



**A COMPARATIVE ANALYSIS ON DIFFICULTIES  
ENCOUNTERED BY SENIOR HIGHSCHOOL STUDENTS  
TOWARDS THEIR FIRST GRADING GRADE FROM ONLINE  
LEARNING TO FACE-TO-FACE**

A Research presented to the Faculty of Senior High School

Department of Gent. T. De Leon National High School

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## **CHAPTER I**

### **THE PROBLEM AND ITS BACKGROUND**

This chapter presents the introduction, background of the study, significance of the study, statement of the problem, hypothesis and scope and delimitation.

#### **INTRODUCTION**

When COVID 19 pandemic started many students faced the new online learning modality. According to Kumaran (2017) Online learning refers to instruction that is delivered electronically through various multimedia and Internet platforms and applications. It is used interchangeably with other terms such as web-based learning, e-learning, computer-assisted instruction, and Internet-based learning. Online learning is easy to conduct as long as student has an internet connection smartphone, computer, laptop or any digital technologies but some students might find difficult to study online. Different difficulties they had experienced in online learning such as inaccessibility of technology, managing time and learning activities. By engaging in difficulties, it may help students know that they can work to their goal, overcome obstacles, and keep trying with something even when it's difficult. However, students facing different challenges in their learning environment. Challenges in the learning process are difficult to detect and respond to in educational environments where growing class sizes in



education and increased the rate of used in digital technologies mean that some parents may unable to provide digital technology and support to help students overcome their difficulties. Individual differences, learning activity, and the difficulty in accessibility of technology and home learning environment are added to the possible challenges of responding to student difficulties online.

After a long lockdown and having online classes, DepEd released an order No. 34 Series of 2022, that all public and private schools in the country shall transition to five-day face-to-face classes by November 2, 2022. In this declaration, students in public schools mandated to have face-to-face classes but in private schools have been allowed by DepEd to continue with the implementation of blended learning aside from five days of in-person classes and full distance learning. With this transition to face-to-face modality, there were also difficulties or quite challenging for some students proceed their own learning pace in face-to-face modality. In face-to-face learning, learners require a specific location at a specific time. It also requires participation and interaction to others that may affects to be more productive but difficult for the introvert students. Face to face learning also requires time management particularly in commuting because of the traffic congestion. It can waste time and money. Students may encounter different difficulties adjusting to new learning method for almost 2 years. Transition to face-to-face modality is a challenge for some students who are not easily



to adopt changes in the environment.

Students do their best to obtain passing grades. Grades help students to be more motivated and do their best work in seatworks, activity, projects or even in any tasks that are related in their school. Online learning transitioning to face to face modality may affect their academic performance as well as their grades basing to the difficulties that they have been encountered. The researchers believe that the unexpected transition of online learning can highly affect educational process and student's grades

The purpose of this study is to have a comparison analysis to know the difficulties encountered by senior high school students in Gen T. De Leon National Highschool from online learning to face to face modality. Researchers want to determine the effects of those difficulties to their first grading grade in time of online learning to transition to face to face learning. This research will help us to have a firm which provide statistical information for background data analysis to specify clearly the factors and its effects in a particular mode or modality. Lastly, is to recommend appropriate data driven solutions in order to prevent or minimize negative effects of this kind of system learning modality if occur and happen once again.

## **BACKGROUND OF THE STUDY**

Because of the pandemic raising upon quickly international not only



in the Philippines but also in other countries. During from that time there are more affected areas and institute including learning system modality. They modified our Learning System Modalities from Traditional Learning System, it changes to online learning alternative modalities in which all of the students in different levels are practicing using of E-learning Sites and applications to enhance and continue the educational teaching in the country.

According to Nilesh's recent survey that we acknowledge that 60% of the students who have recently shifted into an online – learning system thought of the experience as boring and struggled with motivating themselves to pay attention in class (Gutte 2021), understanding of helpful and useful work and conducting a research study that due to the learning process modalities some students experienced difficulties understanding of what are the teachers teach to them in a particular situation.

This study awakens the mind of the researchers to research more about this study to present the difficulties in online learning to transition to face to face modality can affects the grade of the student. Due to the impact of the covid 19 pandemic in educated crisis, the researchers chose this study.

### **STATEMENT OF THE PROBLEM**

The research entitled A Comparative Analysis on Difficulties Encountered by Senior High School students Towards to their First Grading



Grade from Online Learning to Face to Face Modality focuses on the difficulties that the Senior High School students encountered in online learning to face to face modality and how it affects their first grading grade.

Specifically, this study seeks to answer the following questions:

1. What are the difficulties encountered by senior high school students in online learning

1.1 Accessibility of technology and internet,

1.2 Learning Environment,

1.3 Lack of Instant Communication

2. What are the difficulties encountered by senior high school students in transitioning face to face learning

2.1 Time management,

2.2 Organizing learning activities,

2.3 Distractions

3. Is there significant difference between difficulties encountered by students in online learning and difficulties encountered to face to face modality?

4. Is there significant effects between difficulties encountered by the students to their first grading grade?



### **HYPOTHESIS**

The study is tested at 0.05 level of significant.

There is no significant difference between difficulties encountered by students in online learning and difficulties encountered to face to face modality.

### **SIGNIFICANCE OF THE STUDY**

The findings of the study will be beneficial to the following:

#### **Students**

The information gathered will help students to have an idea to the difficulties they may encounter in online or face to face modality and be able to fixed when it occurs once again.

#### **Teachers**

The findings of the study will allow them to access their students performance and will help them make necessary teaching style to be more effective in teaching.

#### **Parents**

The findings will give them an information to know the difficulties that their children encountered. This will help them to think solutions and to guide their children in appropriate way.



### **Future researchers**

The findings of the study will give them relevant ideas in conducting further study in this research.

