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Research Article

I Survived: Academic Life of Junior High School Learners in Online Distance Learning

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ABSTRACT

The study aims to describe the academic life of the junior high school learners in online distance learning. Further, the study aims to know the challenges and ways to adapt in the online learning modality. Specifically, it sought to answer how are the junior high school learners described in terms of enrollment, cohort survival, drop-out rate, promotion rate, available resources, and source of internet connectivity; and what are the practices of the junior high school learners in adapting to online distance learning in terms of time management, study habits, comprehending the lessons, attending synchronous classes, and completing the requirements. The study utilized mixed methods research design, specifically a sequential-explanatory. Documentary records were utilized in the conduct of the study. A questionnaire was administered to 931 students from Grades 7- 10 students of a state university in Bacolor, Pampanga, Philippines. After which, a focused group discussion through virtual meeting was conducted to the 22 student-leaders. It was found out that despite of the various lockdowns and continuous threat of the COVID-19, online education modality had allowed education be served to the learners. With various practices on how to adapt with the “new normal”, learners were able to be deal with the online set-up. Challenges are still present and remain to be unavoidable but continuous interventions are being done to assure that quality, equitable, and accessible high school education is served. However, it is suggested to further improve the conduct of the online classes; concepts that were of challenge to the students should be address in the reopening of schools; intervention for the students’ social aspects should be taken into consideration; and continuous support must be given to the learners as well as to the teachers.

Keywords: *Academic Life, Basic education, COVID-19, Junior High School, Online learning modality*

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Background

With the COVID-19 pandemic, everything has changed. Adaptation to the “new normal” is not just but necessary. Educative institutions have to face the newness on things in assuring the safety of all while still delivering quality and equitable education.

The pandemic caused sudden and unexpected shift of the teaching process into distance modality such as modular, digital, online, and blended. Such caused difficulties not only to the administrators and teachers but also to students and parents. With the immediate adaptation to continue education, various areas have to be considered like the online systems, teachers and students competencies and pedagogies for distance and skills requirements for mastery (Marinoni, Van’t Land, & Jensen, 2020).

Coping with the effects of COVID-19 in educative institutions require a support from stakeholders. Consultation needs to include the administration who supports the teaching-learning processes, the pupils who are the core of the system, the faculty members or teachers who perform various academic roles, parents, and guardians who share the responsibility of learning continuity, the community, and the external partners who contribute to the completion of the educational requirements of the pupils. These complicated identities show that an institution of higher learning has a large number of stakeholders (Illanes, Law, Sarakatsannis, Sanghvi, and Mendy, 2020; Smalley, 2020).

In the context of the pandemic, universities have to plan and be resilient with its operations. Resiliency in the educational system is the ability to overcome challenges of all kinds—trauma, tragedy, crises, and bounce back stronger, wiser, and more personally powerful (Henderson, 2012).

The educational system must prepare to develop plans to move forward and address the new normal after the crisis. To be resilient, higher education needs to address teaching and learning continuity amid and

With that, they also consider how teachers can maintain a positive and effective teaching amidst the distance or not being able to be present in a certain physical learning environment

that the country is used to. In line with these, teachers were asked to teach online or by the use of the technological mediums that are available and reliable to teaching and learning. Technology developments and the increasing demand for flexible studying opportunities have actually led to the emergence of distance learning. Pupils, teachers, and in some situations even guardians and parents are in the educational process using the web, e-mail and online technologies. Physical presence in the classrooms was temporarily canceled due to the increasing number of infected citizens and the government does not want to risk the health and wellness of young people. For teachers, the shift to online education has meant re-thinking lesson plans to fit a very different format. The sort of having to redo all of the curriculum so you can teach it online, because a lot of it was dependent on being present and leading the students through certain things (Morris 2018).

