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The Lived Experiences of the Special Program in the Arts Learners in their Online Performance Tasks

Rotsen V. Escorial[a,*] & Irish S. Escorial[b]

[a]*Misamis University, Ozamiz City, 7200, Philippines*
[b]*Division of Lanao del Norte, Lanao del Norte, 7200, Philippines*

Abstract

With the pandemic caused by COVID-19, many people worldwide have been compelled to the new ways of education. This study explored the experiences of Special Program in the Arts learners in their online performance tasks in the different specializations in new normal education. The study was conducted in Kapatagan National High School, Division of Lanao del Norte. The study utilized the qualitative approach using the phenomenological research design. The study included twenty-one participants identified through purposive sampling. An Interview Guide question was used for in-depth interviews. The researcher employed the seven steps of Colaizzi's method of data analysis Results revealed the following themes: Lacking of Learning Resources in Online Performance Tasks; Adjusting to Shifting of the Learning Process; Deficiency in Understanding Concepts; and Difficulty in Doing Online Performance Activities. Results showed that SPA learners experienced a lot of challenges and difficulties in their online performance tasks. In their online skills demonstration, learners were unable to comprehend and follow specific instructions. Learners prefer classroom learning over virtual because it is convenient and they can learn better. Teachers could resort to social media or any other online platforms to connect with the students and assist them in their lessons as they were doing self-learning at home. Teachers may provide digital instructional materials such as videos or link to give learners with a coherent learning experience.

Keywords: learning process, learning resources, online performance task, self-learning

1. Introduction

The Department of Education has fully implemented the Special Program in the Arts (SPA) Curriculum as part of its K to 12 Program, recognizing the importance of the arts. This move-in education develops well-rounded, exceptional, and globally competitive graduates in basic education. A graduate of this program is expected to exhibit competence, skills, lifelong learning, and employment values. DepEd's prime responsibility is to provide every learner opportunity for quality education (R.A. 10533). The Philippine Education System constantly updates its numerous programs and curricula to remain globally competitive. In elementary and secondary education, special curricular programs (SPC) are meant to give learners various experiences that allow them to explore their potentials and interests. These unique curricula will cater to the requirements and interests of students in the twenty-first century (D.O. 21, s. 2019).

The introduction of the Special Program in the Arts (SPA) as a curriculum in 2001 became a national program for students who have demonstrated artistic talents or potential. The Special Program in the Arts is a program for learners with potentials or talents in the arts, namely, Music, Dance, Theatre Arts, Visual Arts, Media Arts, and Creative Writing. The program provides a comprehensive basic education in the arts, covering various art forms and disciplines. The arts education program is an important part of a well-rounded educational program that prepares graduates for work or higher education. Special Program in the Arts (SPA) envisioned to produce holistically developed young and excellent artists and preserve the Filipino cultural heritage through the learner-centered curriculum. In addition, it aims to provide avenues for students with potential in any art field to enhance their skills progressively.

The COVID-19 pandemic has changed the way of teaching and learning Special Program in the Arts (SPA). The specialized subject amidst pandemic is no easy task. It demands many skills and talents, strong content knowledge,

* Corresponding author.
E-mail address: rotsen.escorial@deped.gov.ph

pedagogical skills, organization and leadership, and communication skills. These competencies are essential in the delivery of outcomes-based arts instructions. The challenge is real tangible, and it is amplified by the challenge of making arts as a subject in the school curriculum relevant and interesting to the students. Along with it is the challenge of incorporating the 4C's of 21st-century learning, namely; collaboration, critical thinking skills, media literacy, and communication skills, SPA specialized subject as a skill and theory-oriented subject is a potential platform to facilitate the 21st-century learning, provided that the teachers are well equipped with the necessary tools and competencies to do (Scott, 2019).

With the DepEd's mantra of "no child left behind," the general situation of children in the public school system communicates a message of inequity. On the other hand, it cannot eliminate learning to stimulate the economy. As a result, educational institutions have had to take more precautions to ensure that they can continue to operate even if a threat is imminent (Magsambol, 2020). The Department of Education (DepEd) releases DepEd Order No. 12, s. 2020 dated June 19, 2020, titled “Adoption of the Basic Education Learning Continuity Plan for School Year 2020-2021 in Light of the COVID-19 Public Health Emergency”. The Basic Education Learning Continuity Plan (BE-LCP) is a package of education interventions that will respond to basic education challenges brought about by COVID-19. In developing the BE-LCP, DepEd engaged internal and external stakeholders for inputs in the design of a learning delivery strategy and operational direction that ensures the health, safety, and well-being of all learners, teachers, and personnel of the Department. DepEd offers blended and distance learning modalities by using printed or digital modules, online learning resources, and radio and TV-based instructions where learning takes place between the teacher and the learners who are geographically remote from each other during instruction (Llego, 2020).

Alternative forms of education were the only way to keep teaching and learning going. Teachers had to adapt to online teaching, which required them to use various digital tools and resources to address problems and adopt new teaching and learning strategies (Eickelmann and Gerick, 2020). Teachers were obliged to keep in touch with their students, and their teaching aims to account for student engagement and social integration of their learning groups.Virtual classes have replaced face-to-face meetings in a variety of online learning applications. Instructions can be synchronous (communication where participants interact in the same time-space as video conferencing, zoom, google meet, and WebEx) or asynchronous (communication where participants interact in different time-space as email, google form, streaming video content, posting lecture notes, and social media platforms) (Simamora, 2020).

Online learning and teaching entail wide range of tools, resources, educational techniques, roles, organizational preparations, and modes of communication, monitoring, and support—with numerous substitution and integration possibilities (Rapanta, Botturi, Goodyear, Guàrdia, & Koole, 2020). As a result, not only does the question of whether the lockout can be compensated for by teachers and students using digital tools in online teaching arise, but it also raises the question of how instructors' competency and opportunities to gain digital competence contribute to teachers' mastery of the challenges of the specific circumstance (König, Jäger-Biela, & Glutsch, 2020).

