

RESEARCH ARTICLE

Academic Related Values-Oriented Skills Demonstrated During Pandemic

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ABSTRACT. Values are an individual's conventions that serve as a guide for deciding what is right and wrong. It either comes naturally to a person or is gained over time through interactions with family, community, and society. However, the COVID-19 epidemic has recently hindered human connections, disrupted sociability and gatherings, and may have had a significant impact on people's conduct in general and on schoolchildren in particular. The teaching of academic and values-based skills in schools might be discontinued, which would probably hinder the growth of a developing child whose overall wellbeing is somewhat dependent on our educational system. The Department of Education made sure that children wouldn't be significantly impacted by the COVID-19 pandemic in light of its impacts. The study looks into the values-oriented academic skills that junior high school students displayed during the epidemic. The replies from the sixty junior high school respondents were totaled in order to ascertain the academically connected, values-oriented capabilities of the learners during the epidemic. The results indicated that, in spite of distance learning, students continued to exhibit values-oriented skills, which is crucial to their overall development. The result's implication implies that, despite the COVID-19 epidemic, it is still necessary to uphold and promote other values-oriented abilities in the teaching and learning process.

KEYWORDS: COVID-19 Pandemic, Values-oriented skills, Values, Junior High school, Department of Education

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Introduction

The world has drastically shifted from what it was before to the new normal setting in this difficult time of Covid-19 Pandemic undoubtedly, the covid-19 virus is causing the world's most serious health crisis since the Great Influenza of 1918. The long-term effects it had on societies led to long-lasting political and financial consequences, and as a result, societies all over the world are currently dealing with the same situation (Bonetto et al., 2021). It is believed that values are an individual's conventions that serve as a guide for deciding what is right and wrong. It develops through interactions with family, community, and society and is both innate and acquired by an individual (Lakshmi & Paul, 2018). However, the COVID-19 epidemic has recently hindered human connections, disrupted sociability and gatherings, and may have had a significant impact on people's conduct in general and on schoolchildren in particular. The termination of the

academic and values-based skills taught in schools is likely to hinder the growth of a developing youngster whose overall well-being is partially dependent on our educational system.

This study looks into the values-oriented academic capabilities junior high school students displayed during the epidemic. Since the modular approach allows students to explore and learn at their own speed, modular instruction is comparable to the teaching-learning technique. According to a research by Ambayon (2020), the activities in the modular approach improve learner-centered approach and pique curiosity.

Numerous studies have been conducted to examine how individual traits are organized and designed (Allport, 1924; Feather, 1975; Rokeach, 1973; Schwartz, 1994a, 1994b); other studies have focused on how learning approaches are approached (Biggs, 1987a, 1987b; Marton and Säljö, 1976a, 1976b). Given these developments, educational studies attempted to explore the relationship between learning approaches and estimates made close to home. In addition to examining the relationship between attributes and learning techniques, various studies examined the relationships between learning strategies and achievement while taking into account the influence of sex and academic discipline on these relationships.

People's lives are being drastically altered by the COVID-19 epidemic, particularly the lives of children. Schools and colleges are closed, exams and events have been postponed, access to routine health data administrations has been restricted, and connecting with friends and extended family is severely hindered and, in some cases, even criminalized. Children may suffer greatly from living in these circumstances in terms of their social, physical, and mental development. UNICEF 2020.

The world as we know it now has drastically changed due to the Covid-19 pandemic. However, it altered the way that people saw their current way of life. As stewards of learning, the Department of Education guaranteed that students will not be adversely affected by this pandemic. However, because everyone is dealing with a variety of socioeconomic changes, political changes, and one larger change, it has shocked our educational system from the typical setting, which was face-to-face to distance blended learning approach. The local government's action has enabled the continuation of education in all schools across different towns and provinces. Since this circumstance is one of the reasons why students are discouraged from pursuing their education through blended learning, numerous local mayors have developed various initiatives to meet the needs of the less fortunate students. Thus, the knowledge and technical expertise as well as the development of values among the learners will continue to grow via the efforts of the local community, stakeholders, and parents, making education remain a continuous process.

As anticipated, the research's findings would recommend a plan for holding an orientation and creating a manual on academic related values-oriented skills. The current study aims to comprehend and acquire the significance of academic related values-oriented skills demonstrated by junior high school students regardless of gender and academic grade level during pandemic.

Research Questions

The study will explore the research questions surrounding the academic-related values- oriented skills demonstrated during the pandemic and shaping the future of education.