### **SCOPE AND DELIMITATIONS OF THE STUDY**

This study conducted to know the difficulties encountered in online learning in transition to face-to-face modality of students and how it affects to their first grading grade. The target participants are 100 Senior High School students in General Tiburcio De Leon National Highschool chosen by convenient sampling and employing descriptive research. The duration of the study is from August 2022 to January 2023.





## **CHAPTER II**

This chapter presents Review of Related Literature, Synthesis of Related Literature Conceptual Framework, Theoretical Framework, and the Definition of Terms.

### **Review Related literature**

The pandemic has created massive disruption on educational systems, affecting almost 1.5 billion students. It has compelled the government to cancel national examinations and schools to temporarily close, discontinue face-to-face instruction, and severely enforce physical distance. These events launched higher education's digital transition and tested its ability to adapt quickly and effectively. Schools implemented necessary technologies, developed learner and staff resources, established systems and infrastructure, new teaching protocols, and adjusting curricula. However, for some schools, the transition was good and smooth while for others, particularly those from developing nations with insufficient infrastructure, it was difficult (Pham & Nguyen, 2020; Simbulan, 2020).

People's lives all throughout the world have been impacted by COVID-19. To control the spread of this highly communicable disease, many countries are isolating their populations and enforcing strict quarantines. Furthermore, the pandemic has impacted the goals of many people, particularly students. The new normal education was implemented



to decrease the rate of infected in covid 19. For some students, online learning was good while for others finds new normal education difficult because of the difficulties they encountered.

During the pandemic, e-learning platforms played a critical role in helping schools and universities in facilitating student learning while universities and schools were closed (Subedi et al., 2020). Student's adjusting to the new changes. Learners with a fixed mindset struggle to adapt and modify, whereas learners with a growth mindset adapt easily to a new learning environment. There are numerous subjects with various requirement (Doucet et al., 2020). Schools and other learning spaces were forced to migrate to full online learning as the world continues the battle to control the spread of the covid 19 virus. Online learning refers to a learning environment that uses the Internet and other technological devices and tools for synchronous and asynchronous instructional delivery and management of academic programs (Usher & Barak, 2020; Huang, 2019).

There has been a some of research on the new normal in education. While many concentrated on national policies, professional development, and curriculum, others concentrated on students' specific learning experiences throughout the pandemic.

According to Copeland et al. (2021) the pandemic affected students' behavioral and emotional functioning, particularly attention and problems



such as mood and wellness behavior which were caused by isolation, economic or health effects, and uncertainties. Due to the lockdown caused by the pandemic, many students experienced different changes in mood and behavior.

Students have been identified as a vulnerable group who suffer from significant levels of stress, anxiety, and depression which negatively impact their mental health. Another difficulty during the lockdown was the possible excessive usage of the Internet. Indeed, amid times of social isolation, the Internet is an obvious way to keep in touch with others. Students, on the other hand, are particularly fond of the Internet and may overuse it. Excessive Internet use certainly has a harmful influence on students' mental health.

Suryaman et al. (2020) looked into how learning occurred at home during the pandemic. The findings of their studies showed that students faced many difficulties and obstacles in a home learning environment, such as lack of mastery of technology, high Internet cost, and limited interaction or socialization between instructor and among students.

During the pandemic, the common problem of students was the learning environment because of the differences of the surroundings of every individual. On the other hand, communicating and be sociable helps students in developing their adjustment capabilities in different



environments which positively influences students' educational performances.

Kapasias et al. (2020) evaluated the effects of lockdown on students learning performance. According to their findings, the lockdown caused major interruptions in student's learning experiences. The students also mentioned certain difficulties they had when taking online lessons. Anxiety, Internet connectivity, and some problems in home learning environment are all factors that are exacerbated when students are marginalized or from rural places. In contrast, Gonzales et al. (2020) discovered that confined students during the pandemic had a significant favorable influence on their performance. They attributed these findings to students' consistent application of learning strategies, which boosted their learning efficiency.

Students have encountered difficulties such as Anxiety, Internet connectivity, and some problems in home learning environment because of online learning. These difficulties can influence and affect their performance in learning process.

The other modality, classroom teaching or face to face learning, is a well-established instructional medium in which teaching style and structure have been refined over several centuries. Face-to-face instruction has numerous benefits not found in its online counterpart (Xu and Jaggar, 2016).



The first possibly most significant point is that classroom instruction is very dynamic. Traditional classroom learning offers face-to-face instruction in real time and generates creative inquiries. Additionally, it enables quicker instructor responses and more adaptable curriculum delivery. Traditional classroom learning is a well-established modality. Some students are opposed to change and view online instruction negatively. These students may be more comfortable with sitting in a classroom taking notes than sitting at a computer, facing to the screen and absorbing data. Other students may value face-to-face interaction.

According to Hodges et al. contend that learning is a social and cognitive process rather than merely the transfer of information from instructors to learners. A lack of interactions with instructors and classmates could cause learners to withdraw from learning activities.

Communication is one of the most important life skills that students must learn at all stages of education they must be able to communicate successfully. Students who lack well-developed communication skills risk falling behind their peers, becoming emotionally overwhelmed, or even withdrawing from school.