Online art education programs that involve arts praxis experiences in curriculum and evaluation may be possible because of technological advancements. Where there is coursework that requires students to create and share works through video, performing, and visual arts, this has been a rare and inconsistent feature of course work, prompting me to provide additional support to distance learners in live-time video sessions to demonstrate, model, and at times facilitate performing arts experiences (Simamora, 2021).

Since the start of COVID19 crisis, the Special Program in the Arts at Kapatagan National High School has adapted online distance learning to meet the learners' needs for ongoing education while acquiring knowledge and skills. As a result, Special Programs in the Arts learners encountered a lot of experiences in applying online performance tasks in various specializations in the new normal education.

1.1. Objective of the Study

This study explored the experiences of the Special Program in the Arts learners in their performance tasks in the different specializations in new normal education.

2. Research Methods

2.1. Research Design

This study utilized a qualitative approach using the phenomenological design. The phenomenological design is the assumption that human experience is mediated through interpretation (Creswell, 2009). The core of the phenomenological design is the investment in other people's experiences and the meaning they make of those experiences (Seidman, 1998). This design was used to explore the experiences of the Special Program in the Arts learners in their online performance tasks in the different specializations in the new normal education.

2.2. Research Setting

The research was conducted in the Kapatagan National High School (KNHS), Poblacion, Kapatagan, Lanao del Norte. The school is located in the second Congressional District of the Province of Lanao del Norte. The school covers 6.30 hectares. Kapatagan National High School is the 3rd to the most prominent school in the Division of Lanao del Norte, KNHS aims to give learners ample opportunities to develop facilities in arts and help learners improve their artistic skills. The school offers the Special Program in the Arts.

2.3. Participants of the Study

The study participants were the twenty-one Special Program in the Arts learners. Kapatagan National High School, Division of Lanao del Norte. They were chosen through purposive sampling based on the following inclusion criteria: 1) currently enrolled in the SPA curriculum, 2) Grade 8-10 learners and 3) willing to participate in the study.

2.4. Research Instrumentation

The researcher-made semi-structured Interview Guide was used to elicit data from the participants. The participants were interviewed about the experiences of the Special Program in the Arts learners in applying online performance tasks in the different specializations in the new normal education.

2.5. Data Collection

The researcher first secured approval of letter of request from the Dean of Graduate School of Misamis University. Approval was sought from the Schools Division Superintendent of Lanao del Norte, which involved the Special Program in the Arts learners. During the interview, the researcher took notes, and a digital recorder was used to capturing the responses of the participants. The recorded interviews were transcribed, and the researcher's reflective notes of her observations of the interviews were collected and added to the interview data. The participants were then asked to review the drafts of the written report of the study to have additional feedback to establish accuracy.

2.6. Ethical Considerations

To adhere to ethical standards, the researcher used the Helsinki Declaration (2001) codes. The researcher informed all participants about the study's objectives and significance. The principle of autonomy and respect for the person was upheld through the process of informed consent. Before the interview, the participants provided written, informed consent. They were informed of the study's purpose, potential benefits to themselves or others, confidentiality protection, the researcher's contact information for answers to study-related questions, and the conditions of participation in the study's conduct, including the right to refuse or withdraw at any time without penalty. The researcher assured the participants that their participation was entirely voluntary. Participants have the right to decline to participate in the conduct of the study at any time during the interview.

2.7. Data Analysis

To come up with the findings, the following seven-step method of data analysis of Colaizzi (1978) was followed 1.) making sense or acquiring a feeling for the protocol, 2.) extracting significant statements, 3.) formulating meanings, 4.) organizing the cluster themes, 5 & 6.) integration of results and detailed description, and 7.) validation.

2.7.1. Colaizzi's Seven-Step Method of Data Analysis

a. Making sense or acquiring a feeling for the protocol

The first step is making sense or acquiring a feeling for the protocol. The researcher reviewed the protocols formulated for this study. The researcher transcribed the data obtained from the actual interviews and reviewed it several times to ensure consistency of the transcription and what was recorded during the interview. This process was to check that the authenticity of data conveyed was not lost during the transcription. The written transcription of each participant did not contain their names but rather their assigned numbers for privacy and confidentiality.

b. Extracting Significant Statements

The second step is translating or making the significant statements (S.S.) out from the written transcription. Taking out or making the significant statements means that the researcher went back to each transcript and took out from the phrases or sentences that directly pertained to the investigated phenomenon (Colaizzi, 1978). The significant statements were placed in the table format to be aligned with the transcription of participants' feelings or thoughts. Each transcription was analyzed after each interview, and the significant statements (S.S.) were coded or numbered consecutively (e.g., SS1-SS57) for all the participants.

c. Formulation of Meanings

After extracting the significant statements (SS) from the transcription, the next step was formulating meanings (FMs) taken from the significant statements Since the formulation of FMs was intricate, the researcher made sure that she would not deviate from the intended meanings to other meanings not related to the study. Therefore, the researcher always checked and verified the significant statements for the accuracy and consistency of the FM. The FMs were also numbered According to Colaizzi (1978), in determining these avoided formulating meanings, the researcher ascertained and illuminated the unseen meanings considering the various perspectives and possibilities of the phenomenon which was described in the original transcript and must not avoided formulating meanings that the research data could not support. In keeping focused in formulating FMs, the researcher conferred the themes to her adviser for validation. The FMs were formulated and the researcher then made the cluster themes out of these formulated meanings.

d. Organizing the Cluster Themes

The next step was organizing the cluster themes out of the formulated meanings. This was achieved by re-reading the transcripts and reviewing the significant statements (SS) and formulated meaning (FM). Finally, the researcher made consultations with her adviser regarding the formulated meanings, themes, and theme clusters.

e. Integration of Results and Exhaustive Description

Colaizzi's fifth and sixth steps in analyzing incorporated the investigated topic's results into a detailed description and identified its fundamental structure. This was done by combining the theme clusters and themes to make a description. The researcher also reviewed the formulated meanings, significant statements, and the transcription made to ensure completeness of the data transcribed.

f. Validation

Colaizzi's final step of data analysis was the validation of findings. This was done by verifying the clusters as descriptive of their experiences by going back to the participants and asking them to validate the descriptive results' accuracy (detailed description) with their actual results. A copy of the detailed description was given to the participants to read and determine reflective of were the challenges they encountered in online learning. All the participants confirmed that what was written in the researcher's detailed description was really what they felt and experienced.

