"The New Trends of Communication Arts through Reflective Journals of Senior High School Students"

Reynaldo V. Moral, PhD1
Master Teacher I, reynaldo.moral@deped.gov.ph

Elizabeth L. Etac2
Master Teacher I, elizabeth.etac@deped.gov.ph

Jean B. Pieper3
Master Teacher I, jean.brigoli@deped.gov.ph

Department of Education, Division of Cebu City, Philippines1,2,3
Don Sergio Osmena Sr. Memorial National High School1,2,3

Abstract

In the current situation of the students of Don Sergio Osmeña Sr. Memorial National High School, no one has ever tried to explore the students' skills in the field of communication arts using the scientific method of data collection. This has led to blended learning which has become the weakness of senior high school students in developing writings appropriate to the current Most Essential Learning Competencies. The researchers aimed to explore the new trend of the respondents to develop their proficiency in the Filipino language from their reflective journals. Using descriptive inferential statistics design and stratified sampling among 511 students. The study revealed that more percentage of the respondents enrolled regularly (78.86%), General Academic Strand (55.57%) also had the highest percentage of performance in Accomplished Level with the numbers 212 and 148. According to the Chi-Square Test of Independent Sample, their reflective journal has a significant relationship ($X2=32.1444$ & p-value is .0000188 $p<.05$) between students' performance and enrollment due to the rejection of Ho1. However, there is no significant relationship ($X25.9639$ p-value is .11338 $p<.05$). between their performance level and the type of strand/track they have chosen, which is the reason for receiving Ho2. This indicates that more students from the general education curriculum possess proficiency in the field of journal writing in response to the theory of Self-Regulated Learning. The current study suggests that there should be an application of teaching at the Junior High School level and a thorough decision of parallel studies to further cultivate the new trend K to12 curriculum in the subject of Filipino.

Keywords: new trends, skills, communication, journals, self-regulated learning.

Introduction

Language is an important means of communication between members of a society. In the expression of culture, language is the main aspect. Moreover, it is the tool that conveys tradition and values of group identity. Being able to communicate aloud in the cognitive, emotional, and behavioral areas plays an important role in imparting knowledge and skills to students. Empathy, empowerment, and the understanding of strategy are always the factors that increase success in collective and individual learning. Successful communication makes positive contributions to students' independence and self-confidence in demonstrating their abilities (Sirbu, 2015 & Arici, 2018).

Since the outbreak of the COVID-19 pandemic, it has caused widespread disruption in schools and universities. According to UNESCO, as of April 10, 2020, more than 188 countries have implemented nationwide school and university closures, affecting more than 91% of the world's student population (UNESCO n.d.). An immediate review of all activities to support and enable the academic project was carried out to make provision for national measures during the 'lockdown' caused by the pandemic. It is evident that there has been a 'new normal,' with all teaching and learning activities taking place entirely online, and academic staff needs to rapidly prepare and equip themselves for this (Motala & Menon , 2020).

According to DepEd's mandate (2020), it established Flexible Learning Options (FLOs), which include alternative delivery methods and their corresponding learning resources that respond to the needs, contexts, circumstances, and differences- of other students. These policy guidelines aim to set standards and specifications for the provision of learning resources in the implementation of the BE-LCP. Learning resources serve as learning tools for students in which methods, instructions, and other details are provided to assist the learning process, with the supervision of those responsible for adults with the constant monitoring and guidance of teachers.

Many factors affect and are related to the performance level of students according to empirical evidence. One such study by Boumi & Vela (2020) with transfer students shows that a mixed-enrollment approach is associated with similar graduation rates as the full-time approach in enrollment, and more than double the graduation rate associated with part-time enrollment. Also in Mirgi & Muthaa's (2015) investigations, high enrollment in primary schools has led to overworked staff members, inadequate teaching and learning facilities, poor sanitation facilities and inadequate classrooms. study. Increased enrollment has a significant impact on the quality of learning in public elementary schools.