Many misconceptions and conflicts can result from ineffective communication. This can involve making errors or completing tasks improperly. (Willging & Johnson, 2021) find that the lack of learner

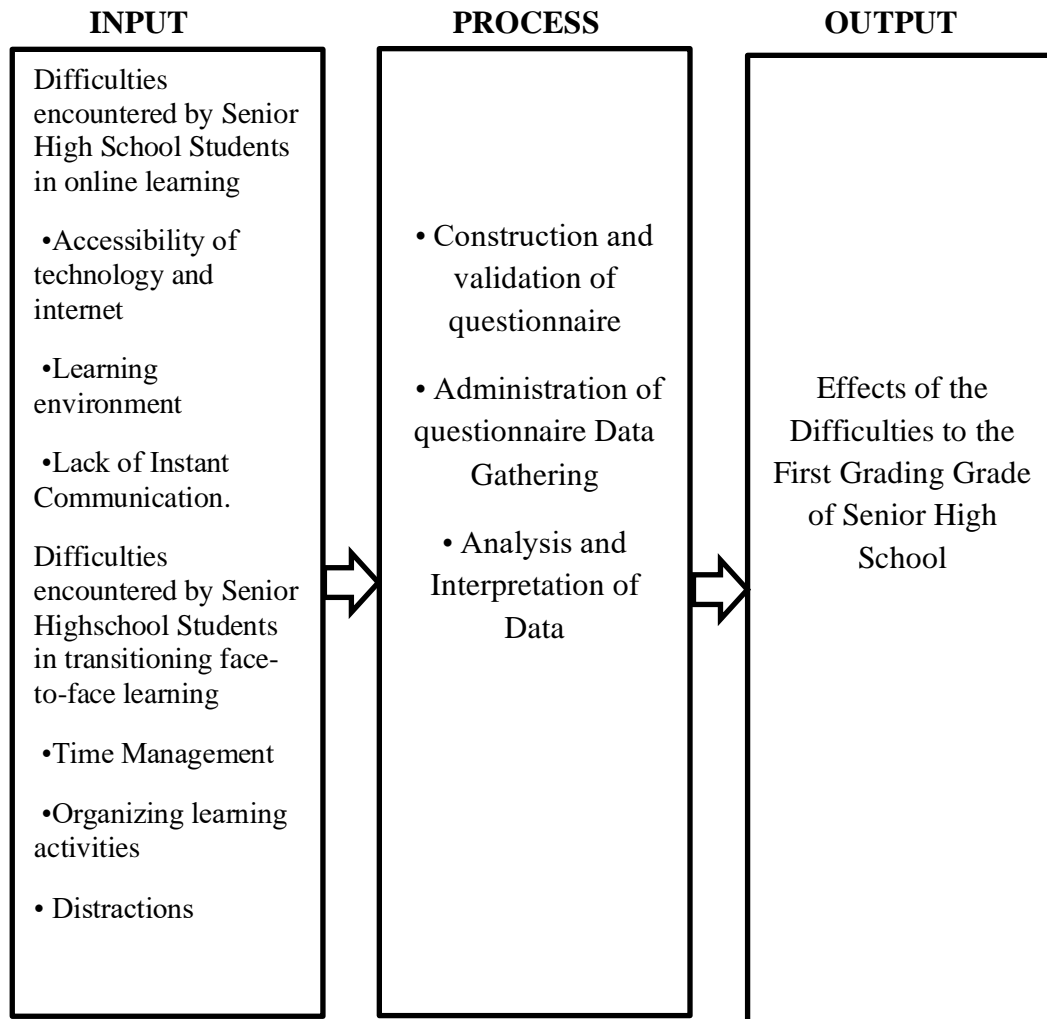


This is due to lack of communication of students to the instructor in the times of pandemic that online learning is the learning modality. When there are some topics that the students don't understand it's hard to reach out the instructor or teachers because of some reasons.

Similarly, (Zielinski, 2021) shows that the lack of interaction among learners contributes to drop-out rates for online courses. Therefore, when developing online courses, it is important to consider both the content and the interactions involved in the learning process. Bernard et al. (2021) shows that learners' interactions with the instructor and each other lead to improved learning outcomes.



**CONCEPTUAL FRAMEWORK**



*Figure 1. Research Figure*

The paradigm shows the input which presents the difficulties encountered by the students in online which contains accessibility of technology and internet, learning environment, lack of Instant Communication. In the lower part of input presents the difficulties encountered by the students in face-to-face learning which contains of time management, organizing learning activities and distractions.



The process box contains the procedure followed by the researcher in order to gather appropriate data for the study. The procedure includes the construction and validation of questionnaire, administration of questionnaire data gathering and analysis and interpretation of data.

The output consists of Effects of the Difficulties to the First Grading Grade of Senior High School students.

### **THEORETICAL FRAMEWORK**

According to Walberg's theory the influences on learning affects the academic performance of a student.

He used variety of methods to identify the difficulties that affects the academic performance of a student. Walberg classified 11 influential domains of variables, 8 of them were affected by social-emotional influences. He explained that these variables have a certain effect that might cause problems with the academic performance of students if it will not be properly guided. Giving importance with a certain variable can mean a big impact with the student's academic performance that can affects their grade.

According to the theory of pragmatism in learning by John Dewey, people must interact with their environment in order to adapt and learn. Dewey's claimed that interactions and exchanges targeted at enhancing and deepening shared meanings increase the potential for learning and development.

He believes that reality must be experienced. From Dewey's educational





point of view, to be able to learn, every individual must have interactions in their environment in order to adapt changes and learn. For example, the transition of face-to-face learning, students will be able to learn and adjust if they will interact to other students and experience actual learning than online.

### **SYNTHESIS OF RELATED LITERATURE AND STUDIES**

The study focuses on the difficulties encountered in online learning to face to face modality. This is similar and different to some previous studies.

Suryaman et al. study looked into how learning occurred at home during the pandemic which is the modality in that time is online learning. It showed that students faced many difficulties and obstacles in a home learning environment, such as lack of mastery of technology, high Internet cost, and limited interaction or socialization between instructor and among students. Other related literature emphasizes that face to face is well established modality that students may be more comfortable with sitting in a classroom taking notes than sitting at a computer, facing to the screen and absorbing data.

The studies mentioned are similar to this present study because it discusses the difficulties that students encountered in online and face-to-face learning, which are related and relevant. However, the previous studies



are slightly different to present study because the related literature focuses on the traditional learning and not the transition of face-to-face modality.