3. Results and Discussion

This study investigated the lived experiences of Special Program in the Art learners on their online performance tasks in the new normal education. There were twenty-one participants from the Special in the Arts curriculum, Grade 8-10 learners with specific specializations. The research was conducted in the Kapatagan National High School (KNHS), Poblacion, Kapatagan, Lanao del Norte. The central themes were derived from analyzing and interpreting the 21 interview transcripts. The researcher first examined the notes from the interviews that transpired previously before transcribing them. A total of 38 significant statements (SS) evolved from the interviews. There were 38 formulated

meanings (FM) which were coded and categorized into four themes. In coming up with the findings, the researcher followed the seven-step method of data analysis of Colaizzi (1978).

3.1. Colaizzi's Seven Step Method of Data Analysis

a. Making sense or acquiring feeling for the protocol

Before the researcher made the data analysis, the researcher reviewed the protocols formulated for this study. The researcher transcribed the data obtained from the actual interviews and reviewed several times to ensure consistency on what was being transcribed and that of what was recorded during the interviews. This process was to check that what the participants wanted to convey were not lost during the transcription. The written transcription of each participant did not contain their names for privacy and confidentiality.

b. Extracting Significant Statements

The next step the researcher performed was getting or making the significant statements out from the written transcriptions. Taking out or making the significant statements mean that the researcher went back to each transcript and listed out phrases or sentences that directly pertained to the investigated phenomenon (Colaizzi, 1978). The significant statements were placed in a table format to be aligned with the transcription of the participants' feelings or emotions. Each transcription was analyzed after each interview and the significant statements (SS) were coded or numbered consecutively for participant number 1 to participant number 21. A total of 37 significant statements (SS) were extracted from the 21 participants who were interviewed.

c. Formulating meanings

After formulating the significant statements from the transcription, the research next step was formulating meanings (FMs) taken from the significant statements (Colaizzi, 1978). There was a total of 37 formulated meanings (FMs) taken from the 37 significant statements (SS). The researcher made it sure that she would deviate the meanings to other meanings not related to the study, therefore the researcher always checked and verified to the significant statements for the accuracy and consistency of the FMs formulated. The FMs were also numbered from one to 37 (Please see appendix D). According to Colaizzi (1978), in finding these formulated meanings, the researcher must discover and illuminate the hidden meanings considering the various contexts and horizons of the phenomenon which is described in the original transcript "and must not formulate meanings which have no connection with the data." To be always guided and stay focus on formulating FMs, the researcher confers it to his adviser for validation. After all, FMs are formulated, the researcher then made the cluster themes out of the formulated meanings.

d. Organizing the cluster of themes

The last step was formulating the cluster themes out of the formulated meanings. The 37 coded formulated meanings were organized into 9 themes. These are: 1) Having no stable internet connection either by the teachers or students' end, 2) Not having necessary gadgets to use, 3) Coping up with the new practice of education 4) Being unable to manage the time well, 5) Lacking of interaction with teachers and other students, 6) Needing to understand concepts better, 7) Researching online to attain an understanding of terms, 8) Finding performance tasks not easy to comply, and 9) Lacking familiarity with performance task.

The 9 themes were reduced to cluster into 4 cluster themes namely: 1) Lacking of Learning Resources in Online Performance Tasks with 2 themes, 2) Adjusting to Shifting the Learning Process with 3 themes, 3) Deficiency in Understanding Concepts with 2 themes and 4) Difficulty in Doing Online Performance Activities with 2 themes.

These four themes' clusters were regarded as the central themes of the study. Each cluster is comprised of themes as shown below:

Theme Cluster 1: Lacking of Learning Resources in the Online Performance Tasks

The 2 themes comprising this cluster:

Theme 1: Having no stable internet connection either by the teachers or students' end

Theme 2: Not having necessary gadgets to use

Theme Cluster 2: Adjusting to Shifting of the Learning Process

The 3 themes comprising this cluster:

Theme 3: Coping up with the new practice of education

Theme 4: Being unable to manage the time well

Theme 5: Lacking of interaction with teachers and other students

Theme Cluster 3: Deficiency in Understanding Concepts

The 2 themes comprising this cluster:

Theme 6: Needing to understand concepts better

Theme 7: Researching online to attain an understanding of terms

Theme Cluster 4: Difficulty in Doing Online Performance Activities

The 2 themes comprising these themes are:

Theme 8: Finding performance tasks not easy to comply

Theme 9: Lacking familiarity with performance tasks

The four theme clusters were reviewed and compared to the original interview transcripts for validation. This was achieved by re-reading the transcripts and reviewing the FMs and SS to ensure that no theme cluster was added that was not found in the original interview data. Consultations were made with the researchers' adviser regarding the formulated meanings, themes, and the four clusters. The four clusters were defined below and excerpts from interviews were provided.

e. Integration of results and Exhaustive description

The Colaizzi's fifth and sixth steps in analyzing were the incorporation of the results of the investigated topic into an exhaustive description and identifying its fundamental structure. This was done by combining the theme clusters and themes to make a description. The researcher also reviewed the formulated meanings, significant statements and the transcription made.

3.2. Discussion of the Themes

a. Lacking of Learning Resources in the Online Performance Tasks

The purpose and importance of teaching and learning resources are to make lessons interesting, learning easy, and express concepts easily. Learning resources can significantly increase learners' achievement by supporting learning. An educational video may provide a learner with new insights, and an appealing worksheet may provide the learner with new opportunities to practice a new skill gained in class. This process aids in the learning process by allowing the learner to explore the knowledge independently as well as providing repetition. Learning materials, regardless of what kind, all have some functions in student learning.

