### THE ADAPTATION MECHANISM OF NEW SENIOR HIGH SCHOOL STUDENTS FROM LORMA

**COLLEGES**

Jhoana Marie F. Alagna Donald Bryan R. Bravo

Kathleen Anne A. Cardenas Naiome Shane A. Carreon Katrina Louise N. Ragandap

Lorma Colleges Basic Education School San Juan. La Union

12 STEM HAS Centella Asiatica

Practical Research 2/ Research Project

Julius C. Gamalog

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### ENDORSEMENT

This research study entitled **"THE ADAPTATION MECHANISM OF NEW SENIOR HIGH SCHOOL STUDENTS FROM LORMA COLLEGES"** prepared by **JHOANA MARIE F. ALAGNA, DONALD BRYAN R. BRAVO, KATHLEEN ANNE A. CARDENAS, NAIOME SHANE A. CARREON, AND KATRINA LOUISE N. RAGANDAP**, in

partial fulﬁllment of the requirements for Practical Research 2 of 12 STEM HAS Centella Asiatica, has been examined and recommended for acceptance and approval for oral defense.

### JULIUS C. GAMALOG

**Research Adviser**

This is to certify further that **JHOANA MARIE F. ALAGNA, DONALD BRYAN R. BRAVO, KATHLEEN ANNE A. CARDENAS, NAIOME SHANE A. CARREON, AND KATRINA LOUISE N. RAGANDAP**

have been examined and recommended for ﬁnal defense in partial fulﬁllment of the requirements for Practical Research 2 of 12 STEM HAS Centella Asiatica.

### ERIC M. RAGPALA

Chairperson

### MA. VERONICA A. BALATERO LEA MARIE S. CLAUSTRO

Member Member

### ALVIN L. IGNACIO JESSYREE J. TAÑO

Member Member

### APPROVAL SHEET

Approved by the Committee on Oral Examination with a grade of on

 .

### ERIC M. RAGPALA

Chairperson

### MA. VERONICA A. BALATERO LEA MARIE S. CLAUSTRO

Member Member

### ALVIN L. IGNACIO JESSYREE J. TAÑO

Member Member

### ELIZABETH R. CAMARA

**Director, Basic Education Schools**

This is to certify further that **JHOANA MARIE F. ALAGNA, DONALD BRYAN R. BRAVO, KATHLEEN ANNE A. CARDENAS, NAIOME SHANE A. CARREON, AND KATRINA LOUISE N. RAGANDAP**,

have satisfactorily completed all academic requirements in the **Practical Research 2** of 12 STEM HAS Centella Asiatica.

### ELIZABETH R. CAMARA, MAEd

Director, Basic Education Schools Date Signed:

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### DEDICATION

Without the grace of our Almighty God, this paper would not be successful. We will be eternally grateful to God for blessing us with wisdom, knowledge, strength, and courage every day, especially during this paper's journey.

Thereby, this paper is dedicated to the grade 11 students who are the main focus of this research study. Also, to those who assisted, supported, inspired, encouraged, and collaborated with us. Beginning with the teachers, we express our heartfelt appreciation for your time, eﬀort, and words of encouragement for us to improve our paper. To our friends who give us their time and knowledge, and to our family who shows us their love and encouragement. This paper is also dedicated to all members of Group 5 for their assistance, eﬀorts, and sacriﬁces.

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### Abstract

This study sought to divulge the Adaptation Mechanism of New Senior High School Students from Lorma Colleges. This qualitative descriptive study employed purposive sampling and aggregated data from twenty (20) LORMA Colleges Senior High School students in La Union. The data was gathered using Zoom, governed by a semi-structured questionnaire, and analyzed using Thematization. Consequently, the researchers conducted a study to address and achieve the objectives: (a) Determine the Perception of the New Senior High Students about Lorma Colleges. (b) Distinguish the Challenges Encountered by the New Senior High Students in the New Learning Modalities. And, (c) Identify the Adaptation Ways of the New Senior High Students of Lorma Colleges. Students must prepare and modify extensively in order to completely adapt to their new learning environment. Furthermore, learners are not all the same, as they all have distinct impediments that hinder them from learning and adapting. Most suﬀer from mental health problems (stress, anxiety, depression, low self-esteem) that drive them to crumble and break down. They were also pressured by the mounds of requirements and the simultaneous proximity of deadlines. Some do not know how to manage their time, so they start to procrastinate. Some cannot focus due to family problems and background disturbances, and they also struggle to socialize with their peers. A few also mentioned that group work is ineﬃcient due to the lack of communication among classmates. On the other hand, numerous students stated that it assists them in the sense that deadlines encourage them to stop procrastinating and start managing their time. The stress and piles of work push them to grow as students, comprehend learning more, discover things, and be responsible and disciplined students. These results highlighted the importance of socialization among students and learners expressing their impediments.

Keywords: adaptability; coping mechanism; covid-19; grade 11 students; new school

### Chapter 1 Introduction

### Background of the Study

Adaptation is recognized as one of the fundamental skills of human behavior. It also plays a role in human motivation and satisfying base desires. Exposing oneself to a new environment and unexpected circumstances is not as simple as it looks; there will be adjustments and innovative systems that can aﬀect one person (Jones,2019). Zhang (2017) noted that the adaptation process has several outcomes such as boosting interpersonal engagement, promoting our relationship with others, demonstrating awareness, and regulating the impressions the people oﬀer to others. The emerging issues students are currently addressing, as well as the coping tactics they require, need them to be adaptable in order to achieve particular and multiple instances (Kusev, 2019).