### **DEFINITION OF TERMS**

To better comprehend this study, the following terms are defined operationally in the context of this study:

1. Difficulties –the challenges encountered by senior high school students in two different modalities.
2. Digital technologies- One of the instrument uses in online learning.
3. First grading Grades- being affected by the difficulties encountered
4. Learning environment- this is the environment in online learning that the student is studying.
5. Modality- the types of learning which is online and face-to-face learning.
6. Online learning- the modality who takes place to the traditional learning when the pandemic starts, the study method of students changed because of the transition between traditional learning into Online it became different from what they were used to before, this is the one of the most impactful changes in our study.
7. Pandemic- the main reason why new online learning opened for all the students



8. Senior High School Students- selected grade 12 students who will be the respondents of our study to examine their opinions regarding to our research title.
9. Traditional learning - modality that has been using before the pandemic.
10. Transition – this is when the online learning turns to face-to-face learning again.



## **CHAPTER III**

### **Methodology**

This chapter presents the research design, locale and sample and sampling technique, instrumentation, data gathering procedure and statistical analysis used by the researchers in order to gather information.

#### **Research Design**

According to Siedlecki, S. 2020, descriptive research is a research design that describes the characteristics of the population or phenomenon studied. This focuses more on the "what" of the research subject than the "why" of the research subject.

The researchers chose comparative research design to analyze and compare two samples of the study. This research will show difference between the difficulties encountered by Senior High School students in online learning and the difficulties in transition to face to face modality. The descriptive comparative design is the most appropriate to use.

In this paper, the researchers will be using the difficulties that the respondents encountered in online to compare in the difficulties in transition to face to face modality to answer the objective of this study which is to know how these difficulties affects their first grading grade.



### **Research Locale**

This research study will be conducted in the General Tiburcio National High School. General Tiburcio National High School is a Public national high School in Valenzuela, Philippines. which is situated at the eastern part of Valenzuela City. The campus is located at the east end part of the Gen. T. de Leon Rd., and near the Torres Bugallion Bridge at Barangay Ugong, Valenzuela It is under the supervision of the Division and City Schools. Founded in 1969, the school had first served as an annex to Valenzuela Municipal High School.

On November 1, 1997, the school became fully independent by virtue of the republic act 6655, the nationalization of Secondary Schools in the Philippines.

General Tiburcio National High School started the first batch of Senior High School during the year of 2017-2018 and offered academic tracks like Accountancy Business and Management (ABM) and General Academic Strand (GAS) while in technical vocational tracks are offered Home Economics (HE-TVL) and Information and Communication Technologies (TVL-ICT). By 2022 They also offered STEM also an academic track.



### **Sample and Sampling Technique**

In this study, the researchers will use convenient technique to choose the Senior High School students who will take part in the survey.

### **Slovins Formula**

$$n = \frac{N}{1+Ne^2}$$

**Where:**

N= is the total number of respondents

e = desired number of error which is equal to 0.05

n= sample size

STRANDS	Sample Size
ABM	20
HUMSS	20
ICT	20
HE	20
GAS	20
TOTAL POPULATION	100



### **Research Instrument**

The study use questioners made by the researchers. The questions in the questionnaire serve as a guide to discover the difficulties affect the first grading grade of Senior High School students. There are 32 items questions that will be administered by the researcher to the respondents. It was first submitted to 1 Practical Research Professor and 1 language teacher for validation. The construction of the questions based on the difficulties encountered by Senior High School students. The first part of questionnaire will include the difficulties of students in online learning. The second part includes the difficulties in transition to face to face modality and the last part of questionnaire will include their first grading grade in online learning as well in transition to face to face learning.

Response like Strongly agree (SA), Agree (A), Disagree (D) Strongly Agree (SD) with the corresponding verbal interpretation, will use by the respondents in answering the questionnaires. It will use to describe the difficulties of the Senior High School in terms of Accessibility of technology and internet, Learning Environment, Lack of Instant Communication in online learning and transition to face to face modality which are Time management, organizing learning activities, and Distractions. The researchers will use Likert scale to interpret the result of the study. The scales are follows:



Responses	Verbal Interpretation	Likert Scale	Arbitrary Scale
SA	Strongly Agree	4	3.51-4.50
A	Agree	3	2.51-3.50
D	Disagree	2	1.51-2.50
SD	Strongly Disagree	1	0.50-1.50

### **Data Gathering Procedure**

In order to gather data, the following actions are observed: asked and secured a permission to conduct a study from the Practical Research II Adviser and the Senior High School Focal person. Upon approval, the researchers personally went to the Senior High School students of each strand and asked if they are willing to give their time by answering the questions. The researchers personally gathered data from their respondents by using the questionnaire.

### **Statistical Analysis**

The following statistical tools will be use by the researchers for collection and interpretation of data in the study.

### **Weighted Mean**

The researchers will use in the problem 1 and 2 in order to analyze





the difficulties of Senior High School students in online and transition to face-to-face modality.

Formula:  $WM = \sum \frac{fix}{n}$

Where: WM= weighted mean

fi= Frequency

X= weight assigned

n= sample size (respondents)

$\Sigma$  = summation

### **T-test**

This statistical tool was used in the study to know if there is a significant effect between difficulties encountered by students to their first grading grade. The researchers use t test unequal variances.

Formula:  $t = \frac{m - \mu}{s / \sqrt{n}}$

Where: t= student's t-test

m= mean

$\mu$ = theoretical value

s= standard deviation

n= variable set size



### Analysis of the variance (ANOVA)

The formula of ANOVA will use by the researchers to problem 3 and to test if there is a significant difference between the difficulties of Senior High School in online to transition to face to face learning.

$$\text{Formula: } F = \frac{MSB}{MSW}$$

$$MSB = \frac{SSB}{df_B}$$

$$SSB = \left[ \left( \frac{\sum X_1}{n_1} \right)^2 + \left( \frac{\sum X_2}{n_2} \right)^2 + \left( \frac{\sum X_3}{n_3} \right)^2 \right] - \left( \frac{\sum X_1 + \sum X_2 + \sum X_3}{n_{total}} \right)^2$$

$$SSW = \left[ \left( \sum X_1^2 + \sum X_2^2 + \sum X_3^2 \right) \right] - \left[ \left( \frac{\sum X_1}{n_1} \right)^2 + \left( \frac{\sum X_2}{n_2} \right)^2 + \left( \frac{\sum X_3}{n_3} \right)^2 \right]$$

$$df_B = k - 1$$

$$df_w = n - k$$



## CHAPTER IV

### Presentation, Analysis and Interpretation of Data

This chapter presents the findings of the study together with the interpretation of the data, for the purpose of answering the specific questions posted in the statement of the problem about the difficulties encountered by senior high school in online to transition to face-to-face learning.