In the study, the students experienced some challenges and difficulties in the learning resources they had performing online learning tasks. The poor internet connectivity and the availability of the gadgets they used in their online performance tasks were the major concerns of the students. This cluster theme is composed of two subthemes: (1) Having no stable internet connection either by the teachers or students' end and (2) Not having necessary gadgets to use.

Having no stable internet connection either by the teachers or students' end. Slow Internet connections or limited access from homes can contribute to students falling behind academically. Online classes are jeopardized due to poor internet connectivity. The participants mentioned that they were learning the lessons; however, internet connections was very slow, and it affected them a lot. This was mentioned by Participant 18; *"I learned something in my lessons using the Internet on but on the other side... Sometimes the internet connection was slow, and it bothered me a lot." Online learning is also difficult for Participant 17 because the connection was sometimes lost. There was unstable internet connectivity." Online distance learning or online class is harder than face to face classes. Sometimes the internet connection is lost Unstable internet connectivity (P17)"* They need to find a location where the signal is strong because it is really hard to keep up if the signal is very slow This was stressed by participant 7: *" I needed to find a good place that had signal because where we live has weak signal. Well it's really hard to keep up because of the low signal*".

Online learning is really hard because not only the students have unstable connectivity, but the teachers as well as pointed out by Participant 10: "In a distance or online class, not all the time the teachers' and students' connection is stable " In addition, the participants also experienced unannounced blackouts and lagging of devices. This was articulated by Participant 20: *"Sometimes there will be an unpredicted situation like poor internet connection, brownout, and logging of devices."*

With the increased use of technology in education, online learning has emerged as a popular teaching method. (Hogan & McKnight, 2007). Online learning has been widely embraced, as it can help both teachers and students achieve educational objectives through greater accessibility, versatility, and engagement. The need for bandwidth access to synchronous classes needs to be considered (Teräs, Teräs, Arinto, Brunton, Daryono, & Subramaniam, 2020). It is easier to teach and study online if there is a solid internet connection. Furthermore, teachers should allow students to use the internet to access online materials, as this has been identified as a significant benefit of online learning.

The Internet is the most beneficial tool frequently used for academic purposes to obtain information, research, and expand one's understanding of various domains (Masoomeh Motlaq, 2020). According to Ozer and Kılıç (2018), unstable or slow network connections might have delayed task completion and motivation. Schools offering online learning as an alternative to conventional face-to-face classes must prepare a better plan considering the different factors that might hinder the success of online learning.

Since students experienced unstable internet connections, school administrators and teachers have to consider this factor as this hinders the students' learning. They may tap the LGU and parents for help to have a stable internet connection in selected places of the barangay if not all parts.

Not having necessary gadgets to use. During this time of online classes, the kind of gadgets to be used in an online class is an important consideration. The participants were hampered not only about the internet connections but also the gadgets that they used for the online class. This is mentioned by Participant 8: *"In online learning, you might be worried about your internet connections and the gadgets you will use"*.

Moreover, it is not easy for students who have no gadgets to attend online classes, especially in doing performance tasks online. The participants struggled because there were times their phones were not functioning properly when they had online classes. This is pointed out by Participant 2: *"The challenges I have encountered while doing online performance task involved the availability of devices. It is not easy for a student who has no gadget or device that she or he can use for online classes. Sometimes I struggled because my phone was not functioning properly when we were doing our online classes."* The required specifications in gadgets on the learning management system used by the school, could have limited the function of the device.

Participant 15 also agreed that the availability of devices was the main problem he had in online classes. Luckily, he had an elder sister whom he could borrow for his online performance tasks. This was revealed in his answer to the interview: *"One problem of mine in doing online performance tasks is the availability of devices, but I found a solution. As of now, I have borrowed elder sister's phone to attend my online classes and do my online performance tasks."* In addition, Participant 13 stressed out that lack of devices to film different angles in doing video like microphone, lights, and stand was also the problem he experienced in doing online performance tasks. *"Lack of devices to film different angles in an acting video, microphone, light, stand."*

Functional gadgets like laptops, computers, and mobile phones should be considered in the online teaching-learning process (Fernande, 2020). According to Dhawan (2020), there should be good clarity on the purpose and context of technology adoption like gadgets. As educational media becomes more reliant on technology, the impact of technical issues grows. These minor issues can be a severe hindrance, which results in lower course participation, thus obstructing students' learning (Cook, 2007).

In doing online classes, to help students accomplish their online tasks, teachers could have asked students with gadgets to work together with students who did not have a device. In such a way, it could help lessen the scarcity of gadgets or tools to accomplish online tasks. Schools may also address the lack of gadgets for the students to use in their available time and in their convenient place.

b. Adjusting to Shifting of the Learning Process

The suspension of educational activities as a result of the ongoing COVID-19 pandemic resulted in an unplanned shift from traditional education to a setup that is entirely based on digital teaching and learning. This enormous unplanned shift from traditional learning to an entirely online learning environment has changed how schools teach their students. This resulted in self-learning among students, and the is already flexibility in the scheduling of classes. Students have

to learn through the lessons on their own at their respective houses. However, the online classes gave less interaction among the teachers and the students.

This cluster theme is composed of three subthemes, namely: (1) Coping up with the new practice of education, (2) Being unable to manage the time well and (3) Lacking of interaction with teachers and other students.

Coping up with the new practice of education. Self-studying is a learning method where students direct their studying outside the classroom and without the direct supervision of the teachers. This is also known as distance learning. According to Participant 11, distance learning is also known as online learning, e-learning, open learning, or learning from home

"Distance learning is also known as online learning, e-learning, open learning or learning from home (P11)".

Participant added that it is difficult because of the changes in the learning process

"It's difficult sometimes due to some changes of the learning process (P14)".