There is also proof in the studies that students have the highest number of choosing the General Academic Strand (GAS) which indicates that they are still in doubt about what course to take in college because the track is considered neutral that track. family, peers, financial status, and employability somewhat influenced students in their preference for the senior high school track. There is a significant relationship between socioeconomic and peer influence and the level of influence of grade 10 students on track preference (Moneval & Malbas, 2019). Therefore, the conclusion of Ouano et al., (2020) stated that Grade 12 Senior High School Students encountered various factors that influence their choice of course which includes decision-making and interest, the influence of colleagues, institutional considerations, and future job opportunities. These factors have an impact on graduating students in choosing a college course.

But according to the study of Magdadaro (2020), the extent of the desire does not determine more than the extent of the practicality of the -studies in the selection of the senior high school strand because the same inclination towards practicality views is at the same level. Therefore, neither one of the two is more determined than the other of a student's senior high school strand preference. This is especially proven by Pascual (2016) in his research which results in the mother's job, monthly family income, position of the students' siblings, and the general average of the third year of the student's grades are not related to the preferred course of the students. College students on their BOP or Brainard's Occupational Preference Inventory results.

Alog (2012) added that there is no significant relationship between the gender of the students and their academic performance in Science but the age, grade level and IQ of the students have a significant relationship with their academic performance in Science while in Mathematics, students' gender, grade level and their academic performance are not related. This is contrary to the study of Ariaso (2020) who says that the role played by the 'attitude in learning Filipino and the attitude of teachers in teaching on the performance of students. The variables of the teacher and student, respectively, have a role in the students' evaluation. Specifically, students' attitudes toward learning Filipino and their level of motivation influence student performance. The mentioned related studies are suitable to the current investigation of the researchers because the factors that represent the level of performance of senior high school students are carefully drawn from the data from the details of the previous semester especially -especially in the core subjects of Filipino Communication and Research in Filipino Language and Culture and Reading and Analysis of Various Texts Towards Research of the current school year.

This study is also anchored in Paul Pintrich's concept Self-Regulated Learning Model mentioned by Ceti (2017) which has four stages: 1) thinking, planning, and activation, 2) monitoring, 3) control, and 4) reaction and reflection. *Forethought, planning, and activation*: This part includes defining goals, accepting and directing defined goals, planning time and space, determining perceptions about tasks, and determining motivational effects. *Control:* In this stage, an individual selects and implements appropriate learning strategies for thinking; this is the moment when motivational strategies are selected and applied. Self-observed behaviors are shown with an increase and decrease in the effort as one evaluates these procedures and/or makes changes in the assigned mission. *Reaction and reflection*: This is the stage when individuals make cognitive judgments and evaluations about; demonstrate effective reaction, persistence, surrender, choice-making, and content analysis. This is the time when he checks his work. In other words, this is the time when the individual assesses himself if there is a difference between the target and the performance he showed in the beginning.

In the local scenario, here at Don Sergio Osmeňa Sr. Memorial National High School observed that some of the students at the senior high school level show unsatisfactory marks in the Filipino subject especially in the construction of sentences and paragraphs which is one of the requirements to meet the skills derived from the Department of Education's Most Essential Learning Competencies (MELCs). Unfortunately and in many cases, they still cannot fully develop a creative journal using the narrative style of writing which in turn is essential to the development of the art of communication. According to data gathered from School Monitoring, Evaluation & Adjustment (SMEA) during the first semester, the entire Grade 11 students (GAS & TVL) obtained a Mean Percentage Score (MPS) of 60.824 while the entire Grade 12 students (GAS & TVL) achieved 55.046 MPS. It indicates the ratio between the number of items answered correctly and the total number of test questions or the percentage of items answered correctly in a test in the subjects Communication and Research in Filipino Language and Culture and Reading and Analyzing Various Texts Towards Research. This indicates that the proficiency of the students in this discipline is at the beginning level.

The given scenarios and circumstances are unusual for senior high school students. This encourages researchers to find out why students perform this way. And since no one has ever launched action research in the school in the many years since it was founded, the Filipino

teachers and the research director will begin to explore the new trend of communication arts from narratives. written by senior high school students to have an active program that will drive to develop the teaching strategy and its appropriate tools from the results of the study.