**Table 1:**

Difficulties Encountered in Online Learning in terms of Accessibility of  
Technology and Internet

<b>Accessibility of Technology and Internet</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1. I have internet stability.	2.87	Agree
2. I have a mobile phone to attend in my online class and not borrowing to others.	3.13	Agree
3. I have earphone or headset to clearly understand what my teachers are saying.	2.90	Agree
4. I can afford new portable devices for my online class.	2.29	Disagree
5. I am familiar in the apps that I am using in online class.	2.47	Disagree
<b>Grand Weighted Mean</b>	<b>2.73</b>	<b>Agree</b>



The table shows the following weighted mean 2.87, 3.13 and 2.90 with the verbal interpretation of agree in internet stability, having mobile phones to attend in online class and having earphones or headset to clearly understand what the teachers are saying. In addition, the weighted mean of affording new portable devices and familiarity in apps had a weighted mean of 2.29 and 2.47 respectively with the verbal interpretation of disagree.

According to studies of Asio et al. (2021) majority of students have a smartphone and this possess an opportunity for the students to learn on an online learning. In addition, the majority of students to have an internet access and that means of there are more students did not encountered difficulties in accessibility of technology and internet.



**Table 2:**

Difficulties Encountered in Online Learning in terms of Learning  
Environment

<b>Learning Environment</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1. I can open my camera and recite since my surrounding is conducive.	2.93	Agree
2. I can immediately understand our lessons and activities even there is a noise in our house.	2.35	Disagree
3. I can do things that is related on my online class even there is a command that I need to do.	2.24	Disagree
4. I can focus in every meeting even I am in uncomfortable place.	2.49	Disagree
5. I am comfortable utilizing using my available device for online class since I am comfortable with my background.	2.89	Agree
<b>Grand Weighted Mean</b>	<b>2.56</b>	<b>Agree</b>

The table shows the following questions I can immediately understand our lessons and activities even there is a noise in our house, I can do things that is related on my online class even there is a command that I need to do and I can focus in every meeting even I am in uncomfortable place had a weighted mean of 2.35, 2.24 and 2.49 respectively with the verbal interpretation of disagree. In addition, the weighted mean of I can open my



camera and recite since my surrounding is conducive. and I am not easily distracted to my surroundings and I am comfortable utilizing using my available device for online class since I am comfortable with my background had a 2.93 and 2.89 with the verbal interpretation of agree.

According to Barrot et al. (2021) students encountered difficulties to their learning environment. As the findings have shown, the learning environment is the greatest challenge that students needed to hurdle, particularly distractions at home, noise and limitations in learning space.



**Table 3:**

Difficulties Encountered in Online Learning in terms in Lack of  
Instant Communication

<b>Lack of Instant Communication</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1. I can communicate with the teachers/professor if there is a lesson that I am confused about with.	2.67	Agree
2. I can ask my subject teachers if I have a concern in my grades.	2.86	Agree
3. I can find the social media account of my groupmates.	2.89	Agree
4. I can communicate with my classmates whenever there is a group work.	2.94	Agree
5. I can communicate to my friends to ask questions that are related to studies.	3.26	Agree
<b>Grand Weighted Mean</b>	<b>2.92</b>	<b>Agree</b>

The table shows the following questions I can communicate with the teachers if there is a lesson that I am confused about with, I can ask my subject teachers if I have a concern in my grade, I can find the social media account of my groupmates, I can communicate with my classmates whenever there is a group work and I can communicate to my friends to ask



questions that are related to studies had a weighted mean of 2.67, 2.86, 2.89, 2.94 and 3.26 respectively with verbal interpretation of agree.

According to Kiramat & Xu, (2020) there are many consequences of lack of instant communication in online classes during pandemic as very few students took online classes regularly, they phone rather than study purposes, rarely participating when they called by the teachers, few attentiveness, group studies are not possible, students become reluctant to open up or to share their ideas and perspectives with teachers and classmates.





**Table 4:**

Difficulties Encountered in Face-to-Face Learning in terms of Time  
Management

<b>Time Management</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1. My time is manageable for every multiple task assigned.	2.73	Agree
2. My schedule is organized.	2.63	Agree
3. My study-life is always balance.	2.57	Agree
4. My tasks are submitted on time.	2.70	Agree
5. My extra-curricular activities are manageable to handle because I have enough time.	2.63	Agree
<b>Grand Weighted Mean</b>	<b>2.65</b>	<b>Agree</b>

The table shows the following questions my time is manageable for every multiple tasks assigned, schedule is organized, study-life is always balance, tasks are submitted on time and extra-curricular activities are manageable to handle because of enough time had a weighted mean 2.73, 2.63, 2.57, 2.70 and 2.63 respectively with the verbal interpretation of agree.

According to student's perception, preplanning their studies had been beneficial for their academic performance. However, less than half of the



students agreed that they manage their time, which could be due to various reasons. The study revealed that the students agreed that insufficient sleep pattern makes them feel lazy and they are unable to manage time. Furthermore, majority also believed that the last year had been challenging due to covid-19 pandemic and affected their time (Alyammi, 2021).