Dangle & Sumaoang, (2020) mentioned that one of the major difficulties that have arisen in the implementation of modular distance learning is the large number of activities in each module. The Department of Education should tackle this concern, limit activities, and eliminate unnecessary topics so that mastery is acquired to the greatest extent possible. According to some of the parents, the less there is, the better. One of the pupils' concerns is that they do not have enough time to finish all of the modules in a week.

In addition, laboratory activities in sciences and other subjects requiring performance, such as Physical Education and arts & culture, would be confined to paper and pen assessments, unless schools require students to be physically present to be assessed through performance tests. Furthermore, extracurricular activities at school such as scouts, school events, sports intramural, contests, and foundation day will be minimized or cancelled. In order to adjust to the new instructional structure, teacher training in online education, blended learning, and distant learning is also recommended (Toquero, 2020).

Dangle and Sumaoang's (2020) researched that the main difficulties that arose were a lack of school funds in the production and

distribution of modules, pupils' difficulties with self-study, and parents' lack of understanding to academically assist their child/children. As a result, it is clear that there are challenges related with the usage of modular distance learning.

According to Bijesh (2017), without the presence of teachers and classmates who remind them of their responsibilities, they are more likely to become distracted and lose track of deadlines. As a result, it may affect their academic result.

The study aims to describe the academic life of the junior high school students in online distance learning. Further, the study aims to know the challenges and ways to adapt in the online learning modality. Inputs of the study would be important as the educative system deals with the progressive limited face to face classes as well as the reopening of the schools.

Statement of the Problem

The study aims to describe the academic life of the junior high school student in a state university in Bacolor, Pampanga.

Specifically, it sought to answer the following:

1. How are the junior high school learners described in terms of the following:
 - a. enrollment,
 - b. cohort survival,
 - c. drop-out rate,
 - d. promotion rate,

- e. available resources, and
- f. source of internet connectivity?

2. What are the practices of the junior high school learners in adapting to online distance learning in terms of:
 - a. time management,
 - b. study habits,
 - c. comprehending the lessons,
 - d. attending synchronous classes, and
 - e. completing the requirements?
3. What are the challenges encountered by the junior high school learners in online distance modality?

Methods

The study utilized mixed methods research design, specifically a sequential-explanatory. Documentary records were looked upon in the conduct of the study. Also, a questionnaire was administered to 931 students from Grades 7-10 students of a state university in Bacolor, Pampanga, Philippines. After which a focus group discussion through virtual meeting was conducted to the 22 student-leaders of the junior high school department. Questionnaire and guide questions were validated by experts in the field of basic education, research, and education policies.

Quantitative results were tallied and computed while qualitative data were coded, analyzed, transcribed, and formed into themes.

Results and Discussion

Description of Students

a. Enrolment

Table 1. Enrollment data of the Junior High School Learners in a SUC in Bacolor, Pampanga, Philippines

Grade Level	SY 2020-2021		SY 2021-2022	
	Male	Female	Male	Female
Grade 7	82	108	102	124
Grade 8	113	125	84	106
Grade 9	125	145	122	125
Grade 10	145	147	125	146
Total	990		933	

Table 1 shows the enrollment in junior high school of the university during the time of the pandemic. It illustrates a decrease in

enrolment. This implies that some students transferred to other school due to some identified reasons in their documents such as change

of residence and financial reasons. In the study of Rashid, Jahan, Islam, and Ratna (2015) students' decrease in enrollment can be caused by retention and promotion policies, students' attendance, students' location, and the need to

provide to the family at a very young age. Such findings lead to the suggestion that improvement of the current curriculum and academic system can be done to consider a flexible and convenient delivery of quality education.