Action Research Questions

1. What is the profile of the respondents in terms of the following:

1.1 enrollment status and

1.2 strands?

2. What is the performance level of the respondents from their reflective journals?

3. Is there a significant relationship between the profiles and performance levels from the reflective journals of the respondents?

4. What implications can be drawn from the results of this study for improving students' communication skills using reflective journals?

Statement of Hypothesis

Ho There is no significant relationship between students' performance from their reflective journals according to the following profiles:

Ho1: enrollment status and

Ho2: strand

ACTION RESEARCH METHODS

In this section, the scope and sequence of creative inquiry methodology are described. It is about how researchers systematically design a study to ensure valid and reliable results that address the goals and objectives of the research.

Research and Sampling Design

This study used descriptive correlational designs in the application. A validated researcher-construct developed by researchers and will be reviewed closely by the editor-in-chief or research coordinator of the school of Don Sergio Osmeňs Sr. Memorial National High School, classified as a large school of South District IV. In total, the entire school population records 721 from the data of the Learners' Information System (LIS) of the current school year of the first semester. And the respondent in this study sample size of 511 not including the STEM strands because they have not yet taken the aforementioned Filipino subjects. The researchers used stratified sampling. This is a sampling method that involves dividing the population into smaller groups–called strata. Groups or strata are organized based on the shared characteristics or characteristics of group members. Specifically among the selected respondents are the students who took core and applied Filipino subjects as follows: Communication and Research in Filipino Language and Culture for Grade 11 and Filipino in Selected Fields for Grade 12 which belongs to the General Academic Strand (GAS) and Tech-Vocational Livelihood (TVL). Science and Technology, Engineering and Mathematics (STEM) are not included because they will take the Filipino subject in the second semester of the current school year.

Methods of Data Collection

The data used by the researchers came from the students' answers to their printed modules as well as the students belonging to the Online Modality Distance Learning (OMDL). The first part of the questionnaire examines the demographic profile of the respondents as follows: (1) enrollment status and (2) strand. The second part of the questionnaire counts the students' level of performance from their narrative writing or output with the following criteria: Content Reflection (50 points), Personal Growth (Personal Growth) 30 points, Writing Quality (Writing Quality) 15 points, and Timeliness (Timeliness) 5 points.

Data Analysis

Specific goals are counted using frequency, percentage, and ranking systems. The third part is computed using the Chi Square Test of Independent Sample which will determine the categorical variables if they are related to some population. A significance level of 0.05 indicates a 5% risk of inferring a relationship between variables when there is no actual relationship. The reliability of the questionnaire will pass through the hands of research experts including the head teacher who will be the leader of the Learner Action Cell (LAC) session for two cycles and the chief editor of the action research and the use of Cronbach Alpha from the Statistical Package for Social Sciences (SPSS) version 25. The Likert Scale from the gathered level of their performance has adjective phrases with corresponding four-point rating levels: Unsatisfactory- Beginning (Unsatisfactory Beginning), Developing Level (Developing Level), Accomplished Level (Accomplished Level), and Exemplary Level (Exemplary Level) with a total of 100 points (Kreiger, 2014). The weighted mean will be calculated during data interpretation.

Ethical Considerations

Following the ethical considerations of the data from the respondents with the consent of the senior high school coordinators and on the condition that such a study will not affect the performance of regular/permanent teachers or employees with concerns It is also in line with DepED's legal basis to require all school divisions to engage in research activities. This means that all teaching and non-teaching staff in the Department are required to fully implement the research in terms of making priority improvement projects for future referrals and changes.

RESULT DISCUSSION AND REFLECTION

This section shows the results that the researchers have sorted according to the scope and sequence of specific problems, related studies, and the theory that supports it. Based on the study, there is a big role played by the variables and their relation to the status of the enrollment and the status of each strand.