This is due to the shift of learning delivery from face-to-face to online classes where students were not yet prepared and not used to it. In addition, participant 12 mentioned that distance learning is a process wherein students learn individually, with a group or pair, and they do self-learning in their respective houses, not having contact with other people. This means they have to learn on their own. This was the answer of Participant 12: *"In my opinion, distance learning is a process on wherein we've learned individually or with a group or a pair. We do self-learning, and our houses are places we are living and not having a contact with different people (12)".*

The participants mentioned that it was really hard for them to do performance tasks online. They found it difficult to adapt to the new trend, especially in online performance tasks. To participant 5 cited: *"It's very hard to adapt the new modality of class, especially online for our performance task.* Moreover, Participant 18 pointed out that it is hard doing performance tasks online because, unlike in face to face class, they could understand the lessons and to follow the steps. In online learning, they had to do things all by themselves, and it was difficult for them to understand the lessons. This was revealed in his answer *"Online distance learning is hard especially in doing performance tasks. In face to face because in face-to-face class, you can understand the lessons and you know what to do next. In online distance learning you have to understand it yourself making hard to understand".*

Further, Participant 5 added that when it comes to online performance, some students do not really understand the questions when no teacher explains to them how to answer or how to do an activity. The participant stressed: *"Well, in my opinion, you can't really do the task when it comes to online. Students do not really get the question when no teacher explains. They don't how to answer."* Besides, during face-to-face classes, teachers explain well the lessons, however, in an online class, students do things alone. Participant 17 claimed: *"During the face-to-face classes, teachers can explain it well to students the to improve the student's communication. However online classes are still not a bad idea but it is difficult to accomplish the task (P17)".*

When exposed to self-learning online learning based on rich internet application (RIA), students with visual, auditory, and kinesthetic learning styles have stronger critical thinking skills than students who learn through traditional techniques (Muali et al., 2018). Some students also take online learning as an opportunity to take hold. Self-regulated learning (SRL) which is a style of academically efficient learning in which students set goals and develop strategies before beginning to learn. Learners must monitor and regulate their cognition, motivation, and behavior, as well as reflect on their learning process as a continuous process. As a cyclic process, these processes will be repeated (Adam, Alzahri, Soh, Bakar, & Kamal, 2017) Self-efficacy can be enhanced in a variety of ways Performance successes, which are based on learners' previous successful experience, are the most influential source of knowledge in self-efficacy. Success after success builds a strong efficacy and expectancy, which reduces the negative impact of failure (Alqurashi, 2017).

Due to the increase of the motivation of the students in developing their learning strategies based on their own pace, few researchers suggested that teachers must constantly make ways to meet the interests of the learners by providing interesting lessons. (Azizik, 2020). To aid student learning and accomplishment and the environment, it is important to create simple, practical guides for students. They are unfamiliar with this educational approach, and the teacher's classroom design is inferior to current online learning.

As the online classes were implemented, changes have affected the entire classroom setting, and even students' behavior. Students became more independent in doing their tasks since they spent all of their time at home with no classmates to depend on but themselves. They worked their tasks well either as an individual or as a team. Hence,

teachers might allow learners to write a reflection stating the students' experiences as they learned and performed the tasks assigned to them. The reflection has to be considered as a complement in every online performance activity for them to regulate their actions as well.

Being unable to manage the time well. With the flexible time given to the students, some students were able to manage their time well. Because they are in control of their own learning and pace, they need to understand how to manage their time well to make enough room for their online courses and the rest of their responsibilities. In the study, Participant 2 mentioned that he could divide his time properly to complete his work; he could even sleep longer hours and be comfortable while at home. This is articulated in his answer: *"I could divide the day and time I finish my work, I could sleep in a little longer, and I could just be comfortable in my own home"*. Students have a specific place they need for a specific time with regular classroom learning. Online learning requires students to set aside some time on their own to study and go through the lessons. This requires discipline and a real understanding of how to wisely use their time throughout the day.

However, a very flexible schedule of classes could lead to poor time management among students. This was mentioned by Participant 7 cited: *"A lack of a schedule can lead to poor time management in online learning. In face-to-face classes, the instructor establishes a predetermined schedule. However, many online courses are designed with a great deal of flexibility "*. Because of some extensions given to the submission of assignments, students become relaxed resulting in cramming and poor time management when deadlines were already fast approaching. On the other hand, low motivation to complete the task is also one of the reasons why students would not be able to manage their time properly. Participant 8 pointed out: *"Low motivation, or the inability to find the motivation to complete an important task, can be the first impediment to good time management". They do not like to work because they are not motivated to their tasks.*

Each learning encounter takes time away from the learner that could be used for something else. Educators frequently take advantage of the flexible scheduling of activities without accounting for the total time needed to complete all assignments (Cook, Dupras, Thompson, & Pankratz, 2005). There are not many students self-disciplined enough to create and stick to their schedules in an online setting as well. Thus, the freedom given by online learning can be detrimental to undisciplined pupils because of their relative immaturity and inexperience. To be effective, students need to be disciplined and able to work independently (Devi, 2000).

Teachers have to encourage students to continue their work at their convenient time, which would not hinder their family and personal time. Teachers can also consider the student's situations and adjust the time length of the given activities accordingly. However, with the given freedom, students have to stay responsible and their schedules to accomplish the simulations before the due time.

Lacking of Interaction with teachers and other students. Developing a positive student-teacher interaction is crucial for creating a successful learning environment. Students who have close, positive, and supportive relationships with their teachers outperform those who have more conflict in their relationships. This interaction with the teachers and with other students is the experience that students missed a lot in having online classes. Participant 10 mentioned that in distance learning, students just receive instructions through online classes, videos, recordings, video conferencing, and any other medium using technology. He claimed: *"Distance learning is an educational process where students receive instruction through online classes, video recordings, video conferencing, or any other audio/visual real-time medium (P10)."*

The students experienced the feeling that online learning was not comparable to face-to-face instruction. With physical learning, they could talk to their teachers and classmates and interact with them in real-time. With an online class, they worked through lectures and other teaching materials only at their own pace. These were emphasized by Participants 2: *"One of the main differences between online and face-to-face instruction is the face-to-face lectures involved students and instructors interacting in real time. In contrast, online students work through lectures and other teaching material at their own pace. Online learning, in my opinion, pales in comparison to in-person learning. I can talk to my teachers one-on-one with physical learning, and visual materials interact with everything"*.