b. Cohort Survival

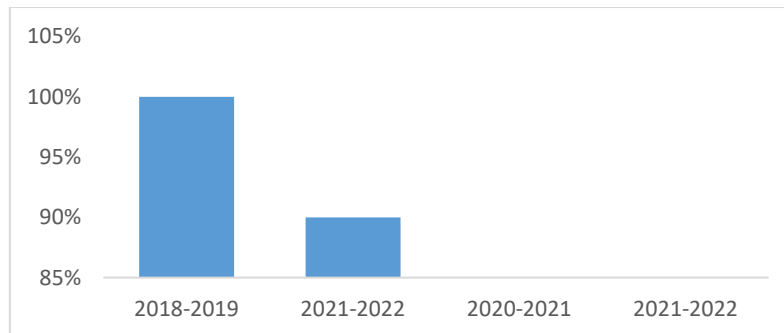


Figure 1. Cohort Survival of Junior High School Learners in a SUC, Bacolor, Pampanga, Philippines

Figure 1 shows the decline in the enrollment from 2018 to 2022 of the junior high school in the studied locale. This pattern shows the effect of cohort survival from the decreasing enrollment throughout the years, from 100% in 2018-2019 to 90 % in 2021 to 2022. Identified reasons for it is on the strict implementation of the retention and policies of the department as well as reasons of the

transferred learners. Academic success of a student can be determined by factors concerning socialization, individual adaptation, and acquisition of academic skills. Support of parents or guardians is an additional contribution that may lead to higher success rate of a learner (Welles, 2010; Prevatt, Welles Festa-Dreher, Yelland, & Lee, 2011).

c. Drop-out Rates

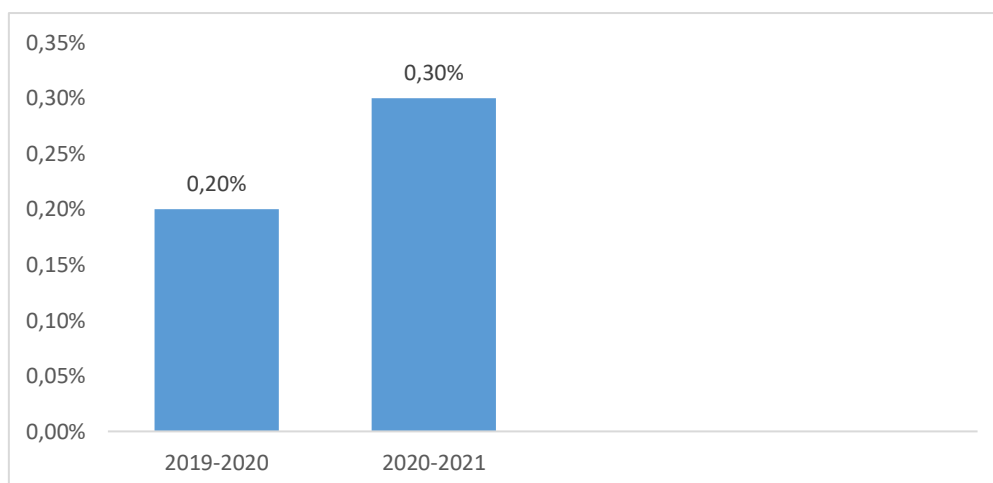


Figure 2. Drop-out Rates of Junior High School Learners in a SUC in Bacolor, Pampanga, Philippines

Figure 2 provides data on the percentage drop out of the locale from 0.20% in 2019-2020 and an increase to 0.30% in 2020 – 2021. Such

result in cognizant to the data posted on the enrolment data. Based on UNESCO (2018) children not attending school and high school

students reached nearly 258 million. With that UN (2015) aim to provide equitable education to all. Further, to embrace ways on how to

control drop-out rates specifically in early childhood and high school level (UNESCO, 2018).