Table 1 Enrollment Status of Senior High School Students

Enrollment	Frequency	Percentage	Rank
Regular	403	78.86	1
ALS	43	8.41	2

Transferred-In	35	6.85	3
Irregular	30	5.88	4
Total	511	100%	

In the indication of Table 1, it is shown that the number of Regular students is higher which has a frequency of 403 which is equal to 78.86%. ALS followed with a frequency of 43 or equal to 8.41%. Whereas the Transferred-In student has a frequency of 35 which is equal to 6.85% and the Irregular student has a frequency of 30 which is equal to 5.88%. This data is the same as our country where the enrollment of Regular students is higher and the enrollment of Irregular students is lower. It proves that the percentage of enrollment in regular students is actually more, which shows that the students are chronic according to their level or level. Above all, regular students are involved and interact with fellow students and their teacher, participate in classroom discussions, and behave in a welcoming manner. With the change of times, the role of students in education has collapsed from a facilitator to a monitor of the work any type of teaching strategy the teacher will use whether it is time tested or improved teaching strategies today new normal. It has been proven that successful communication as a bridge to teaching will provide positive contributions to the independence and self-confidence of students in demonstrating their abilities (Sirbu, 2015 & Arici, 2018).

Table 2 Strand Status of Senior High School Students

Strand/Tract	Frequency	Percentage	Rank
GAS	284	55.58	1
TVL	227	44.42	2
Total	511	100%	

Table 2 shows the status of the respondents. The number of students taking GAS Strand is more than the number of students taking TVL Strand Based on the result, only GAS strand (55.58%) with a frequency of 284 compared to TVL Strand (44.42 %) with a frequency of 227. This means that more GAS students are interested in this strand because it hones the skill and art of communication. In addition to this, the result illustrates that students who are not yet sure what course or degree they want to take in college because this strand is designed so that undecided students can continue with any college program. This is in agreement with the study of Magdadaro (2020), who says that the extent of desire does not determine more than the extent of the student's practicality in choosing a senior high school strand because both tend to the views on practicality is the same level.

In Table 3, the performance level of students is shown according to Enrollment and Reflective Journal. In this result, it can be seen in the table that the number of regular students who belong to the excellent (accomplished) is higher than these 212 students. However, the irregular students belong to the low level and belong both to Need training (Unsatisfactorily Beginning) and well (Accomplished) with each skill having 7 students. It is clear from the result that there are more regular students of GAS and TVL who excel in the field of writing especially in writing a reflective journal. Furthermore, student achievement refers to the extent to which a student has achieved their short or long-term educational goals. Individual differences in academic performance are strongly related to differences in personality and intelligence when we compare irregular, ALS, and transfer students. As a result, the most common indicators of success typically refer to a student's performance in academic areas such as reading and language arts.

Table 3 Student Performance Level by Enrollment and Reflective Journal

Enrollment Status	Unsatisfactory Beginning	Developing Level	Accomplished Level	Exemplary Level	Total
Regular	44	107	212*	40	403
Irregular	7	8	7	8	30
ALS	10	14	11	8	43
Transferred In	8	9	11	7	35
Total	69	138	241	63	511

Therefore, it can be concluded that the response of the skills derived from the Most Essential Learning Competencies (MELCs) of the Department of Education will help any mode of instructional delivery that will be used in teaching to fill the shortened learning period and limited interaction of students. -students at school. That is, the reflective journal can be used in real life based on the competence included in the current curriculum.

The result of Table 4 is that it is clear that the number of GAS strand students who belong to the excellent (accomplished) skill is high with 148 students with a total of 284 while those with a low number of the track is the TVL Strand which belongs to the skill very good(exemplary) with 17 number of students and also with 227 total. There are more GAS strand students who excel in journal writing than in the TVL track.

Table 4 Performance Level of Students by Track/Strand and Reflective Journal

Track/Strand	Unsatisfactory Beginning	Developing Level	Accomplished Level	Exemplary Level	Total
GAS	25	86	148*	25	284

TVL	33	54	123	17	227
Total	58	140	271	42	511

That is, using a reflective journal serves as a foundation for lifelong learning, reflection builds confidence and fosters pride in new skills especially for students affected by ALS. Compared to TVL, everyone must communicate with each other in doing or doing something because communication involves interacting with each other. It connects everything and discusses and remembers everything and applies it to a particular situation.