In virtual classes, students receive less feedback from their teachers, unlike in face-to-face classes, for it only allows one-way personalized learning (Wahyono, Putranto, Saryono, & Asfani, 2020), where students are the sole individuals responsible for their learning. Depending on the pedagogical decisions made by the teachers in the course design, this can also limit peer collaboration (Emily & Gruss, 2018).

In an online setting, students can still communicate virtually with each other. Their teachers may make them from given simulations and collaborate on the topics or tasks they find hard to accomplish. Also, with the teacher's supervision,

students can provide the necessary information on what equipment and processes they use in accomplishing the tasks. Students are introduced to the activity, giving them enough knowledge on what to expect, thus avoiding further confusion.

c. Deficiency in Understanding Concepts

The new normal education requires learning modalities apart from face-to-face instruction. The different levels of education in public schools use the modular modality of learning. The learners are confined to reading and understanding the concepts reflected in the modules to become independent learners. However, there can be concepts that need teaches to elaborate because the concepts are beyond their mental aptitude to understand by themselves especially in the arts skills acquisition. Thus, the learners can feel inadequate in the process because they know that concepts they find difficult to understand on the performance task can be better understood if given discussion by their teachers.

This cluster theme is composed of two subthemes, namely: (1) Needing to understand concepts better; and (2) Researching online to attain an understanding of terms.

Needing to understand concepts better. In the Special in the Arts Program, some lessons need elaborate explanation or discussion by the teachers. With the direct instruction from their teachers, with actual modeling or elaboration, the students may have difficulty understanding certain concepts. Thus, the learners may feel uncertain as to what they need to perform or as to the expected output they need to demonstrate or produce. With the absence of the teacher giving instructions on the tasks that need to be accomplished, the SPA learners feel that they are gaining learning at a superficial level. The learners are compelled to be independent learners despite the possible inadequacy of understanding concepts.

As cited by Participant 4, the learner prefers face-to-face learning than online *learning "Face-to-face is better than online distance learning. Because in the face-to-face learning, we learn easier and less stress than online distance learning".* Another learner added*: "I have difficulty in performing the task in dance because I cannot understand the idea"(P11).* The learner claimed to understand easier the lessons, wherein clarification of concepts or ideas could be raised immediately in case of confusion. In modular learning, the learner was confined to the printed words in the learning material given to them. Apart from the possible complexity of the topics, there can be terms that are not readily comprehensible. Thus, the learner could have experienced stress in performing the task with the demands of the arts specialization that one needed to comply with. On the other hand, Participant 8 also claimed the difficulty, *"It's really hard at first, but with the help of my friend and families, I develop better trust in myself. I feel so challenged."* Yet with the help of one's family and friends, the learners still see the positive side of remote learning.

Learners across the world can be broadly classified into two types – one, people who learn to understand and two, people who learn to remember or recall. The people in the first category understand the concept, while the latter merely memorize the concepts to be able to recall it later. While memorizing helps commit to the memory, understanding the concept helps the learners gain knowledge and appreciate education (Prasad, 2016). Conceptual understanding helps learners understand the lesson on a deeper level. It is important for learners to understand different concepts as it helps learners' intellectual development. In order for the learners to learn concepts, they first need to have a good understanding about what these concepts are and what they mean.

Understanding concepts is a primary facet of the learners' studying progress. It is the keystone of learning facts. For an instance, understanding the concepts in specific specialization in Special Program in the Arts needs to be understood to be able to apply practically. By just reading the printed self-learning modules, learners might understand but they not able to apply the crux of the concept. To understand and apply the concepts teachers will elaborate the concept to the learners to acquire artistic skills in their field of specialization. In attaining the needs of learners in understanding the concept the teacher will expand the use of the different essential Google workspace that includes google classroom, google meet. These are free services for education made by Google where learning comes together. With the use of technology, it helps the learners to provide a virtual hands-on learning and help ensure transfer of learning from printed materials to practice.

Researching Online to Attain an Understanding of Terms. Secondary learners enrolled in SPA have special requirements to be met. Hence, they need to have a good grasp of the lessons to produce what is expected of them. However, there can be terms in the modules that are unfamiliar to them in which the understanding of the words is necessary to achieve the expected outcome. Hence, the learners seek supplements from online sources for them to gain an understanding of the important terms indicated in the modules. The following were statements given by three of the participants:

"It's difficult in modules cause in the face-to-face the teacher can discuss what the problem is. In modules, if I don't know the meaning, I'll search in Google." (P9)

"I research my lessons so I can understand them clearly. But sometimes, there's no internet connection, especially when there is no electricity. But everything was good. "(P13)

"Some terms were very difficult so I asked for help from my mother sometimes. We had to google it." (P20)

Participant 9 claimed that unlike in face-to-face classes where teachers can explain terms to make the learners understand the words better, in distance learning, the learners need to be resourceful by utilizing what is available online. They can access Google to know the meaning of terms or concepts. In the same vein, Participant 13 cited that he needed to do online research to understand better. However, the learner sometimes encountered connectivity issues or power interruption, and researching online was impossible. These conditions made it even more frustrating on his part. Same with Participant 25, had a similar experienced that aside from accessing in google, he asked for help from his parent to be able to understand concepts.

Learners attending a grade level expect to improve their knowledge through the lessons provided to them. However, distance learning makes it challenging for them to understand the principles, concepts, or ideas related to their subjects. Independent learning seems difficult for them to achieve. Aside from the absence of their subjects, teachers, these learners cannot regularly access the other sources of information, just like the internet. Hence, these students need to demonstrate a determination to address certain limitations in the new normal education.

Right technology tool is best support in distance learning because it enables the learners to transfer knowledge and explore resources to empower the educational needs. By giving digital supplemental materials assist the learners can be assisted as they do self-learning at home. Moreover, teachers may encourage the learners to use the most convenient search engine services such as Google and YouTube to facilitate learning. Accessing to online video and sharing other educational media platform are very essential nowadays as they enable the learners to learn better.

d. Difficulty in Doing Online Performance Activities

The Special Program in Arts entails doing activities for actual demonstrations in developing artistic skills. The learners' teachers are supposed to assess their performances based actual presentations. However, with the new normal education, the teachers and learners are not in the same academic environment where physical or performance activities can be rendered in the presence of each other. They resort to online demonstrations of the skills, where the learners can show to their teachers the required activities. But, internet connectivity issues and gadget limitations pose pressing concerns for the learners.