d. Promotion Rate

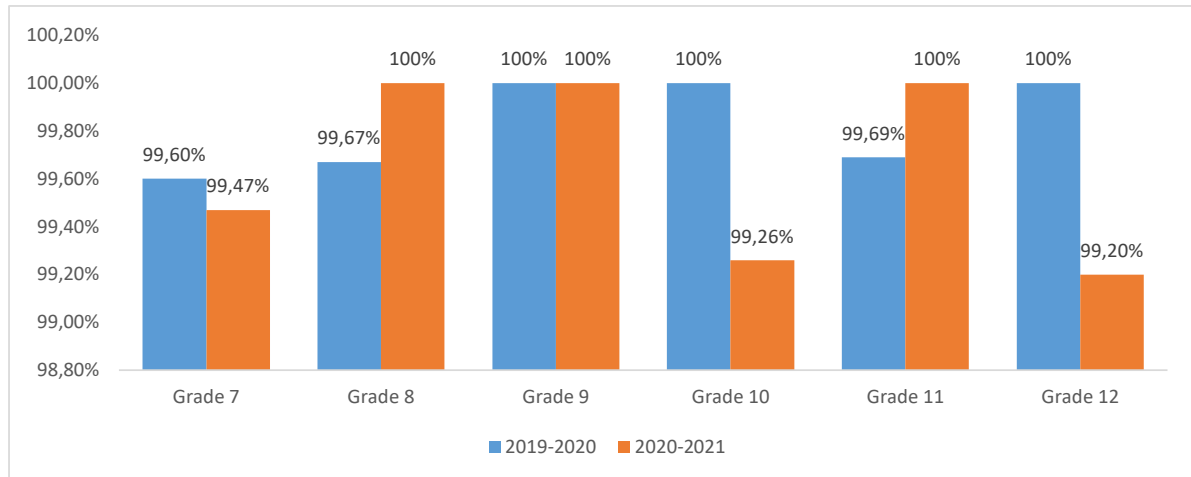


Figure 3: Promotion Rate of Junior High School Learners in a SUC in Bacolor, Pampanga, Philippines

Figure 3 represents the junior high school comparative promotion rate for the school year 2019-2020 and 2020-2021. For grade 7, there was a decrease from 99.60% to 99.4%, grade 8 shows an increase to 100%, while for grade 9 graph indicates a 100% promotion rate. The decrease in promotional rate may be due to

those who dropped within the school year and those who transferred. Janosik (2017) concluded in her study that social promotion and retention are common educational practices. It was noted that aside from academic performance, financial capability of the learners is an affecting factor.

e. Available ICT Resources of the Learners

Table 2. Identified Available ICT Resources of the Junior High School Learners in a SUC in Bacolor, Pampanga, Philippines

Resources	Total N=931
Smart TV /Basic LED TV	341
Basic/Smart/Android Cellphone	832
Laptop/Desktop/Tablet/IPAD	769
No Gadget	4

Table 2 shows that majority of the junior high school learners of the university have cell phones and laptops or computers that will help them with the distance learning modality. However, there are still learner who do not have available ICT devices to be used. The findings of

the study is similar to the findings of Asio, Gadia, Abarintos, Paguio, & Balce (2021) that identified smartphone as the most common tool being used by the students in their online learning.

*f. Source of Internet Connection of the Learners**Table 3. Identified Sources of Internet Connection of Junior High School Learners in a SUC in Bacolor, Pampanga, Philippines*

Internet Connectivity	Total N=931
Own access to internet provider	307
Own access to mobile data/ hot spot	615
Neighbor/Relative's access to an internet provider	18
No Internet Access	1

Table 3 identifies the internet connectivity that the students will be using. Most of them have internet provider at home. Some resort to mobile data and going to the house of their neighbors or relatives. Very few students have still no internet access to be utilized. In the article of Hossain and Rahman (2017) students need to enhance their internet usage as well as having as stable internet connectivity to be able to be adaptive to the distance learning of education.

Common Practices in Adapting to Online Distance Learning*a. Time Management*

Time management is vital in dealing with online distance learning. The participants described the modality on being on their own after their synchronous classes. Time management is also important for students in the new normal. They will be tired and stressed all the time if they do not have it. Time management is essential to improving pupils' performance and achievements. It is a skill to manage time, and every student must be familiar with and command of this skill in order to achieve better performance.