Table 5 Correlation with the Performance Level of Students according to Enrollment and Reflective Journal

Enrollment	Unsatisfactory Beginning	Developing Level	Accomplished Level	Exemplary Level	Row Totals
Regular	44 (54.42) [1.99]	107 (108.83) [0.03]	212* (190.06) [2.53]	40 (49.68) [1.89]	**403**
Irregular	7 (4.05) [2.15]	8 (8.10) [0.00]	7 (14.15) [3.61]	8 (3.70) [5.00]	**30**
ALS	10 (5.81) [3.03]	14 (11.61) [0.49]	11 (20.28) [4.25]	8 (5.30) [1.37]	**43**
Transferred In	8 (4.73) [2.27]	9 (9.45) [0.02]	11 (16.51) [1.84]	7 (4.32) [1.67]	**35**
Column Totals	**69**	**138**	**241**	**63**	**511**

The chi-square statistic is 32.1444. The p-value is .0000188. The result is significant at $p<.05$

There is a significant relationship between the relationship between students' performance level according to enrollment and students' reflective journal because the computed chi-square of 32.1444 is greater than the critical value of alpha .05 which has been reason to reject Ho1. Because of this, the teacher should be aware that reflection during teaching can be facilitated by: developing lesson plans to support reflective thinking. Providing parts of the lesson that encourage questioning and curiosity. Providing resources and hands-on activities to prompt exploration. Therefore, reflection with the jornal is a development that gives you a sense of purpose, especially when the goal is achieved, because it in turn leads to happiness and productivity of students especially that of the GAS students of this study. This is proven in the opposite study by Ariaso (2020) who says that the 'attitude to learn Filipino and teachers' teaching attitude plays a big role in the performance of students.

Finally, Paul Pintrich's Self-Regulated Learning Model states that Ceti (2017) mentions that self-regulatory activities mediate the relationships between students and their environment and influence the students' achievements. student. That is, there are learning situations in which

students may engage in some but not all stages. The phases are also interactive in that individuals can simultaneously engage in more than one.

Table 6 shows that there is no significant relationship between the relationship between students' performance level according to strand/tract and students' reflective journal because the computed chi-square of 5.9639 is smaller than the critical value which was at alpha .05 which caused Ho1 to be accepted.

Based on the findings of the study, it was concluded that increased enrollment of large classes does not influence student academic achievement. This means that the effect of school enrollment size on student achievement has been a weak factor in the failure of the Filipino teaching system using reflective journals especially in senior high school. The results of the study indicate that as school enrollment increases, student achievement decreases and vice versa.

Table 6 Correspondence to Tract/Strand of Students by Enrollment and Reflective Journal

Strand/Tract	Unsatisfactory Beginning	Developing Level	Accomplished Level	Exemplary Level	Row Totals
GAS	25 (32.23) [1.62]	86 (77.81) [0.86]	148* (150.61) [0.05]	25 (23.34) [[0.12]	284
TVL	33 (25.77) [2.03]	54 (62.19) [1.08]	133 (120.39) [0.06]	17 (18.66) [0.15]	227
Column Totals	58	140	271	42	511

The chi-square statistic is 5.9639. The p-value is .11338. The result is not significant at $p<.05$

Reflection

It is important to focus on the field of teaching and learning that the creative ability of students to learn using different learning methods. In the aspect of Self-regulated learning, it is clear that students have the ability to develop their skills when guided by the teacher and there are certain things that should be done to cultivate their ability to learn. When it becomes clear to the students what they want to achieve or what they are expected to learn, the students will actively participate. Students learn to reflect on how they relate what they have learned and how they can use it in different fields in real-life situations.

Based on the gathered learning results, frequent student and parent surveys are conducted to gather reactions to our program and school. Guidance counselors work with the admissions team as a retention committee to share feedback or concerns from students and parents. For any student who decides not to return to school, an exit interview will take place to obtain feedback for improvement. Likewise, our school has appointed a group of active and efficient members with different roles to play, right from advertising on the website of Don Sergio Osmeňa Sr. Memorial National High School through a print medium for enrollment in our school, and then inviting applications for both graduating Grade 10. Next is the shortlisting of

students according to their merit and profile. This can be done through written tests or their previous year's academic performance.