Adaptive [e-learning is viewed](https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-021-00289-4#auth-Hassan_A_-El_Sabagh) as stimulation to support learning and improve student engagement, so designing appropriate e-learning environments contributes to personalizing instruction to reinforce learning outcomes (El-Sabagh, 2021). Bolger, Margetts, & Huang (2017) averred that adapting to a new learning stage could be a complicated eﬀort, putting signiﬁcant strain on children. (Perry, Weinstein, and Valentine., 2019). The shiGing to high school has been depicted as a potentially tricky undertaking for teenagers, during which they encounter numerous new problems, including coping with the intellectual, social-emotional, and behavioral demands of a new environment.

Given that adaptability is aimed explicitly at successfully navigating change, uncertainty, and novelty, it is also likely to be a critical personal attribute to support students during novelty, variability, and uncertainty, such as COVID-19 restrictions and lockdowns including periods of online learning during these times. Adaptability may be an important area of attention for educational interventions to the extent that it is connected with favorable educational processes and results during online learning.

(Martin et al. 2021). As a result, students are being aﬀected by this new normal and the situation in which ﬂexible learning is encouraged. However, many students do not ﬁnd online settings adequate (Khe et al. 2020).

In recent years, educational technology has advanced at a rapid rate. Once learning experiences are customized, e-learning content becomes more prosperous and diverse (El-Sabagh and Hamed, [2020)](https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-021-00289-4#ref-CR25). Since this has become the new normal, adjusting to the educational environment and meeting new expectations and needs will take some adjusting (Mayzenberg, 2020). Transitioning from traditional learning to various forms of e-learning is a diﬃcult task, especially for students who will need time to shiG to this new normal.

In the Philippines, following President Rodrigo Duterte’s announcement of “no vaccine, no face-to-face classes,” the Commission on Higher Education (CHED) issued directions to colleges to begin planning for distance learning. As a result, universities all around the country have been forced to close their doors indeﬁnitely. Complicating matters is that not every student can prepare for and adapt to the quick changes in technology in today’s digital age (Alvarez, 2020), particularly in underdeveloped nations like the Philippines, where issues already plagued education prior to the epidemic.

The pandemic necessitated numerous adaptations and transitions as kids continued their education outside of the classrooms, in their own homes. The team was also faced with several problems. Implementation of the change from face-to-face to distance learning at the start of classes had been postponed twice to give schools suﬃcient time to prepare for this change. Despite the delays, many students and teachers struggled to keep up with the distance learning preparations. (Calo & Bustamante, 2021). According to Kirkpatrick and Zang (2018); Sellar and Lingard (2019), the stresses and pressures of high school (10th to 12th grade) can be characterized by tremendous stress and strain, academic problems, and increased demands for autonomy. Students who successfully transition and adapt to high school in the tenth grade may beneﬁt in various ways, including providing them with a

solid academic foundation to be prepared for college and improving their abilities to monitor and regulate themselves to avoid problematic behaviors.

Gonzales, Calarco, Lynch, Xu, & Jaggars (2019) mentioned that 20% of students reported having issues accessing essential technology for distance learning, such as laptops and high-speed internet. Also, it has been found that students who were already suﬀering academically in face-to-face instruction are more likely to obtain lower grade points in distance learning. Despite the challenges, this sudden and unexpected change in the learning environment oﬀers opportunities for academic institutions to reimagine innovative modes of learning that take advantage of current technologies.

Moreover, Martin & Holliman’s (2021) Adaptability has been identiﬁed as a critical skill for students’ academic and personal development, including motivation, engagement, achievement, and social-emotional well-being. In connection to how new students (Stell, 2017) mentioned three major domains to evaluate for adaptive performance: academic, social, and behavioral. Academics must have mastery abilities for learning; students must develop harmonious connections with their peers and teachers in the social domain; emotional self-regulation is emphasized in the behavioral domain. Thus, the implementation of a new learning method and the environment in education is found to be boring because of the lack of any active learning activities such as group work and peer interactions (Sutterlin, 2018).

Rasheed (2020) mentioned that adapting to higher levels of autonomy and successfully applying these resource-management strategies is. For many pupils, however, this is not an easy task. Students who opt to participate in online (blended) education fail to employ these tactics eﬀectively. According to a recent systematic review, they face signiﬁcant obstacles in self-regulation, motivational control, help to seek, and technological competence. Furthermore, resource-management strategies such as eﬀort regulation and time management, and intrinsic motivation have been linked to academic adjustment, suggesting their usefulness in adapting to emergency remote learning. (Rooij, 2018). To sum up, eﬀective

resource management strategies have been shown to positively link the cognitive, emotional, and motivational aspects of learning. Concerning cognitive factors, resource management strategies, speciﬁcally eﬀort regulation, time management, and attentional regulation (concentration and dealing with distraction), were positively associated with academic performance in face-to-face and online learning environments (Broadment, 2017).

Ochoco & Ty (2021) stated that 331 Filipino senior high school students use hope, career adaptability, career engagement, and life satisfaction as measures of adaptive readiness, adaptability resources, adaptive response, and adaptive results, respectively. Analyses revealed a signiﬁcant series of relationships ranging from hope to live satisfaction via career adaptability and engagement. Furthermore, Barrot, Llenares, & del Rosario (2021) also stated that students used a range of ways to address their diﬃculties when learning online. Diﬀerent factors surrounding each student, such as available resources, student personality, family structure, relationship with peers and teacher, and aptitude, may have shaped the speciﬁc strategies that he or she adopted. Filipino researchers mentioned that school adjustment and coping strategies are vital elements of students’ lives because they help them adapt and function well in their environment, preventing countless mental health problems. However, despite the vital information about the importance and beneﬁts of adaptability or adjusting well to one’s environment, many students still encounter it (Maravilla & Filomena 2020).