From the results of the focused group discussion, one theme emerged:

a. 1 Having a calendar of the things to be done. Noting on the calendars that things that were done and also about to be accomplished helped the participants in dealing with the online modality of learning. By doing so, the participants were constantly reminded of the tasks as well as the lessons that were discussed.

"There is a schedule that have to be followed for a day form the time of waking up attending my class and doing my requirements to

the time of sleeping"-SL1, SL3, SL7, SL10, SL11, SL12, SL17, SL21, SL22.

"Things have be note to a calendar so that it will not be forgotten and also to avoid cramming."- SL2, SL4, SL6, SL13, SL15, SL20

"Scheduling and updating it is important to be reminded as well be given to prepare on what will be the tasks and lessons to be given next." - SL5, SL14, SL18

According to Gueta and Janer (2021), the learner is rushed throughout the day due to a lack of a schedule. The learner began the day late, which causes a domino effect and causes them to underestimate the time required to complete a specific task. Multitasking and large projects are two factors that influence time management. A portion of their time was spent assisting their parents with household chores.

Similarly, Angkarini (2021) found out that the use on calendar as part of students' study habits are vital in complying with various requirements and in being independent learners in the online classes. Developing good study habits can lower students' risk to academic struggles, academic burn-out and even failure.

b. Study Habits

Good study habits imposed discipline on the students' life. . Good study habits are the keys to learning, everyone cannot be brilliant, but everyone can learn how to study. If one knows how to study, apply what he knows, he will be successful in his study. Study habit is the daily routine of students with regards to their academic duties and responsibilities. Each student has his own study habits varying on his preferences with the place and time of

studying, techniques in studying and more. It will depend upon the person if he will not get bored to browse notes and can procrastinate (postpone doing something) the distractions such as social networking, media exposure, gaming addiction and more.

According to Kaur & Pathania (2015) study habits are carefully planned and deliberate pattern of study behaviors that learners must have to attained consistency on students' academic life towards understanding the subject matter, passing the examinations as well as deeper appreciation of the competencies and lessons. In addition, study habits can be defined as the sum total of all habits, determined purposes, and enforced practices that the individual has in order to learn (Radha & Muthukumar, 2015). Also, Monica (2015) defined study habits were the regular tendencies and practices that one depicts during the process of gaining information through learning.

From focused group discussion, four themes emerged:

b. 1 Studying in silent and comfortable place of the house. Studying in a quiet and comfortable place makes the students get focused in their lessons and studies. The absence of noise allows them to concentrate and easily their work. Further, it helps them to understand the lesson with ease.

"A quiet place in the home allows concentration in our studies"- SL1, SL3, SL4, SL9, SL12, SL14, SL15, SL16, SL19, SL 20, SL 21, SL22

"The absence of noise is very help to understand the lesson especially in the synchronous sessions"-SL2, SL5, SL6, SL11

Adeninyi (2011) stated that having a particular study in the home allows students to study independently and be able to focus in their undertakings.

Further, Akue et. al (2017) said that having a study area in the home gives motivation to the students. The online learning will be tough to the students if they are not motivated. The learning environment itself has to be designed in a manner that is an attractive force to the student to study and enjoy the process of learning.

Motivation whether internal or external guides and drives the goals and actions of the students.

b.2 Reviewing the recordings for retentions. Recorded synchronous helps the students to understand further the lesson. Also, through the recorded videos, students can remember the discussed concepts and will have a guide on the skills to be mastered.