According to the state of which strand to choose, the General Academic Strand (GAS) stands out. Students do not have to worry about choosing specific strands, as currently, no college places requirements on a specific Academic strand for a specific college course. Compared to Technical Vocational Livelihood (TVL) which is minimal, it proves that this track is prepared for those who plan to enter the workforce immediately after graduating from college. In the current study, the most important factor that motivates the students is that they continue learning until they graduate and make a final decision according to the level of each family's income and the guidance of their parents.

The current investigation also reports that regular students have the largest numbers. This can be said of their immediate environment, although many students need quiet while focusing on difficult information, others literally learn better with sound than without. Some students are more analytical processors who tend to be patient. They may not always start an assignment right away, but once they do, they have a strong emotional desire to continue until the task is finished or until they reach a point where they feel they can stop.

The study also shows that reflective journal writing is currently emerging as a common strategy for enhancing the learning experience of students in professional courses, increasing student motivation and promoting learning skills. Higher-order thinking. Although it had less influence on TVL students, this is probably due to the small sample size chosen by the researchers. However, in the state of enrollment and their level of proficiency in reflective journal writing it is easy to describe their experience in their developed reflective journal but as they move from descriptive to the highest stage of reflection, i.e. critical reflection, they are less good at expressing their ideas. The majority of respondents had a positive view of the extent to which reflective journals promote active and personal ownership of learning, critical thinking, understanding of one's own learning, facilitating experience in learning, and valuing personal observation and knowledge.

So in response to the completed research, It is indicated that reflective journal writing has great potential as a practical strategy to enhance the learning experience of students in general, and, specifically, it can also provide opportunities to link theory and practice in Science Technology Engineering and Mathematics (STEM) strand courses. The researchers also recommend that there be efficiency and effectiveness of the intervention or a new action research study because they believe that using a structured approach to online reflective practice empowers and ultimately improves Junior High School learning. -learning through the development of metacognition. In other words, an online resource was developed to facilitate and structure the recording, storage, and retrieval of reflections with a focus on facilitating reflective writing, developing metacognitive awareness, and, ultimately, enhancing study in the Filipino subject. The researchers present an action plan to have a concrete vision and application related to the interaction of students and teachers in Filipino so that the curriculum in Filipino can be developed at the senior high school level.

In the first part, the students' knowledge will be improved using the reflective journal according to changes in the lesson plan which is appropriate to the needs and abilities of the students. From the Most Essential Learning Competencies (MELCs), the teacher will document how

effective the developmental activities are according to the principle stated in the Self-Regulated Learning (SRL) approach. It has a time limit of three months or one quarter in the second semester of the current school year. The support of the principal, master teachers, and coordinator in Filipino is expected who will evaluate each step of gathering action research. The students' scores will be compared to the students' past achievements/skills. That is, here it will be known if there is a high percentage of the assessment result.

Second, teachers' knowledge and skills in teaching the subject will be further developed using self-regulated strategies. Since students have different learning styles, the Filipino teacher will use strategies that are appropriate to their subject and context. Participation in various activities related to Filipino such as Learning Action Cell (LAC), Seminar workshops, and Conferences is expected to happen to Filipino teachers in senior high school. Every teacher will actively be a resource speaker whenever there is a training or conference this second semester. This will allow for excellence in teaching from the reflective journal with three months devoted to the current study.

Curriculum development is the last concept that measures the total learning of students. Development of creative learning using Self-Regulated Strategies which is the focus whenever the Learning Action Cell (LAC) of the Filipino department is launched and will use qualitative methods such as interviews, Focus Group Discussion (FGD), classroom observation, asking questions whenever there is free time, visiting fellow teachers and continuing to observe new trends in teaching and learning. Long-term understanding of teachers and students is the focus of the current study and the upcoming related creative investigations or action research in the Filipino subject. And above all, it can be proven that the art of communication using Filipino reflects that it is an excellent vehicle to understand the complexities of languages across cultures and that knowledge in this particular area hinders the development of the ability to communicate on the part of language learners.