The primary purpose of this research is that the researchers want to know how the new students of Lorma Senior High School adjust to the new modes of learning due to the world’s current situation. The researchers want to study the students’ ways and techniques that they follow to accomplish their duties and responsibilities as senior high school students and as members of their homes. Furthermore, because they attend a new school, they will encounter a new atmosphere, rules, procedures, habits, and people. Through this research, the new students of Lorma Senior High School will be able to share the methods of adaptation mechanisms to the new modes of learning. In addition, this research will have

the ability to inﬂuence other students who struggle to adapt to “the new normal” by following their methods in order for them to have a harmonious everyday life through the use of infographics. Moreover, parents and teachers will also beneﬁt from this research because it will be a tool to let the parents and teachers recognize the eﬀorts and hardships of the new students while attaining academic success.

### Theoretical and Conceptual Framework

* 1. **The Theory of Deliberate Practice** *(K. Anders Ericsson, 1993)*

The theory of deliberate practice is another theory that drives the expertise demands of adding a self-reﬂective feedback loop into the skillful growth process (practice) rather than merely repeating a task until mastered. (Wang, J. M., & Zorek, J. A. 2016).

The knowledge approach will help explain our study by modifying existing content to address their weaknesses in an adaptive learning system that provides learners with new content. By doing so, they can gain the conﬁdence needed to face work-related challenges and achieve success. It also explains how pupils overcome their comfort zones and become better learners.

* 1. **Social Cognitive Theory of Personality** *(A. Bandura, 1999)*

According to this notion, school adaptation is how kids learn how to behave in a new environment. It discussed that environmental factors are more likely to inﬂuence one’s behavior through self-concept rather than showing a direct eﬀect. This theory will further explain the numerous studies that have found that self-concept signiﬁcantly impacts student engagement and learning performance. (Zhang, D., Cui, Y., Zhou, Y., Mengfei, C., & Liu, H. 2018).

The study proposes that learning can also occur simply by observing the actions of others. For example, children and adults oGen exhibit learning for things they have no direct experience with. Even at such a young age, we have seen in real life and on social media platforms how other people made friends and cope in their new environment. They have seen, watched, and taken notes--on advice, suggestions, and guidelines from other people explaining what they needed to do to adjust to their new learning environment. They would probably know what to do if put in a new situation. This is because 35they have seen others perform this action either in person or on social media.

### Teacher’s responses on the new normal Learning modalities: Prospective Lifelong Learning Pathway

*(M. Maloloyon, A. Arnando, G. Aviles, N. Solania & R. Ventura, 2021)*

Based on a study conducted by the researchers, when face-to-face learning was introduced in March 2020, the Department of Education started projects and activities to ensure that every Filipino student continues to receive a high-quality education. According to the researchers, teachers have had to make considerable changes due to the new normal severe impact. To fully prepare instructors for this new normal, they get virtual training and seminars to thoroughly equip all teachers with the adaptations needed for the classrooms this school year *(M. Maloloyon, A. Arnando, G. Aviles, N. Solania & R. Ventura, 2021).*

This conceptual framework correlates with the adaptation of school staﬀ as well as students because both have the same new education system and distinct struggles. It discusses the mechanisms that they need to be equipped to be able to attain a quality education and quality academic performance amidst the pandemic.

### Learning Diﬃculties and Coping Mechanisms of Education Students in the Shi† to Flexible Learning Modality amidst COVID-19 Pandemic *(R. Olila, 2021)*

As stated by R. Olila, adopting a new educational standard presents issues for students, teachers, administrators, and other education stakeholders. This argument indicates that the new normal adaptation mechanism impacts everyone, not only the senior high school students under the curriculum. In connection with this framework, the Department of Education developed a new method for connecting teachers and learners safely and productively, applying to Lorma Colleges. To guarantee that these students continue to learn despite the pandemic, the degrees of adaptation of each student are distinct but not the same *(R. Olila, 2021).*

This study makes it clear that the new system takes a toll on everyone with regards to adapting to the new method drawn up by the Department of Education for the Filipino students to continue learning at the same time preventing students from catching the virus. This research shows the diﬃculties and coping mechanisms of their respondents using a quantitative research design.

### Adaptability to Online Learning: Diﬀerences Across Types of Students and Academic Subject Areas.

*(D. Xu, and S. Jaggars, 2012)*

To the research of D. Xu and S. Jaggars, English and social science were two academic subjects that attracted a high proportion of less-adaptable students. Interpersonal interactions and group projects are more challenging and less eﬀective, negatively impacting everyone’s course performance. Regardless of a student’s adaptability to an online environment, their performance in an online course may suﬀer if their classmates adapt poorly. This topic course demonstrates how each student diﬀers in e-learning. Some people adjust well and learn through online programs, while others cannot. Furthermore, this will assist teachers in considering various approaches to make adjustments for each student and be sensitive and extra mindful in what they do and say *(D. Xu, and S. Jaggars, 2013).*

This concept exhibits the adaptability of students in an online environment and online education while pursuing high scores. It shows that not all students are able to adapt well to an online setting due

to some issues that take a huge eﬀect when it comes to group projects and other school activities that require two or more people. It badly aﬀects the quality and eﬀectiveness of the group work whilst it is evident that the students who adapt well will also suﬀer.