"Recorded synchronous sessions help a lot in reviewing and even accomplishing performance task. They serve as our audio lecture of the lessons"- SL5, SL 6, SL8, SL12, SL13, SL15, SL18, SL 19

"Recorded online classes allow students to give a copy of the discussion even you had an unstable internet connection. It is a great help on guiding us in remembering key concepts."- SL1, SL2, SL3, SL7, SL20, SL21

Ebele and Olofu (2017) highlighted that good study habits occur as a result of practice and knowing what technique is very beneficial to the students. Having a lecture is important especially in the online classes. The students will be working on their own and the recorded meetings served as their compass on studying further and in completing various assessments. Learning the best method applicable to learners may lead to success in their studies.

b.3 Doing note taking. Even in virtual classes, note taking play a vital role on the learning process. The note taking is useful on comprehension and retention of the competencies. Further, it is a tool to be a reference.

"Doing the lecture and jotting important concepts allow to remember the lesson."- SL1, SL2,SL7, SL8, SL10, SL11,SL15, SL17, SL18

Muraina, Nyoree, Emaina & Muraina (2014) highlighted the impact of note taking to the academic success of a learner. It was found out in their study that those who poorly do note taking perform poor in their respective classes. They emphasized the note taking as a form of academic practice help learners to understand

and have a reference on what has been imparted.

b.4 Playing music while reviewing the discussed lessons. Studying does not need to be serious and very stressful. It can be enjoyed with music. Music helps the learners to learn without being burned out or being consumed by the lesson.

"Having a soft music in the background makes me enjoy studying."- SL1, SL5, SL7, SL9, SL12, SL19, SL 22

"Through music, it easy to study."-SL2, SL3, SL6, SL 8, SL15, SL18, SL20, SL 21

"Music gives melody to the brain that makes the concepts easy to understand and remember."- SL4, SL10, SL11, SL17

According to Baker (2014), in the Standford study, music helps the brain to be focused. In the said research, it was found out that the "music engages to the areas of the brain which in involved in paying attention, making predictions, and updating in the event in the memory. Further, through music, it lessens the academic stress that the learners experience.

c. Comprehending the Lessons

Understanding the lesson is a challenge in the online modality. With lots of things such as social media, games, household chores, and even the comfort of the home may be a negative intervening factor for a learner to understand the lesson. Comprehension is a key element in education. All subjects require comprehension. Deeper comprehension leads to vast learning. And having a comprehensive lead to application and even to the mastery of set competencies.

Azmuddin et. al (2020) associated comprehension with understand what has been discussed and read and can summarize them. Comprehension skills is the students' ability to conclude and understand the lesson. The greatest manifestation of comprehension is if the students can do the competencies correctly, accurately, and independently.

From the results of the focused group discussion, four themes emerged:

c.1 Consultation sessions with the teachers during asynchronous. Online modality is found to be better than modular as perceived by the participants. In the online modality, teachers are discussing the lesson using the meet or learning management system. Further, the participants can ask clarificatory questions where the teachers entertain. The presence of the teacher in the virtual room plays a great role on facilitating the learning.

"Teachers are readily available to answer our queries when there is confusion on the lesson."-SL1, SL3, SL4, SL5, SL8, SL10, SL11, SL15, SL19, SL22

"Teachers can be approached even in the offline schedules."-SL2, SL6, SL9, SL12, SL13, SL14, SL16

Numerous studies reveal the open and smooth communication in online classes is so important and beneficial in creating an effective learning environment and in motivating learners to learn and study better. The teacher's role is indispensable in any learning modality (Chen, Bennett, & Maton, 2008; Martin & Parker, 2014; Zhang & Kenney, 2012). Learners need their teachers. The subject matter is easier to comprehend if the teacher is there, can be communicated, and patient to the needs of the learners.

c.2 Modules and recordings are provided for further comprehension. Having the modules and recorded meetings being uploaded to the learners' portal, learners were given the access for these references. In addition, these materials are readily available to the learners and can be downloaded for present and even future use.