Finding performance tasks not easy to comply. There are tasks in the modules that are not limited to answering through pen and paper. Some specific tasks are for actual demonstrations or presentation. In SPA, there are specific skills that need to be demonstrated by the learners if they are able to master them as required of the program. However, with distance education, performance tasks are accomplished online, a modality that a few participants found difficult to comply with. The following were the statements given by the participants:

"I have difficulty in performance tasks." (P15);
"It's hard to understand some of the performance tasks because you will understand it by yourself through the skills." (P16)
"I have hard time to comply with the tasks because I don't have stable internet connection." (P6)

As cited by Participant 15, the learner found it difficult to do performance tasks. With specific actions to be performed or skills to be shown, modelling by the teachers could have been helpful for the learners to imitate. However, with distance learning, the teachers and learners were confined to seeing each other virtually, wherein specific instructions could not be easily understood and followed by the latter, who in return found difficult to deliver what was expected of them. On the other hand, Participant 16 expressed frustration over being left alone to understand and go about the performance tasks. Especially that not everyone can be quick or skilful in following what is indicated in the modules, performance tasks under the new normal education can be challenging for the learners. Also Participant 23 claimed that unstable internet connection hindered him in complying performance task. Complying performance tasks require online submission. However, there can be learners whose gadgets and internet connectivity can be of great concern.

There are many factors that affect learners' performance such as socio-economic, psychological and environmental factors. Socio-economic factor for instance, a family income level, parents' level of education, race and gender, all

influence the quality and availability of education as well as the ability of education to improve life circumstances. (Jennifer, 2005). Learners who have capability to buy gadgets and setting up wireless connection are very advantageous in online distance learning compared to those learners who are not capable. Another factor is psychological, this generally be defined as the importance of learning in the process. "With in-person classes closed for months for many students, there are also concerns the risks of mental issue are being worsened (Sy, 2021). Learners are just staying at home and alone sometimes that caused lack of interaction and communication. Lastly is environmental factor, the environment dramatically affects the learning outcomes of learners. Having the proper environment is essential in a students' ability to learn. Button (2020) stated that, various factors come into to play to create the correct environment, and even these can vary from one learner to another. Starting with the home environment to the classroom and even to include the body and mind, these are all important to create the stable and healthy learning environment that a learner needs. Amidst the crisis, learners still prefer face-to-face rather than distance learning because they believe they can learn better.

Teachers must consider the socio-economic, psychological and environmental factors towards the learners. They recognize the value understanding the situation and needs of the learners. For instance, some learners are lack of devices to film like camera, stand, lights and microphone can be of great concern for the teachers. Regarding to this issue, teacher can tap local officials to supply the needs of the learners. There must be an equal education and future aspirations from learners learning. On the other hand, the teacher must know that they will meet learners with different dynamics during teaching process.

Lacking familiarity with performance tasks. Learners cannot execute specific skills without a good understanding on what to do. Though there can be instructions given in the modules, it is different when there is a teacher who explains how things are done. Without prior knowledge or adequate instruction from the teachers, the learners can find performance tasks unfamiliar, thus, difficult to comply with. The following were the statements given by the participants.

> *"Difficult. I will ask somebody, or I research the information." (P10)*
> *"It's difficult. I just keep on going and researching on tasks that are similar to mine so that I can just get an idea on what am I going to do on the supposed performance task." (P11)*
>
> *"Difficult. Because it's confusing sometimes especially when you're not familiar on lesson and you didn't focus into it. Nevertheless, I found a solution on how to overcome it. By using social media like YouTube, I learned some of it because I'm actually watching virtual teachers." (P13)*

Participant 10 cited that that because of the difficulty related to performance tasks, he asked the assistance from other individuals to do researching, probably through online sources. The most accessible sources in today's generation is through the internet. Similarly, Participant 11 claimed to be doing constant research to have a good idea on how to do the performance tasks required in the subject. In this vein, the learner relied regularly on what online sources could guide since contact with the teacher was limited or inadequate for performance tasks to be accomplished accordingly. On the part of Participant 13, the use of YouTube could be most helpful.

Performance tasks can be used to engage learners in eloquent learning. Performance tasks require familiarity so learners must be motivated and engaged through real world application. Yet distance learning can be so difficult for learners. With the limitations posed in distance education, the learners considered online sources as valuable means in filling in the gap. They need to utilize the alternative sources of knowledge in the absence of a teacher. According to Pappa (2015), eLearning videos can be a very powerful learning tool, as they add a dynamic element to eLearning courses, improve knowledge transfer, demonstrate complex procedures, and help explain difficult topics.

Despite the inconvenience or difficulty, learners need to be able to comply with the tasks prescribed by the SPA program. In online performance tasks, specific instructions might not be easily understood and followed by the learners in skills demonstration. In filling the gap, teachers will provide digital instructional materials such as videos or link on YouTube to give learners with a coherent learning experience. Video-sharing website YouTube can provide unlimited opportunities to enhance learning by not only using the videos but also helping the learners achieve the goals and objectives. Nevertheless, teachers must ensure that the videos they use are aligned with the expected learning outcomes and are appropriate for the learners.

3.3. Exhaustive-Description

The participants experienced some challenges and difficulties in their online performance tasks. The learning resources and the shift of the learning process were major concern.

The weak internet connection and the devices utilized in doing online activities were listed as learning resources. The students battled with the poor internet access, putting their courses at risk, and this disturbed them much. They were unable to connect because of weak internet signal. They had located a site where the signal was strong since it was extremely difficult to keep up if the transmission in the information. Unexpected slow problems, such as unannounced brownouts and device lags, were also observed by several students. In addition, the device utilized required greater specifications for them to record and video their performance activities. The students suffered since their phones did not always work properly when they had an online lesson.