### Research Paradigm




### Statement of the Objectives

Generally, this study aims to understand the adaptation mechanisms of new senior high school students from public schools in Lorma Colleges. Thus, it aims to answer the following objectives.

* + 1. Determine the Perception of the New Senior High Students about Lorma Colleges.
		2. Distinguish the Challenges Encountered by the New Senior High Students in the New Learning Modalities.
		3. Identify the Adaptation Ways of the New Senior High Students of Lorma Colleges.

### Chapter II Methodology

### Research Design

The study used a single research design as a method. The qualitative descriptive research approach will collect and summarize material for this study. Furthermore, a qualitative descriptive design will collect answers to the study’s questions or objectives. Because the researchers determine the adaptation of the transferees in their new learning environment, a descriptive design is most suited for this study. It is a study meant to portray the participants accurately. Said, descriptive research describes the people who participate in the study.

Qualitative is best suited for this study because this research approach is utilized to acquire much more in-depth knowledge of a speciﬁc problem, topic, or idea to generate new study ideas. Qualitative research examples of qualitative research are case studies, personal experiences, introspection, life stories, interviews, and observational, historical, interactional, and visual texts that describe routines, diﬃcult moments, and meanings in people’s lives (Denzin & Lincoln, 2005, as cited in Corte, 2019).

### Participants and Locale of the Study

The number of respondents would be 20 or until the saturation point is reached. Furthermore, the respondents should be Grade 11 students between the ages of 15 to 17 and have the will to answer various questions. This study is conducted in Lorma Colleges’ senior high school department in Urbiztondo, San Juan, La Union. The researchers used a purposive sampling method to gather the data. Purposive sampling, also known as judgmental, selective, or subjective sampling, is a non-probability

sampling in which researchers choose public members to participate in their surveys based on their judgment.

The researchers used purposive sampling, considering that there is a speciﬁc standard for choosing the respondents. The criteria for picking the respondents are: The students fall under the age bracket of the target participants. Respondents are transferee students enrolled in Lorma Colleges-SHS

S.Y. 2021-2022 and have gadgets and internet connections for the questioning process. The students will only be excluded from selecting the respondents if they are not 15-17 years old, are not enrolled at Lorma Colleges-SHS, are not grade 11 and transferee student this school year, and do not have gadgets internet connection for the questioning process.

### Data Gathering Tool

The researchers conducted an online interview with the respondents through Zoom and Messenger, in which the respondents answered related questions about this study. Using a simple framework and qualitative approach, the researchers gathered the data using Google Form and analyze the new students' adaptation mechanisms. A questionnaire is a type of research instrument that consists of closed-ended or open-ended questions. The objective is to collect important data from responders that will be utilized for a variety of purposes. Ndukwu (2020). The online interview is conducted via video, audio, and chat. The technology or platform used to conduct the interview essentially deﬁnes the online interview as live video, pre-recorded video, or live chat like Zoom and Messenger.

### Data Gathering Procedure and Ethical Considerations

The researchers sought authorization from the director of Lorma Colleges Basic Education to proceed with data collection, and then the researchers continued to create the online form and conducted an online interview. Furthermore, the researchers let the subject instructor review the form

for any adjustments before approving the tool they utilized. Following that, the researchers begin to collect data.

Consent should be received in the following ways: Participants are fully informed about the study, understand the content, and have the option of participating or not. During data collection, analysis, and publication of the study ﬁndings, participants’ privacy and conﬁdentiality were preserved by not exposing their names or identities.

The data is saved on devices that are password-protected and encrypted to keep the data from being utilized for fraud by third parties, such as online fraud and identity theG. The transcripts are sent to ﬁve qualitative researchers through password-protected email to double-check the data analysis. Passwords known only to the researchers will be used to secure the phone, personal computer or laptop, and hard disk data. During online communication, the interview session, data processing, and distribution of ﬁndings, the privacy, and conﬁdentiality of the interview setting were entirely enclosed to other people, except for the researchers. This help the respondents feel secure with the statements and information that they are stating. The researchers keep those statements conﬁdential in the best way they can. This research study gives importance to the privacy of those who are involved in the study.

### Data Analysis

Responses to the Grade 11 students’ interviews are systematically analyzed using the data provisions of the study through thematization. *Thematization* is the mental act or process of choosing topics as topics in conversation or speciﬁc words as themes in sentences. (Mardani, 2016). The researchers become increasingly familiar with the data and explore the meanings associated with the concepts emerging from the participants’ testimonies (Labra, Castro, Wright, & Chamblas, 2019).

Thematization is best suited to this study since the researchers must categorize certain themes and examine a vast quantity of data. The researchers utilized a thematic table to assess and arrange the main themes and the sub-themes according to the responses gathered from the participants. The themes then are linked to the study's aims and the objectives of the researchers.

### Chapter III

**Results and Discussions**

### Results

AGer gathering and thematizing the responses of twenty (20) grade 11 students at LORMA Colleges senior high school on their perceptions of their new school, obstacles they've experienced, and adaptation strategies they've employed this school year, we, the researchers, were able to collect adequate data to complete the results of this study.