References

1. Alog, R.E. (2012). Learning style and its relationship to academic performance of Central Philippine University Elementary School intermediate pupils. Bahandian Home https://repository.cpu.edu.ph/handle/20.500.12852/1035
2. Ariaso, R. (2020). Factors of Learning in Filipino and Students' Performance of Secondary Education in Eastern Visayas Philippines. PalArch Journal of Archeology of Egypt/Egyptology. https://archives.palarch.nl/index.php/jae/article/download/2243/2210/4397
3. Arici, I. (2018). Communication Skills of Students in Fine Arts Departments of Education Faculties. Educational Research and Reviews. Vol. 13(20), pp. 688 DOI: 10.5897/ERR2018.3611
4. Boumi, S. & Vela, A. (2020). Quantifying the Relationship between Student Enrollment Patterns and Student Performance. Retrieved from https://www.researchgate.net/publication/340134676_Quantifying_the_relationship_between_student_enrollment_patterns_and_student_performance
5. Cetin, B. (2017). The Influence of Pintrich's Self-regulated Learning Model on Elementary Teacher Candidates in a Life Science Course. Journal of Education and

Training Studies Vol. 5, No. 8. https://doi.org/10.11114/jets.v5i8.2460

6. DepEd Order No. 018 , s. 2020. Policy Guidelines for the Provision of Learning Resources in the Implementation of the Basic Education Learning Continuity Plan. https://www.deped.gov.ph/wp-content/uploads/2020/08/DO_s2020_018.pdf

7. Kreiger, D. (2014). Journal Reflection Rubrics. Instructional Design Technology/Services, SCI, Rutgers. Retrieved from https://comminfo.rutgers.edu/sites/default/files/journal_reflection_rubric_generic.docx

8. Magdadaro, L.R. (2020). Passion- based vs. Practical- based Preference of Strand in Senior High School. Human Resource Management Academic Research Society. http://dx.doi.org/10.6007/IJARBSS/v10-i3/7031

9. Moneval, J.C. & Malbas, M.H. (2020). Preferences in Senior High School Tracks of the Grade 10 Students. IRA-International Journal of Education & Multidisciplinary Studies ISSN 2455–2526; Vol.15, Issue 05. http://research-advances.org/index.php/IJEMS

10. Motala, S. & Menon, K. (2020). In Search of the 'New Normal': Reflections on Teaching and Learning during Covid-19 in a South African University. Southern African Review of Education, 26(1): 80. https://www.researchgate.net/publication/343501284_In_search_of_the_'new_normal'_Reflections_on_teaching_and_learning_during_Covid-19_in_a_South_African_university

11. Mwirgi, S.F. & Muthaa, G.M. (2015). Impact of Enrollment on the Quality of Learning in Primary Schools in Imenti Central District, Kenya. Journal of Education and Practice www.iiste.org ISSN 2222-1735 Vol.6, No.27, https://files.eric.ed.gov/fulltext/EJ1077390.pdf

12. Ouano, J.V. et al., (2020). Factors Influencing on Grade 12 Students' Chosen Courses in Jagobiao National High School- Senior High School Department. International Journal of Scientific and Research Publications, Volume 9, Issue 1. http://dx.doi.org/10.29322/IJSRP.9.01.2019.p8555

13. Pascual, N.T. (2016). Factors Affecting High School Students' Career Preference: A Basis for Career Planning Program. International Journal of Sciences: Basic and Applied Research. http://gssrr.org/index.php?journal=JournalOfBasicAndApplied

14. Sirbu, A. (2015). The Significance of Language as a Tool of Communication. "Mircea cel Batran" Naval Academy Scientific Bulletin, Volume XVII. http://dx.doi.org/10.21279/1454-864X

15. UNESCO. (n.d.). COVID-19 educational disruption and response. https://en.unesco.org/themes/education-emergencies/coronavirus-school-closures