**Table 5:**

Difficulties Encountered in Face-to-Face Learning in terms of  
Organizing learning activities

<b>Organizing learning activities</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
1. I am responsible enough to keep all my learning activities.	3.02	Agree
2. I am organized in doing learning activities.	2.89	Agree
3. I don't experience trouble reordering the sheets in my subjects.	2.76	Agree
4. I am responsible in keeping my finished activities.	3.03	Agree
5. I am able to fulfill my tasks, meet deadlines, prioritize urgent tasks, and complete my daily tasks.	2.90	Agree
<b>Grand Weighted Mean</b>	<b>2.92</b>	<b>Agree</b>



The table shows the following questions I am responsible enough to kept all my learning activities, organize in doing learning activities, not experiencing trouble reordering the sheets in my subjects, responsible in keeping my finished activities and able to fulfill tasks, meet deadlines, prioritize urgent tasks, and complete my daily tasks had a weighted mean 3.02, 2.89, 2.76, 3.03 and 2.90 respectively with verbal interpretation of agree.

According to J.M Gabill, (2020) lack of organization in learning activities was the problem of many students. All problems such as late work, unprepared students, related to students who were not organized for learning. The studies typically found evidence of a lack of organization insides students' desks, lockers, bags, and ballpen pouches. This may be through activities workloads, not having a time management.



**Table 6:**

Difficulties Encountered in Face-to-Face Learning in terms of  
Distractions

Distractions	Weighted Mean	Interpretation
1. I can stay focus even my seatmate doing unnecessarily or unrelated things when the teacher is teaching.	2.82	Agree
2. I can think appropriately even I see unrelated things outside the classroom.	2.62	Agree
3. I can stay focused in my class even there is unexpected noise in the classroom	2.60	Agree
4. I am able to focus on my studies even I have some personal problems.	2.43	Disagree
5. I am able to do what I need to accomplish even when my classmates are noisy.	2.84	Agree
<b>Grand Weighted Mean</b>	<b>2.66</b>	<b>Agree</b>

The tables show the following questions I can stay focus even my seatmate doing unnecessarily or unrelated things when the teacher is teaching, I can think appropriately even I see unrelated things outside the classroom, I can stay focused in my class even there is unexpected noise in



the classroom and I am able to do what I need to accomplish even when my classmates are noisy had a weighted mean 2.82, 2.62, 2.60, and 2.84 with verbal interpretation of agree. Students encountered difficulties in I am able to do what I need to accomplish even when my classmates are noisy since it had a weighted mean 2.43 with verbal interpretation of disagree.

According to studies of Eastwood et al. (2022) noted that boredom occurs when: we are not able to successfully focus on something due to external environmental thoughts, feelings, or stimuli. We are convinced that we are not able to focus and participate satisfactorily in a particular activity and when we attribute the cause of our distraction to the environment. There is proof that both the boredom and anxiety levels we experience as we search for information are increasing in direct proportion to the scale of traditional classroom learning. We get bored of what we do and are more impatient than before and we often change our attention to another place, for example students can be easily distracted by a notification or message to their devices, noise, unnecessary talking is a distraction for anyone, but this is especially distracting in the classroom.



**Table 8:**

Effects of Difficulties to the First Grading Grades of Students

Significant effects of difficulties to the first grading grade	Mean	Degree of Freedom	T Stat	T Critical	Decision	Remark
Difficulties	25	131	-39.39	1.98	Accept	Not Significant
First Grading Grades	85.93					

The result shows that the online learning first grading grade of the respondents had a mean of 85.99 less than the mean of first grading grade in face-to-face learning which is 86.17.

Since the t stat is less than the t critical value therefore, findings revealed that the difficulties encountered by senior high school students in online learning to transition to face-to-face learning has no significant effects in their first grading grade.



**Table 7:**

Difficulties Encountered in Online Learning and Face to Face  
Learning

	Sum of Squares	Degree of Freedom	Mean of Squares	F Ratio	F Critical	Decision	Remarks
Between	24203.53	3	8067.84	112.75	2.68	Reject	Significant
Within	8300.47	116	71.56				
<b>Total</b>	<b>32504</b>	<b>119</b>					

Since the F ratio is 112.75 is greater than the critical value of which is 2.68. Reject the null, therefore there is a significant difference between the difficulties encountered in online learning to Face-to-Face Learning.

According to study of J.L Helms, (2014) the resulting performance of students that experienced online learning was different from the students who experienced face-to-face modality.



## **CHAPTER V:**

### **Summary of Findings, Conclusions, and Recommendations**

This chapter consists of summary of findings, the conclusions and the recommendation of the study.

#### **Summary of Findings**

The Chapter revealed the following findings:

##### **1. Difficulties in Online Learning**

In terms of internet stability, having mobile phones, earphones or headset it all had a same verbal interpretation of agree. On the other hand, difficulties when it comes of affording new portable devices and familiarity of apps had all interpretation of disagree. When it comes of their learning environment difficulties in understanding lessons due to noise, doing things that are related in online class even there is a command that they need to do and they can focus on meetings even they are not comfortable with their place had a same verbal interpretation of disagree but in difficulty in surrounding and being comfortable utilizing their device for online class since they are not comfortable with the background had a same verbal interpretation of agree. In terms of communication, communicating with the professors and classmates in online learning had all the same verbal interpretation of agree.





## 2. Difficulties in Face-to Face Learning

In time management and organizing learning activities, it all had a same verbal interpretation of agree. In terms of distractions in face-to-face learning, difficulties when it comes in their surroundings had a verbal interpretation of agree but in focusing if they have personal problems has a verbal interpretation of disagree

## 3. Significant Difference of Difficulties Online and transition to Face-to-Face learning

The findings revealed that the difficulties encountered by the students has no significant effects to their first grading grade in online learning to face-to-face leaning.