Table 1

Excerpts from the Narrations of the Participants

Major Themes Sub Themes Participant Code Sample Signiﬁcant

Statements

THE PERCEPTION OF THE NEW SENIOR HIGH STUDENTS ABOUT LORMA COLLEGES

Quality Service in Education

3, 7, 9, 16,

19

* “Lorma Colleges oﬀers a very ﬂexible learning system as well as "E-KMSTHN" mental health programs or counseling. This was not oﬀered at my previous public school.”
* “I was previously in private school but switched to being home schooled for the past 4 years, But online school is a nice change of pace to being home schooled being put on a schedule. Lorma is very innovative with how they handled the pandemic and online class, like with 10-20 min breaks between classes.”
	+ “Lorma Colleges, for me, developed further the skills I have. Moreover, they are very hands-on to their students.”
	+ “Lorma Colleges is more lenient, especially when it comes to meeting deadlines for our assignments. The also encourage us to participate in more social activities.”

School

Treatments Outcomes

4, 5, 11,

17

* It aﬀected me positively. Because they have more eﬀective material and method in teaching us.”
* “It aﬀected me both positively and negatively. I'm aﬀected positively because I was able to do things individually, to realize that I could do better, and learn how to lead my co-students with group projects. I'm aﬀected negatively because I'm not used to do some things that I am obligated to do and sometimes, these are the cause my breakdowns.”
* “Negatively because paano na lang po ako kung nagstay ako dun edi mas lalo po akong mahihirapan pag ng college na ako dahil may missing topics sila hindi dinicuss sa mga students nila.”
* “The deadlines have a detrimental impact on me. It's possible that I'll

procrastinate if they keep adjusting the deadlines. I was used to completing my performance tasks on time, particularly when we only had an hour to do them. Social activities, on the other hand, have a positive impact on my ability to meet new people and form friendships with them.”

Flexible And Innovative Learning

1, 6, 13,

16, 20

* “I think the main advantage Lorma has over other schools is their ﬂexibility being able to choose between Synchronous, asynchronous, and modular modalities.”
* “Lorma oﬀers ﬂex-on learning, wherein students get to still have time for their personal lives. Compared to other schools, it is very evident that lorma really planned and made sure that they could give the best quality education while being in this kind of set up. Teachers have always been ready with learning materials and synchronous discussions, which makes learning eﬀective.”
* “Mas maganda ang learning system ng lorma kaysa sa mga ibang school na pansin ko. In my previous school mas advanced ang lorma, sa (ONE SCHOOL BEING MENTIONED BY THE RESPONDENT) naman bihira lang sila mag online class kaya mahirap at ang pangit

ng system nila at mostly po ng school dito sa SFC is galing YT yung ibang lesson nila.”

* + “Lorma do zoom meeting everyday and teachers do discussion. We learn from what our teachers are teaching and we don’t just depend on the contents of our handouts and PowerPoints.”
	+ “Lorma colleges has a far better method of teaching because it still feels like we are still in school speciﬁcally during synchronous classes. “

THE CHALLENGES ENCOUNTERE D BY THE NEW SENIOR HIGH STUDENTS IN THE NEW LEARNING MODALITIES

New Educational Setting Impediments

2, 6, 8, 17,

19

* “One of the obstacles that I encountered that prominently aﬀected my learning is the slow internet connection and sometimes electricity ﬂuctuates.”
* “The diﬃculty that I have encountered is time management because having synchronous, and asynchronous classes plus the household chores makes me tired . That is why some of my tasks are missing and all.”
* “ShiGing to a school with a diﬀerent & standardized system, it was quite hard as I struggled to set a schedule for a certain subject, or a certain assignment.”
* “I had a diﬃcult time interacting with my classmates because most school activities are done in groups, and I am still not used to communicating with them. Not unlike in face-to-face classes, it's easier to work in groups. At ﬁrst, I had a diﬃcult time utilizing applications for online classes like Zoom, Google Classroom, and others because we didn't use these apps in my previous school and our learning modality was modular learning. I was also not used to "APEC" before because public schools don't have things like that. There were several distractions that I faced, such as loud

Self-Eﬃcacy Hindrances In This New Modality

1, 5, 7, 11,

12

noise from our neighbor's karaoke because they own a restobar, as well as noise from family quarrels.”

* + “I was always distracted a lot by watching diﬀerent series, going on my phone too much, and reading nonacademic books.”
	+ “For the most part I was able to deal with it and manage my time but some weeks a lot of activities are given at the same time and are very stressful to complete on time.”
	+ “Those challenges used to make me get disappointed at myself for not being able to adjust, but overtime, I got used to it. Now, I can say that I am sure with how I proceed as a student in this setup”
	+ “It occasionally has an impact on my mental health and academic performance/ it is oGen the reason for my late submissions since I am unable to focus due to loud noises and family problems”
	+ “It made me feel anxious. I also had a hard time at ﬁrst to the point that I wanted to go back to my previous school”
	+ “It actually aﬀected me in a good way, such as it gave me more understanding to learn, to discover and to

discipline myself”

Students’ Adjustment Proﬁciency

1, 4, 8, 13,

19, 20

* + “My friends have helped me a lot in overcoming this school year. We oGen go out and talk about our worries, and it somehow eases our minds and we forget our problems for a while.”
	+ “I asked for help from people who grew up learning the standardized curriculum. At times, I also ask them about their experiences in this standardized curriculum”
	+ “I tried to mingle with them and cooperated every time we are tasked to do something in pairs or by groups”
	+ “I use a schedule to be more productive and also by praying and asking God for guidance.”
	+ “I screenshot the lessons while the internet is fast at my cousins house then i read it at home”
	+ “I conquered that obstacle by exerting extra eﬀort in my studies like staying up all night.”