On the other hand, adjusting to shifting in the learning process made it harder for students to absorb the teachings because they had to study everything on their own. The self-learning method of lesson delivery is a difficult experience for students because there was no one to turn to if they did not understand the lessons. They learned alone in their own homes, with no contact with other people. Students found it difficult to complete performance tasks online since, unlike in person, they could grasp the teachings and know what to accomplish step by step. Students, on the other hand, had complete scheduling freedom, allowing them to undertake other duties in addition to their assignment, However, the students became complacent due to their time flexibility, and they were no longer able to manage their time well. Furthermore, the shift in the learning process reduces contact between students and teachers, as well as between students. The students felt that online learning was inferior to face-to-face learning since they could chat to their instructors and classmates and engage with them in real-time with physical learning. They worked through lectures and other instructional materials at their own speed in an online class.

Moreover, deficiency in understanding the concept was a great challenge for learners. learner preferred face-to-face learning to online learning. The learners claimed to understand easier the lessons, wherein clarification of concepts or ideas could be raised immediately in case of confusion. In modular learning, the learner was confined to the printed words in the learning material given to them. Apart from the possible complexity of the topics, there could be terms that were not readily comprehensible. Thus, the learner could have experienced stress in performing the task with the demands of the arts specialization that one needed to comply with. Learners claimed that unlike in face-to-face classes where teachers could explain terms to make the learners understand the terms better, in distance learning, the learners needed to be resourceful by utilizing what was available online. They could access Google to know the meaning of terms or concepts. Learners needed to do online research to understand better. However, the learners sometimes encountered connectivity issues or power interruption, and researching online was impossible. These conditions made it even more frustrating to learners.

Lastly, learners were having difficulty in doing online performance tasks. With specific actions to be performed or skills to be shown, modelling by the teachers could have been helpful for the learners to imitate. However, with distance learning, the teachers and learners ware confined to seeing each other virtually, wherein specific instructions could not be easily understood and followed by the latter, who in return found difficult to deliver what was expected of them. On the other hand, learners expressed frustration over being left alone to understand and go about the performance tasks. Especially that not everyone could be quick or skillful in following what is indicated in the modules, performance tasks under the new normal education could be challenging. Learners also claimed that unstable internet connection hindered him in complying performance task. Complying performance tasks require online submission. There could be learners whose gadgets and internet connectivity were of great concern. Moreover, learners asked the assistance from other individuals to do researching, probably through online sources. Internet is the most accessible sources in today's generation.

3.4. Validation

The Collaizzi's final step of data analysis is validation of findings. In this study, it was done by verifying the clusters as descriptive of their experiences by going back to the participants and asking them to validate the accurateness of the descriptive results (exhaustive description) with their actual experience. This was done by meeting of the 21 participants. A copy of the exhaustive description was given to them to read and it was written reflected the actual experiences of the Special Program in the Arts learners in their online performance tasks. All the 21 participants confirmed that what was written in the researcher's exhaustive description is realty what they felt

4. Conclusion and Recommedations

4.1. Conclusion

The SPA learners experienced a lot of challenges and difficulties in their online performance tasks. The researcher concluded that students struggled with slow internet connectivity, hence, classes are jeopardized. They could hardly connect due to locations with poor signal and some unanticipated incidents like unscheduled brown outs. Added to this, is the gadget used which need higher specifications for them to be able to record and video their performance activities. On the other hand, distance learning also gave difficulty to the students to understand the lessons because they have learned things all by themselves. There is no one they can ask if they hardly understand the lesson. However, students have all the flexibility in the schedules, hence, they can perform other chores aside from their assignment. Yet this flexibility of time made the students complacent that they were no longer able to manage their time well. Furthermore, Special Program in the Arts subjects need to be understood to be able to apply practically. Learners prefer classroom learning over virtual because it is convenient and they can learn better. To attain an understanding of terms, learners used search engine services such as Google and YouTube. There are many factors that affect learners' performance in doing the task such as socio-economic, psychological and environmental factors. For instance, complying online performance tasks require online submission, lack of internet connection and devices to film like camera, stand, lights and microphone can be of great concern. Also, the learners in their online skills demonstration were unable to understand and follow particular directions. Based on the findings and conclusions of the study, school administrators conduct seminars and trainings on teaching strategies for online classes to keep students interested in learning; re-alignment outcomes and assessment activities to make it more engaging and ensure that the subjects' expectations are met; and proper skills demonstration to develop students' artistic skills. School administrators may tap the Local Government Unit to provide free internet access in selected places of the barangay if not all parts. Teachers could resort to social media or any other online platforms to connect with the students and assist them in their lessons as they were doing self-learning at home. Teachers also consider having fixed scheduling of activities so that students will be used to managing their time properly to comply with all requirements. Moreover, teachers will elaborate the concept to the learners to acquire artistic skills in their field of specialization. To attain the needs of learners in understanding the concept the teacher will expand the use of the different essential Google workspace that includes google classroom and google meet. Teachers will also encourage the learners to use the most convenient search engine services such as Google to facilitate learning. Teachers may provide digital instructional materials such as videos or link on YouTube to give learners with a coherent learning experience. Moreover, students could ask help and guidance with their parents taking on the very important role of monitoring students' learning progress. Future researchers may also consider conducting another research looking into other students' experiences in their online performance tasks.

4.2. Recommendations

On the bases of the findings and conclusions, the following recommendations are hereby formulated:

a. The Department of Education shall allocate an additional budget for facilities and equipment needed for modular distance learning modalities. There is a need for work out to provide each teacher with laptop to mitigate their hard efforts in the preparation of module and other learning resources.
b. Schools should ensure that there is a very reliable internet connectivity for the teachers as well as students who preferred to study virtually. There is a need to focus more attention on how to provide assistance to teachers in the management of modular instruction. There is a need to design enhancement activities to improve the students' learning outcomes.
c. Students should work out on the performance, manage their time more effectively and utilize technology to improve their academic performance.
d. The parents can encourage and support their children to face the modular learning modality.
e. Future researches may focus on exploring the effect of modular instruction on the students' development of higher-order thinking skills.

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