1. What is the profile of the respondents
 - a. Sex - Male; Female
 - b. Grade level - Grade 7 and 8; Grade 9 and 10
2. What are the academic related values-oriented skills demonstrated by the junior high students during pandemic?
 - a. Compliant
 - b. Academic Honesty
 - c. Independent learning
 - d. Resourcefulness
 - e. Manages task on time
3. Is there a significant difference demonstrated on the academic related values-oriented skills when the respondents are grouped based on gender and grade level?

Literature

A student's profile is a valuable source of information that includes basic information about the learner, such as name, age, and gender, but also information on the learner's learning capacity, characteristics, and values. Examining a student's profile is no longer limited to thinking about how to handle the information that has been gathered about them; rather, it is expanding to include studies that provide new insights that take into account their characteristics. A framework that transforms student data into a Resource Description Framework (RDF), interprets the data into student profiles, and recommends drugs based on the preferences of the customers is proposed. However, only simple profiles that included the necessary learning data were used to examine unique characteristics, and it was not possible to provide a plan for removing the characteristics of the pupils. By extending the learning time into a fluffy chain of command, converting it into fluffy numbers, and assigning grades to the learning time, the inclination grade of the pupils was predicted. Nevertheless, the students' learning experience was unable to shed light on the significant correlation between the inclinations and propensities of their clients Sanghyuk (2015).

Academic related values-oriented skills

By providing learning resources such as articles, pre-recorded videos, and YouTube links ahead of time, the flipped study hall approach makes learning more accessible. Following that, the online homeroom period is utilized to foster comprehension through dialogue with staff members and friends (Doucet et al., 2020). This theory is consistent with the findings of Chavez's (2020) study on the gap in teacher preparation, which shows that teachers are not as confident in the subject matter or the most recent developments in teaching methods, and they are therefore less satisfied with their own professional development. This is a useful way to demonstrate skills like fundamental reasoning, critical thinking, and self-coordinated learning.

Coping mechanism of the learners during pandemic

The majority of students at home have experienced psychological distress and fatigue as a result of the COVID-19 pandemic. The concept is in line with Muassomah's (2022) study, which tries to demonstrate how students disregard academic morality norms like plagiarism, discipline, and accountability in an online learning environment. This came about as a result of their lack of in-person interactions with other students and, in a sense, served as a means of growth and good connection by allowing them to bond through bringing in their clan and other relatives. In light of

the Covid-19 Pandemic, the recommended protocols for web-based self-teaching have not yet been examined (Pokhrel 2021).

Significant differences of Academic Related Values-Oriented Skills regardless of gender and grade levels

There appeared to be consensus among academics, policymakers, and practitioners regarding the impact of socially constructed gender inequalities on individuals' personal and academic life. A study conducted by Parajuli and Thapa (2017) found a substantial gender gap in the academic performance of the participants, with female students outperforming their male counterparts.

The student's age, identity, sexual orientation, and other demographics are clearly related to socioeconomic status, as are their academic characteristics and the way their understudy presents themselves. However, the most reliable measures of overall academic success are the grades that students receive in their courses or subjects. (P. 427 in Kaighobadi and Allen, 2008). More specifically and critically, their analysis also confirmed that segment factors can be compelling because characteristics such as age, sex, or nationality have been shown to be linked to academic success. Since some have argued that these factors—aside from irregularity or perhaps another factor that makes it accidental, like neediness—don't affect scholarly achievement, these findings call for further investigation and the development of methods to determine whether scholastic accomplishment is awkward due to these common characteristics. (Allen and Kaighobadi, 2008). According to Metin's study from 2023, pre-service teachers are worried that as values are lost, humanity will eventually have to deal with issues like a variety of health issues, an asocial life, emotional deprivation, depression, digital addiction, selfishness, unemployment, anxiety, and rudeness.

Methodology

1. Population and Sampling Design

Purposive sampling was used for the study to elicit data for the academic related values-oriented skills in aspect of the study, the study included a total of 60 junior high school learners, broken down with 30 respondents from grade 7&8 and another 30 from grade 9&10 of which are 30 males and 30 are female respondents, they are all learners from a junior high school in Zamboanga City, Philippines.

2. Instruments

In conduct of this study, the researchers gathered data using an original instrument: Academic related values-oriented skills demonstrated during pandemic Online Survey with 5 categories and 25 statements using a scale of 1 to 4, of which 4 is Strongly Agree, 3 is Agree, 2 is Disagree and 1 is Strongly Disagree. Prior to data collection and processing, the researchers conducted a validity test which resulted in a 0.85 Alpha Cronbach's for the questionnaire.