THE ADAPTATION WAYS OF THE NEW SENIOR HIGH STUDENTS OF LORMA

Suggestive Methods in

terms of Students’ Complication

1, 5, 8, 10,

11, 13, 15,

18

* “From 8 am - 12 pm I attend my class, from 1pm - 5 pm I watch netflix, I read wattpad and I sleep, and from 6pm - 11 pm, I assure to do 2 tasks to complete my day. “

COLLEGES.

Beneﬁcial Results of Eﬀective Adaptation

* + “I always make a schedule for my self, a schedule where I can enjoy and learn

|  |  |
| --- | --- |
|  | everyday.” |
| * “I study or do my tasks late
 |
| at night since it is the only |
| time when my surroundings |
| are quiet. “ |
| * “Well, like what I have said I
 |
| just solve them by praying |
| and shaking up myself that I |
| should do today and not do |
| tomorrow.” |
| * “When teachers post a new
 |
| assignment, I will complete |
| it right away so that I do not |
| have a full to-do list.” |
| * “I solve these problems by
 |
| relaxing myself once in a |
| while like going on a foodtrip |
| with friends or watching the |
| sunset while listening to soG |
| music.” |
| * “There are times. I try to
 |
| reach out to the people |
| whom I trust the most |
| and/or hangout with |
| friends.” |
| * “I solve these distractions
 |
| by forcing myself to get oﬀ |
| my phone” |
|  | 5, 7, 10, | * “Yes, it helps me focus on
 |
| an | 13, 16 | what I need to do.” |
|  |  | * “yes, because I became
 |
|  |  | more productive, creative, |
|  |  | aware and mindful with all |
|  |  | my tasks. I also have higher |
|  |  | grades than I expected.” |



* + - “Yes, these help me regain my productivity.”
		- “Yes, because sometimes we just need a little time for ourselves, sometimes we just need a breather.Yes, because it really helped me to overcome my thoughts (overthinking) about leaving my comfort zone (by transferring to other school). And it also help me alot in adjusting and adapting the new environment.”
		- “Yes, these things are useful because it distracted me

from feeling anxious all the time and it made me survive the academic year.”

Discussion

Based on the responses of the grade 11 students, three (3) major themes have emerged: The Perception of the New Senior High School Students about Lorma Colleges, The Challenges Encountered by the New Senior High School Students in the New Learning Modalities, and The Adaptation Ways of

the New Senior High Students of Lorma Colleges. These major themes have corresponding sub-themes and signiﬁcant statements.

**Major Theme Number 1: The Perception of the New Senior High Students About Lorma Colleges**. There are a lot of ideas that aﬀected the perceptions of the new senior high students about their new school. These ideas manifested in a variety of ways, including the new learning environment, new learning modalities, and comparisons between their old school and the new. Results from the interview have shown that there are three primary insights of the students about Lorma Colleges. These are Quality Service in Education, School Diﬀerences Outcomes, and Flexible and Innovative Learning.

**Quality Service in Education**. This study focuses on both public and private transferee learners. We asked respondents to share their observations and diﬀerences between their old school and Lorma Colleges. The majority of respondents truly believe Lorma College provides high-quality service education to its students through its overall learning systems. In addition, they stated that Lorma College provides more synchronous classes, detailed lessons, and an organized learning schedule than their previous school.

Bhat (2016) mentioned that students are the primary customers of educational institutions. As a result, in order to succeed and maintain its good reputation, it must provide high-quality services and meet the needs of students. Highly satisﬁed students spread positive word of

mouth, attracting new students to transfer to this speciﬁc school. Given the growing importance of quality education for an institution's growth and success.

This signiﬁes that oﬀering high-quality education to the students and prioritizing their welfare will provide a purposeful and beneﬁcial ideal for both the students and the institution.

**School Treatments Outcomes**. The new students were being asked how the diﬀerences they noticed aﬀected them. The majority of grade 11 students stated that these changes and diﬀerences had a positive impact on them, while some had a negative impact, and also some answered both. On the plus side, the respondents expressed satisfaction with the way Lorma colleges treat them. They've stated that Lorma College gives an adequate amount of learning engagements and motivates them to become independent and responsible students by providing a more productive learning environment and improving their social skills. On the negative side, some students do not share the same sentiments as others. They stated that because this curriculum is new to them, it is diﬃcult for them to cope and that some of the lessons presented in the course outline were not discussed, which may have an impact on them when they enter higher education. And lastly, some new students say that these diﬀerences aﬀected them both positive and negative.

Based on the study of Anjarwati & Sa’ardah (2021), student engagement is critical to the success of the learning process. Student engagement in the learning process refers to the level of attention, curiosity, interest, optimism, and passion demonstrated by students while learning or being taught by the institution, which can progress to the level of motivation that they must learn in order to progress in learning. As a result, in order to improve learning engagement, the school must provide excellent treatment to all students.

**Flexible and Innovative Learning.** The new senior high students express their thoughts on the qualities of Lorma Colleges in comparison to other schools. Lorma College was mentioned as being more ﬂexible and innovative. Flexible in terms of providing various learning modalities such as synchronous, asynchronous, and modular learning. Students have the freedom to choose what they want and what learning mode is best for them. Furthermore, being ﬂexible in providing academics and extracurricular activities for students while maintaining balance improves not only their IQ but also their EQ. Furthermore, Lorma is ﬂexible in setting deadlines, as long as they permit enough time to complete the various tasks assigned by the teachers. Moreover, Lorma colleges were innovative in that they used the power of technology wisely in order to engage and educate their students. As they progress in new teaching strategies and methods to improve academic outcomes and address real-world issues in order to promote equitable learning.