"The uploaded modules and recordings serves as lecture that guide students in independent learning."- SL5, SL 6, SL8, SL12, SL13, SL15, SL18, SL 19

"Having a copy of the teachers' presentations make the students guided with the lesson being discussed as well as serves as a review notes"- SL3, SL4, SL9, SL12, SL16, SL20, SL22

Nardo (2017) stated the modules open opportunities to independent study. Acquisition of better learning among students is one of the advantages of modules. Learners learn and accomplish task with sense of responsibility. They are given chance to progress on they own. This implies that they are learning how to learn which lead to learners' empowerment.

c.3 Digital platforms are used for clarity of the lessons. Resorting to other media for additional knowledge is being done. The participants are also training themselves to be independent learners. With vast available resources from the internet, information are very near to their reach.

"Google and other educational websites were surfed for additional explanation."- SL1, SL3, SL4, SL5, SL8, SL10, SL11, SL15, SL19, SL22

"If discussions are not understood, we surfed Google or watch tutorials in Youtube."- SL2, SL6, SL9, SL12, SL13, SL14, SL120, SL 21

Tumskiy (2019) explained that there are various advantages on the use of available digital platforms like free space and lime barriers, flexibility on its use, and they contain vast of information. Further, these digital avenues enable the teachers to adjust the setting and content of the platform. For the students, these platforms are user friendly and adaptable. Also, learners find the digital avenues enjoyable to explore.

Lawson and Comber (2014) indicated that the use of different internet applications in teaching and learning promote independent learning. Further, these encourage students' center learning.

c.4 Listening and reading help. Acquisition of learning is not confined with synchronous classes. Understanding what has been heard and read lead to learning. Through these two skills, learners are not only absorbers on information but also critical and analytical thinkers of the given matter.

"It helps if you read and listen a lot"- SL1, SL2, SL3, SL7, SL8, SL13, SL14, SL20, SL 21, SL.

"Through reading, understanding is being attained."- SL4, SL5, SL10, SL11, SL17,SL18 SL 19,

Azmuddin et al. (2020) stated that reading comprehension is the ability to comprehend what is printed and posted and be able to summarize and apply. Reading comprehension skills of the learners must not be confined with literal and interpretative level but most to the critical and evaluative stage. Through reading, comprehension is being attained. In comprehension, generating meaning is achieved by various strategies.

Canpolat, Kuzu, Yildirim, & Canpolat (2015) found out in their study that students who are academically successful used different cognitive, affective, and psychomotor-based strategies in practicing active listening. Thus, learning can be attained through attentive listening since the main way to teaching is verbal.

d. Completing the Requirements

Quizzes and performance tasks are assessment mechanisms to test whether the learner understood and can apply the set competencies. In the online modality, performance tasks was taken into priority (DO 31 s.2020). Assessments also serve as feed backing to the learners to really gauge their learning.

From focused group discussion, four themes emerged:

d.1 Do the requirements as early as possible. Learners are aware of what have to be accomplished. They showcase persuasive and determination to complete the task or pass the given assessment. Prioritization on the assigned works are important also to the learners so that they can complete all in the prescribed time.

"Start immediately the given work to avoid deadlines and cramming."-SL1, SL2, SL3, SL4, SL6,SL7,SL9,SL10,SL11,SL12,SL13,SL14,SL15,SL16,SL17,SL19

"Prioritize the academic task before leisure activities."- SL8,SL18,SL20,SL21,SL22

In the new normal of education, self- directed learning is being practiced as well as being encourage. In self-directed learning, the

responsibility to learn shifts for the external sources such as the teachers and the classroom set up to the learner as an individual. Control and active involvement is important on the part of the learner to ensure success (Boyer and Usinger, 2015; Grover, 2015).

As mentioned by Katelyn (2013) prioritizing their academic obligations can help the

learners improve their academic performance tasks. With the online set-up, students must be able to manage their time and priorities. Avoiding deadlines and late submittals is a manifestation of good motivation and good study habits on the part of the learners.