3. Data Gathering Procedure

As respect to authority, the researchers requested permission from the principal of the school where the online survey respondents would be used. Simultaneously, using online group conversations, the researchers politely requested respondents' consent to complete an online survey. Online group conversations for each class were used to administer the survey's guiding questions, and group messages were used to follow up. Prior to the survey's execution, respondents received comprehensive instructions regarding the guided questions. They were given the opportunity to ask questions in order to get clarifications and were asked if they had comprehended the instructions. For the survey, instruments were distributed during the second week of August.

Every result was obtained in less than a week. A set of ethical standards was implemented for the length of the study. The study's objectives were explicitly disclosed to the respondents, who were also reassured that the data collected would be kept private and secure. For the period of the study, there won't be any harm that could put the respondents in danger.

4. Data Analysis

Data gathered were analyzed using Frequency Distribution, Weighted Mean, Standard Deviation for all descriptive results. It also involves the systematic examination and interpretation of numerical data collected through surveys. The Alpha Cronbach was used for the significant differences of the responses according to the respondents' profile as groups.

Results

Question 1: What is the profile of the respondents?

Table 1.1 Demographics of the Respondents

Demographics		Frequency (n)	Percentage
Gender	Male	30	50%
	Female	30	50%
Grade level	7&8	30	50%
	9&10	30	50%

In Table 1.1, there are 60 individuals who responded in the survey. These responses are divided into several groups based on their gender and grade level. Gender consisted of 30 males (50%) and 30 females (50%). Meanwhile, we categorized the grade level. For grade 7 & 8 as one level of category, there were 30 respondents (50%), and for Grade 9 & 10 the second level of category there were also 30 respondents (50%).

Question 2: What are the levels of academic related values-oriented skills demonstrated by the junior high school students?

Table 2.1 Levels of Academic Related Values-Oriented Skills

Category	Over-all Mean	Interpretation
Compliant	3.39	High
Independent Learning	3.04	Moderate
Resourcefulness	3.07	Moderate
Manages Task on Time	2.9	Moderate
Academic Honesty	3.34	High

Range: 1.0-1.75 very low, 1.76-2.50 low, 2.51-3.25 moderate, 3.25-4.00 high

In Table 2.1, Under the category, Compliant received relatively high opinions from the respondents which mean the learners comply with their task without supervision from their parents or person in authority while academic honesty suggests that students are honest in answering their

modules. On the contrary, managers' task on time got moderately low among the other two categories, Independent learning and Resourcefulness which means, learners find it difficult to manage their task on a given time.

Question 3: Is there a significant difference demonstrated on the academic related values-oriented skills when the respondents are grouped based on gender and grade level?

Table 3.1 Demographic Profile Responses (*significant at 0.05*)

Demographics	Gender	Over-all Mean		Remarks
Compliant	Male	3.31	0.16	Not Significant
	Female	3.22		
Independent Learning	Male	3.05	0.41	Not Significant
	Female	3.03		
Academic Honesty	Male	3.33	0.79	Not Significant
	Female	3.35		
Resourcefulness	Male	2.96	0.91	Not Significant
	Female	2.94		
Manages Task on time	Male	2.79	0.04	Significant
	Female	2.80		
Grade level				
Compliant	Grade 7&8	3.38	0.06	Not Significant
	Grade 9&10	3.17		
Independent Learning	Grade 7&8	3.08	0.67	Not Significant
	Grade 9&10	3.00		
Resourcefulness	Grade 7&8	3.05	0.30	Not Significant
	Grade 9&10	2.87		
Manages Task on time	Grade 7&8	2.79	0.92	Not Significant
	Grade 9&10	2.80		

Academic Honesty	Grade 7&8	3.31	0.26	Not Significant
	Grade 9&10	3.37		

In Table 3.1. In the Demographic Profile Responses regarding the respondents' gender, only managing tasks on time is significant for both males and females, while demographic profile responses of respondents in terms of grade level, are not significant. In other words, regardless of the respondents' grade level, the response does not change.

Discussion

What are the levels of academic related values-oriented skills demonstrated by the students?