According to the researchers, the concept of ﬂexible learning is widely used in education, especially at this time of pandemic. Flexible learning includes the provision of resources and the oﬀering of support and services, enabling more eﬀective learning modalities and also giving the students enough time to complete their respective tasks. Furthermore, ﬂexible learning allows for personal growth as well as promotes lifelong learning (Siritarungsri, Jeeawody, Francis, Srisuphan, Boontong, & Grootjans, 2013).

Moreover, education innovation encourages teachers and students to experiment, research, and use all available resources to discover something new. It entails a new way of looking at and solving problems. The thought process involved will assist students in developing their creativity and problem-solving abilities. Most new schools today are well-equipped with information technology resources. Innovative uses of information technologies enable the creation of new tasks and activities

that were previously unthinkable in a traditional classroom and give the student a more creative role (Northwest Missouri State University, 2022).

This indicates that Lorma Colleges is one of the best performing schools in terms of ﬂexibility and innovation in the learning process of the students.

**Major Theme Number 2: The Challenges Encountered by the New Senior High Students in the New Learning Modalities.** Today, fully adapting to a new learning environment as a transferee necessitates a long-term commitment. There are numerous obstacles, diﬃculties, concerns, and challenges that might negatively impact one's thinking or mental, social, and physical health. As a result, students of this generation must make numerous preparations and modiﬁcations to overcome such a state with the following sub-themes.

**New Educational SeGng Impediments.** New students have a variety of challenges and worries when it comes to this generation's new learning modalities (online, synchronous, and asynchronous classes), and each student's situation in life is distinct. As a result, not everyone is concerned to the same extent. Based on the responses of grade 11 students, not everyone is fortunate or secure enough to adjust to a new learning environment. Some students struggle to understand the teachings, while others struggle to study independently. Some people report having mental health issues, poor internet connections, power outages, trouble communicating and interacting with their group mates, background noise, and time management issues.

J Gillett-Swan (2017) stated that there is a signiﬁcant problem with the one-size-ﬁts-all approach for external students who feel or experience isolation. When compared to their internal counterparts, these students oGen face a number of barriers to their full participation in coursework units. These barriers may not be experienced by those engaging in the same units via face-to-face or

blended enrollment modes and therefore present another type of learner to consider in the planning and implementation of learning activities online. The barriers to participation appear particularly evident in group work activities.

**Self-Eﬃcacy Hindrances in this New Modality**. Self-eﬃcacy promotes self-esteem because the conﬁdence in the ability to do eﬀectively in various tasks dramatically inﬂuences how one person feels about themselves. Based on the data gathered, challenges can aﬀect a person negatively or positively, but students are more oGen aﬀected in a negative way when facing challenges. A student said that a mountain of work could negatively impact them, causing her to have stressful days. It also causes a learner to be dissatisﬁed with herself. A student also said that hindrances might lead them to develop mental health issues (anxiety, sadness). On the other hand, One student quoted that adjusting to such a new environment and facing new challenges can beneﬁt them. She also added that it could inspire children to learn more, discover, and discipline themselves.

Further discussed by Travis, J., Kaszycki, A., Geden, M., & Bunde, J. (2020). Most studies on stress have assumed its unfavorability, and negative impacts have been documented across various domains. However, management and health specialists have recently distinguished between distinct types of stress, revealing a more nuanced picture. Stressors are viewed as goal-relevant and manageable; they boost motivation, performance, and well-being. On the other hand, stressors are considered goal-relevant but are thought to impair performance and trigger maladaptive behaviors.

**Students’ Adjustment Proﬁciency**. Based on the responses of the grade 11 students, some students who were unprepared were forced to study online, with limited access to school facilities and less contact with peers and professors. In terms of average change, we discovered that students reported being less able to regulate their attention, eﬀort, and time and being less motivated. They also put more time and eﬀort into self-studying. In contrast, while they appreciated the convenience of

learning from home, they struggled to stay focused and motivated outside of the typical study environment.

The current COVID-19 pandemic has nearly halted the education process between teachers and students. Nonetheless, the government worked hard and overcame all of the challenges posed by the pandemic in order to continue students' learning experiences. Diﬀerent learning modalities provided learners with various avenues to the most convenient and available modes of learning, which they preferred to select and experience. One of the options was printed learning, which required the provision of self-learning modules that could stand alone without the assistance of teachers. Similarly, digitized learning oﬀered the use of technological platforms such as social networking sites, media, fora, and so on to download the materials provided by the teachers and the Department. The increased technological and adversity quotients created a stronghold to deal with the current situation caused by the pandemic (Jimenez, 2021).

**Major Theme Number 3: The Adaptation Ways of the New Senior High Students of Lorma Colleges.** The capacity of students to properly learn and comprehend subjects and lectures is greatly inﬂuenced by their ability to organize their ideas and schedules. There are several strategies and recommendations for adjusting to a new environment and socializing with new people. There will be diversions along the road, so they may design their tactics to ﬁt the circumstances.