## 4. Significant Effect of Difficulties to the First Grading Grade

The findings revealed that there is a significant difference between difficulties encountered of senior high school in online learning and in transition to face-to-face modality

## **Conclusion**

Based on the Findings the following conclusion were drawn.

1, Students encountered difficulties in online learning which includes affording new portable devices, familiarity of apps, difficulty of focusing



due to noise.

2. Students encountered difficulties in transition to face-to-face learning which include only the difficulty to focus because of personal problems.

3. As determined by this result shows that the null hypothesis is accepted there is a significant difference between the difficulties encountered in online learning to transition to face-to-face learning.

4. This finding indicates that even if the null hypothesis is accepted, difficulties encountered in online to face -to-face learning has no significant effect to their first grading grade.

### **Recommendations**

Recommendations Based on the findings of this initial survey, the following recommendations are hereby presented:

1. Regular monitoring, supervision and evaluation of school activities may be carried out to improve learning situations and environment. This will help the teachers, students and all the people who are inside the school l to prevent noise and distractions.

2. Improving good communication for both parents and teachers to monitor the students who has been suffering for different problems. Good teaching styles will also help so that the students may at least forget their problems



even just for a while and enjoy learning.

3. The researchers may add more different difficulties that they encountered in online to transition or not to face-to-face learning

4. These can become opportunities for other researchers to exploit and make their own set of studies. It would be better if this is done with several more it can be done in the province, other cities in the region or more



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For our beloved parents, classmates and friends for their inspiration, understanding and prayer as well for the material and other non-material support, thank you.





### **ABSTRACT**

The study sought to compare the difficulties encountered by Senior High School students towards their First Grading Grades from online learning to face-to-face modality. The participants in the study were from senior high school students at General Tiburcio De Leon school year 2022-2023. 100 participants were selected using convenient sampling. The questionnaire was made up of 32 questions that has an indicators of strongly agree, agree, disagree and strongly agree that became an instrument in gathering data. What was used to find out the total score of a group was the mean and anova to check if there is a significant difference between the difficulties in online learning to transition to face-to-face modality and t test to check if there was a significant effect of the difficulties they encountered to their first grading grades. Ranges were also used to determine the score level. The findings revealed that the students encountered more difficulties in online learning than in face-to-face modality and there is no significant effect to their first grading grades. As noted, it was recommended to the persons indicated. students, school administrator, teachers, and future researchers.



Table of Contents

Title Page .....	i
Approval Sheet .....	ii
Acknowledgment .....	iii
Abstract .....	iv
Table of Contents .....	v

**Chapter I THE PROBLEM AND ITS BACKGROUND**

Introduction .....	1
Background of the study .....	3
Statement of the problem .....	4
Hypothesis .....	6
Significance of the study .....	6
Scope and Delimitations .....	7

**Chapter II REVIEW OF RELATED LITERATURE AND STUDIES**

Review of Related Literature .....	8
Conceptual Framework .....	14
Theoretical Framework .....	15
Synthesis of RRL .....	16
Definition of terms .....	17



### **Chapter III METHODOLOGY**

Research Design .....	19
Research Locale .....	20
Sample and Sampling Technique .....	21
Instrumentation .....	22
Data gathering procedure .....	23
Statistical Analysis .....	23

### **Chapter IV PRESENTATION, ANALYSIS AND INTERPRETATION**

### **Chapter V SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION**

Findings .....	39
Conclusion .....	40
Recommendation .....	41
Bibliography .....	43
Appendices .....	47



## APPENDIX A

Greetings!

The researcher would like to ask for permission to conduct a survey of students, This is in view of a study titled "A Comparative Analysis on Difficulties Encountered by Senior High School students Towards their First Grading Grade from Online Learning to Face-to-Face Modality. The purpose of the survey is to collect information that will help us answer the questions raised in the survey. All researchers would be grateful if you could approve our request. Thank you in advance for your consideration and support for this research.

Sincerely yours,

Ree Lauren Agasa

Rachelle Ann Y. Bandola

Danica Sophia L. Salonga

Bryan Louise A. De Guzman

Ruie Josh G. Rafael

Approved by:

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SHS Focal Person



# GEN. T. DE LEON NATIONAL HIGH SCHOOL

## SENIOR HIGH SCHOOL DEPARTMENT



GEN. T. DE LEON NATIONAL HIGH SCHOOL  
SENIOR HIGH SCHOOL DEPARTMENT



Greetings!

The researcher would like to ask for permission to conduct a survey of students, [REDACTED]

This is in view of a study titled "A Comparative Analysis on Difficulties Encountered by Senior High School students Towards their First Grading Grade from Online Learning to Face-to-Face Modality." The purpose of the survey is to collect information that will help us answer the questions raised in the survey.

All researchers would be grateful if you could approve our request. Thank you in advance for your consideration and support for this research.

Sincerely yours,

Ree Lauren Agasa

Rachelle Ann Bandola

Danica Sophia Salonga

Bryan Louise De Guzman

Ruie Josh G. Rafael

Dr. Jaime Boy A. Alegre

Research Adviser

Approved by:

Dr. Ramona A. Villanueva

SHS Focal Person



**Greetings of Peace!**

The undersigned, are Accountancy Business and Management (ABM) students of section Ramos, are currently conducting research for this semester entitled A Comparative Analysis on Difficulties Encountered by Senior High School students Towards to their First Grading Grade from Online Learning to Face to Face Modality.

In connection with this, we may ask for your assistance with regard to validation of our questionnaire necessary for this study. Believing that you're capable to provide such, the undersigned would like to ask your approval to be one of evaluators. Done this 6th day of December 2022.

**Respectfully yours,**

Ree Lauren Agasa

Rachelle Ann Y. Bandola

Danica L. Salonga

Bryan A. De guzman

Ruie G. Rafael

Student-Researchers

Abbey Shane T. Paquera

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Teacher III

Gen T. De Leon NHS

Jovalyn P. Emano

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Teacher II

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# GEN. T. DE LEON NATIONAL HIGH SCHOOL

## SENIOR HIGH SCHOOL DEPARTMENT



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National Capital Region  
Division of City Schools – Valenzuela  
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### Validation Letter

Greetings of Peace!

