learning	0.200	0.180	2.382	0.018	Significant
Academic and peer interaction	0.425	0.362	5.753	0.000	Significant

learning develop transferable competencies such as digital communication self-management accountability and teamwork. The universities will enhance their outcomes when they create better instructional design and promote student well-being and develop digital learning activities that match actual workplace requirements.

5. CONCLUSION, IMPLICATIONS, LIMITATIONS, AND FUTURE RESEARCH

The study demonstrates that remote learning has evolved into an essential educational method which schools use to prepare students for upcoming professional requirements. The respondents showed that they perceived remote learning to provide them with flexible study options which helped them save money while developing their digital skills and building confidence for upcoming academic and professional challenges. The students experienced two types of obstacles which included material restrictions and social limitations because they could not access basic connectivity services and faced home-based interruptions and lost opportunities for direct communication.

The study results demonstrate that three interdependent elements create effective long-term readiness which requires students to develop favorable remote learning attitudes and build their capacity to manage difficulties while taking part in academic activities and socializing with fellow students. The higher education institutions need to understand that their digital infrastructure does not provide complete support for their operational needs. The framework of remote learning needs three essential elements which include student support systems and faculty members who possess digital teaching skills and course materials that build trust between students and instructors while creating an environment of responsibility.

Remote learning enables students to develop essential skills which employers need for hybrid work environments that use advanced technology. The lasting value of this program will be determined by how institutions adopt it as a core element of their educational system while they create accessible high-quality educational experiences which focus on student needs.

The research results demonstrate that institutions should allocate funds for their digital infrastructure needs and their need for instructional design programs and faculty training and student support services. Digital communication and virtual teamwork and self-management skills should be included in university programs because these skills match the requirements of modern workplaces. Students who face challenges with regular campus attendance can benefit from hybrid learning models because they offer additional pathways to educational access.

The research study exists within a single-country framework and lacks sufficient descriptive data because it depends on the limited information from its uploaded dataset. The research sample consisted mainly of upper-year students which limits its applicability to other student groups and different academic fields. The research will establish a framework through which researchers will investigate remote learning impacts on academic achievement and professional development and career advancement through time using longitudinal studies that involve multiple educational institutions and various research methods.

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