One of the academically related, values-oriented talents that students showed throughout the pandemic—which is high—suggests that students complete the tasks given to them without the critical guidance of teachers or family members. This concept is in line with Chavez's (2023) research, which highlights the need to map out the precise economic repercussions of the epidemic and support initiatives by giving them access to practical economic instruments and programs. Although it may seem obvious, there is an additional reason why students complete their assigned work: according to the study of (Nagpal, 2020), "learners are motivated and challenged to finish their given task on time as extra points are guaranteed from submitting their tasks on time." Conversely, there was also a high level of academic honesty, indicating that students answered their modules honestly and without considering cheating. According to a notion adapted from Fernando (2020), of SunStar Philippines, the distant modular learning technique places a premium on honesty. In addition to accepting responsibility for their students' transgressions, parents and guardians collaborate to inculcate ideals in their students. The drawback of the distance learning modular learning setup is that, in contrast to the face-to-face learning approach, teachers are unable to verify the students' performance level and are only able to get a general idea of what interventions or remedies would be most appropriate in such situations. This concept is consistent with the Chavez (2023) investigation. The study provides information on how teachers currently evaluate their students' academic performance, how they carry out these assessments in a way that complies with health protocols, and how they maintain the integrity and quality of these assessments in spite of challenges in the classroom. It is important to remember that students will not be refused any interventions as long as they complete their modules and their parents do not get in the way.

Conversely, only mediocre results were obtained for Managed Tasks on Time, Independent Learning, and Resourcefulness. Due to the abundance of distractions, like watching movies, browsing friends' Facebook profiles, playing online games, and so forth, learners struggle to stay on top of their assignments. Similar to earlier research (Yilmaz, 2017; Roper, 2007), students who were able to manage their own learning online, stay away from online distractions (like instant messaging or Internet browsing), and successfully communicate with peers or teachers online performed better academically during COVID-19. Because they feel comfortable in their own homes, learners in distance learning are not under the full supervision of their lecturers; also, pupils struggle to manage their assignments on time and miss deadlines. Additional parental support This concept was in line with the Chavez (2023) study. Parental motivation to teach their children English was mostly predicted by competence, application, reputation, and positivity. Since students are mostly responsible for managing their own time for learning without direct teacher supervision, time management is the focus of this subject. It has been suggested that time management factors have a direct impact on distance learning students, based on research by Sari,

Ilhamdaniah, and Megayanti (2020). Students are encouraged to use modules to study independently in the meantime. Modules help learners acquire skills; this is one advantage of the modular method. As students actively participate in their education through modules, they also grow in responsibility for completing the assignments. This concept is in line with the findings of Murro (2023) study in finishing assignments given from a task. The government could help the parents by providing them with the tools they need to work as productive collaborators in the new modality. These tools could include learner management skills, methods for delivering learning modules, and remote instructional support to close the learning gap and enhance programs that encourage entrepreneurship and livelihood opportunities. Students advance on their own with little to no help from their teachers or other family members. They gain empowerment and learn how to learn (Nardo, 2017). While lacking a feeling of resourcefulness, students make every effort to search for solutions as they grow aware of their mission and want to complete their education. According to the research done by Mitchell (2015).

Is there a significant difference demonstrated on the academic related values-oriented skills when the respondents are grouped based on sex and grade level?

Regardless of grade level, junior high school students showed no discernible differences in their performance on academically related values-oriented skills. This is because students acknowledge that their ultimate goal is to complete their assignments on time, honestly, independently, creatively, and manageably, and that their compliance is a means of avoiding failure and advancing in all subject areas. It is the key to unlocking the next level of learning for each student. (Cigdem & Ozturk, 2016; Horzum et al., 2015) emphasized the importance of students being prepared for online learning. Academic performance in online learning was higher for students who were more prepared for it. This hypothesis is in line with the study by Chavez (2023), even though junior high school students did not show any appreciable changes in the academic linked values-oriented skills according to their grade levels. They used open communication with others, followed government guidelines, and complied with health protocols as adaptive measures. In the category of Managed Task on Time, the results indicate a significant difference between males and females. Specifically, females can manage their tasks more effectively than males, with a difference of 0.01%; however, the alpha results show less than 0.05%, indicating that both sexes demonstrate significant differences in this area.

Conclusion

It is important to note that, despite the enormous changes to the current educational system, junior high school students still exhibit academically connected, values-oriented skills, even as they suffer in their studies during the COVID-19 pandemic. Teachers and the Department of Education must recognize the importance of upholding values-oriented skills in the distance learning approach as well as the need to reinforce other academically related values-oriented skills. This is because learners are being prepared holistically for the nation's future—a nation of morally and educationally upright citizens who will be its source of social harmony, economic stability, and improved relations with other countries.

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