The undersigned, are Accountancy Business and Management (ABM) students of section Ramos, are currently conducting a research for this semester entitled A Comparative Analysis on Difficulties Encountered by Senior High School students Towards to their First Grading Grade from Online Learning to Face to Face Modality.

In connection with this, we may ask for your assistance with regard to validation of our questionnaire necessary for this study. Believing that you're capable to provide such, the undersigned would like to ask your approval to be one of evaluators. Done this 6th day of December 2022.

Respectfully yours,

Ree Agasa

Rachelle Bandola

Danica Salonga

Bryan De guzman

Rule Rafael

Student — Researchers

Approved by:

&

Abbey Shane T. Paquera

Teacher III

Gen T. De Leon National High School

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Gen T. De Leon National High School



**APPENDIX B**

Name:

Grade & Section:

Instruction: Check the box that corresponds to the degree of your answer.

The following indicators below are the:

(4) Strongly Agree

(3) Agree

(2) Disagree

(1) Strongly Disagree

Part I. Difficulties encountered by Senior High School students in online learning.

	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
<b>Accessibility of Technology and Internet</b>	<b>(4)</b>	<b>(3)</b>	<b>(2)</b>	<b>(1)</b>
1. I have internet stability				
2. I have a mobile phone to attend in my online class and not borrowing to others.				
3. I have earphone or headset to clearly understand what my teachers are saying.				
4. I can afford new portable devices for my online class.				
5. I am familiar in the apps that I am using in online class.				





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<b>Learning Environment</b>	<b>SA (4)</b>	<b>A (3)</b>	<b>D (2)</b>	<b>SD (1)</b>
1. I can open my camera and recite since my surrounding is conducive.				
2. I can immediately understand our lessons and activities even there is a noise in our house.				
3. I can do things that is related on my online class even there is a command that I need to do				
4. I can focus in every meeting even I am in uncomfortable place.				
5. I am comfortable utilizing using my available device for online class since I am comfortable with my background.				

<b>Lack of Instant Communication</b>	<b>SA (4)</b>	<b>A (3)</b>	<b>D (2)</b>	<b>SD (1)</b>
1. I can communicate with the teachers/professor if there is a lesson that I am confused about with				
2. I can ask my subject teachers if I have a concern in my grades.				
3. I can find the social media account of my groupmates.				
4. I can communicate with my classmates whenever there is a group work.				
5. I can communicate to my friends to ask questions that are related to studies.				



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<b>Time Management</b>	<b>SA (4)</b>	<b>A (3)</b>	<b>D (2)</b>	<b>SD (1)</b>
1. My time is manageable for every multiple task assigned.				
2. My schedule is organized.				
3. My study-life is always balance.				
4. My tasks are submitted on time				
5. My extra-curricular activities are manageable to handle because I have enough time.				

<b>Organizing learning activities</b>	<b>SA (4)</b>	<b>A (3)</b>	<b>D (2)</b>	<b>SD (1)</b>
1. I am responsible enough to kept all my learning activities.				
2. I am organized in doing learning activities.				
3. I don't experience trouble reordering the sheets in my subjects.				
4. I am responsible in keeping my finished activities.				
5. I am able to fulfill my tasks, meet deadlines, prioritize urgent tasks, and complete my daily tasks.				



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<b>Distraction</b>	<b>SA (4)</b>	<b>A (3)</b>	<b>D (2)</b>	<b>SD (1)</b>
1. I can stay focus even my seatmate doing unnecessarily or unrelated things when the teacher is teaching.				
2. I can think appropriately even I see unrelated things outside the classroom.				
3. I can stay focused in my class even there is unexpected noise in the classroom				
4. I am able to focus on my studies even I have some personal problems.				
5. I am able to do what I need to accomplish even when my classmates are noisy.				



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**Occupation:** Jeepney driver



# **GEN. T. DE LEON NATIONAL HIGH SCHOOL**

## **SENIOR HIGH SCHOOL DEPARTMENT**



### **EDUCATIONAL ATTAINMENT:**

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General Tiburcio De Leon National High School

Corner Mercado St. Gen T. De Leon, Valenzuela City

2021 – 2023 (Present)

#### **Junior High School**

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Corner Mercado St. Gen T. De Leon, Valenzuela City

2017 – 2020

#### **Elementary School**

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Gen T. De Leon, Valenzuela City

2012-2016

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**Occupation:** Housewife

**Father:** Leo V. Agasa

**Occupation:** Aircon Technician



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---

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**Biological Sex:** Male

**Religion:** Members Church Of God International

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**Occupation:** None

**Father:** Lorenzo D. De Guzman

**Occupation:** Call-center Agent





**Senior High School Level**

2020-2023 (Present)

General Tiburcio De Leon National High School

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**Junior High School Level**

(2016-2020)

Justice Eliezer Delos Santos National High School

(2017-2018 & 2019-2020)

San Francisco National High School

(2018-2019)

Gen. T. De Leon National High School

(2016-2017)

**Elementary School Level**

(2010-2016)

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Candijay Bohol Elementary School (2012-2013)

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**Father:** Manuel B. Salonga

**Occupation:** business/driver



# **GEN. T. DE LEON NATIONAL HIGH SCHOOL**

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### **EDUCATIONAL ATTAINMENT:**

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2021 2023 (Present)

#### **Junior High School Level**

2017-2020

Divine Word College of Valenzuela

(2017-2018)

Parada National Highschool

(2018-2019)

Divine Word College

(2019-2020)

#### **Elementary School Level**

2011-2016

Bitik Elementary School

(2011-2012)

Parada Elementary School

(2012-2017)

### **CHARACTER REFERENCE:**

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