Challenges Encountered In Online Distance Modality

Table 4: Common Encountered Challenges in Online Distance Modality

Identified Challenges	F N=22	Rank
Unstable internet connectivity	22	1
Barriers in focusing (noise, online games, weather)	18	2
Late submissions of the requirements	15	3
Complacency	11	4
Confusion on Mathematics and Science Concepts	8	5

One common problem in the online modality is the unstable internet connectivity. Even the learners have their own internet providers or loaded their phones for mobile data, internet connectivity is still a major concern. It causes stress and anxiety to the learners. Toquero (2020) mentioned that poor internet connection lead to anxiety, loss of focus, and even suspension of academic classes. Marinoni et al. (2020) stated the internet connectivity is also causing discriminatory lines to various countries and even to the learners.

Studying at home is prone to various barriers. Some concerns raised are personal problems in the family. Also, a noise at home is contributory for not studying well. As well, household chores that the learners have to do together with their academic works. Learners identified about mentioned causes resulting to not be able to concentrate in the studies. Bao (2020) associated students' academic problems to the home environment, noise, as well as relationships within the family. Ebele and Olofu (2017) stated that there are several factors affecting the attention ability of the online learners. Distractions to digital applications and devices were considered the major factor affecting the learner in the online setup.

Late submission of the academic requirements to some students. Having 8 subjects or more lead to some piled up work since it is a

must per subject area to assess the students learning. Some students were demotivated due to the piled work or sometimes were having some difficulty to the requirement that asks learner to exert additional effort. Others admitted to wait for the last day to complete the requirement. According to Marc (2011), proper and improving one's study habits can overcome procrastination. Being organized and good management on the things to be done will be of help. Planning on the part the learner is a good start on the being late. Solving late submittals can make less anxious and will not experience academic burnout.

Complacency is a threat to students to achieve better academic performance. The comfort of being at home lead to a more disadvantage results such as being late in their online schedule, forgetting their online meetings, and being burnout due to not being allowed to go out. In the study of Parkes et al. (2014), students were found to be not sufficiently prepared on balancing their academic, social, family, and even personal lives. With this not being prepared, they tend to be relaxed for it became part of their mentality that reasoning their unpreparedness can work of their advantage.

Mathematics and Science were identified the most confusing subjects by the participants. Since the competencies are on analytical,

creating and evaluating thinking skills, the learners are exerting more efforts on these. Also, parents are having hard time to assist their children due to the level of the subjects. According to Herrington and Handal (2014) to make online classes engaging and comprehen-

sive, activities should be relevant, ill-defined, varied and complex in levels. Since laboratory facilities and face to face interaction were turned into virtual Mathematics and Science concepts will be an extra effort not only on learning them but also of teaching.

Emerging Framework



Figure 4: Gamboa's Emerging Framework

As the learners face the online learning modality of distance education, adapting mechanisms are vital to survive the new normal of education. Various aspects have to be attended to ensure that learners are not only dependent to what the teachers are providing them but be able to be independent learners who can improve and master the competencies with less assistance of supervision.

In the online learning modality, challenges are everywhere. These challenges are inevitable and have to be managed so that they will be become barriers or problems in the acquisition of learning.

This cannot be done by the students. As the education sector tries to reopen, various interventions and programs have to be initiated to bridge the gaps on the lessons and skills during the distance learning.

Conclusion and Recommendations

Despite of the various lockdowns and continuous threat of the COVID-19, online

education modality had allow education be served to the learners. With various practices on how to adapt with the "new normal" learners were able to be deal with the online set-up. Challenges are still present and remain to be unavoidable but continuous interventions are being done to assure the quality, equitable, and accessible high school education is served.

Based on the findings of the study, it suggested to further improve the conduct of the online classes; concepts that were of challenge to the students may be addressed in the reopening of schools; intervention initiating activities that will help students how to socialize with others and how to work with the other students should be taken into consideration; and continuous support may be given to the learners as well as to the teachers.

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