**Suggestive Methods in terms of Students’ Complication**. As a result of our data gathering, the respondents have a lot in common. In the majority, students’ adaptation method is to manage their time according to their Zoom schedule and the deadline of their activities and performance tasks for them to have an adequate time for academics and to relieve stress. Students lay out their tasks and set a speciﬁc goal to ﬁnish them as soon as possible. Students solve their problems by listening to music, doing their hobbies, socializing with loved ones, and sleeping. In addition, students accomplish their tasks

immediately and have advanced reading. Some students’ method is being inspired, motivated, and praying. Another is students force themselves to overcome distractions and accomplish their tasks

It is common for students to have mental and physical health problems such as feeling drained/tired, empty, and emotionally unstable caused by various distractions especially when a student is in the process of adapting to the new learning modes.

In a study conducted by E. Rotas and M. Cahapay (2021), The ﬁndings suggest that students use a variety of coping techniques to succeed in remote learning in the face of the current crisis. Looking for good space and time; borrowing learning resources; seeking support from peers; approaching teachers; practicing time management; doing learning tasks ahead of time; extending the time for learning tasks; diverting attention; regulating the self; taking extra jobs; crying, and praying are the categories of coping strategies that emerged.

**Beneﬁcial Results of an Eﬀective Adaptation**. The data that we gathered from our respondents have implied the importance of eﬀective adaptation mechanisms. Having the ability to easily blend into a new environment in order to overcome challenges has a signiﬁcant impact on getting work done quickly and eﬃciently. Having an eﬀective adaptation leads to productivity, avoiding distractions, focusing on what is more important, and completing your task on time and with a high-quality outcome.

Students must not only memorize but also determine the ideal learning strategy for themselves and their surroundings; they must utilize their knowledge and expertise in order to successfully achieve their comfort, which may lead to academic success (Askar and Akkoyunlu 2017).

### Chapter IV

**Findings and Recommendations**

AGer carefully discussing the major themes and the sub-themes, this chapter oﬀers a summary of ﬁndings and conclusions that satisfy the research study's objectives, which were stated explicitly in the ﬁrst chapter. It also includes a series of suggestions that the researchers believe will bolster the positive ﬁndings while addressing the negative ones.

This descriptive-qualitative research study provides insights into the perspectives of new senior high school students at LORMA Colleges Senior High School in the province of La Union about the adaptation mechanism.

### Findings

This chapter presents the data collected as well as the research ﬁndings. Following the analysis and treatment of the data, the researchers reached the following conclusions: AGer studying and categorizing the data acquired, the researchers conclude that Lorma Colleges' New Senior High School Students' adaptation mechanism has positive and negative aspects. In comparison to their previous schools, all of the students at Lorma Colleges receive outstanding educational service because, as they mentioned, Lorma provides ﬂexible and innovative learning opportunities and prioritizes their welfare throughout the school year. These diﬀerences and changes, these diﬀerences and changes had a positive and negative impact on coping with new learning modalities and environments. The majority of the students had a positive impact on them, which led to more eﬀective learning and improved socialization. On the contrary, some students were negatively impacted because they are unfamiliar with the learning modality with which they must contend. While some respondents were aﬀected by both, their perception of the changes and diﬀerences in their previous and new schools was neutral.

Many students struggled to manage their resources--this engaged them more in self-study and isolation, which hindered them from socializing. Some students experience mental health issues, poor internet connections, power outages, trouble communicating and interacting with their group mates, background noise, and time management issues. The researchers have also observed students' adaptation characteristics emerge as being: overwhelmed, surrenderers, maintainers, and adapters. However, for some, transferring and adapting to an unfamiliar environment has also become a signiﬁcant factor that positively impacts them. It has become an opportunity for them to grow as students; it gives them enough learning engagements, which motivates them to become independent and responsible learners by improving their social skills and providing a more productive learning environment.

### Recommendations

The researchers recommend the following based on their ﬁndings and conclusions:

**For the teachers and the institution**, inform the students regarding the expectations that the school has for them and how they can meet those expectations. It's important to include these in the syllabus, but students will appreciate being reminded of the course's expectations. Consider adding discussion etiquette guidelines to discussion forums or making attendance requirements clear before a virtual class meeting.

**For the students**, the researchers encourage students to create their own schedules wherein they can arrange their academic tasks, home responsibilities, and their break time. It will be very helpful to maintain or make their own schedule a routine and have self-discipline in order for their body and mind to eventually get used to the new method of learning and overcome distractions. In addition, it will help reduce feeling tired due to school work and personal circumstances. Another recommendation is for students to participate in virtual activities and be active in online recitations. This

enables them to exercise their social skills, meet new friends and teachers, and easily adapt to this new system that we are experiencing right now. Furthermore, One more useful recommendation is to be aware of what is going on in their environment. Being updated all the time for announcements, activities, and requirements is a sign of being a responsible student. In this case, the student will not cram and can prepare a good output. One more advantage of always being updated is being versatile with their time, such as events, technological diﬃculties, calamities, and so on.

**For the future researchers,** to those who will thoroughly explain and investigate The Adaptation Mechanism of New Senior High School Students from Lorma Colleges and present more ways and methods of solutions to this ongoing pandemic, COVID-19, could help many more students become aware and share more of their experiences and solutions in the future.

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### Appendices

1. **Le†er to the Participants**



**Good day, Mx. !**

I am Donald Bryan R. Bravo, the head student-researcher of Group 5 from 12 STEM HAS Centella Asiatica of LORMA Colleges Senior High School. We are currently conducting the research study entitled “The Adaptation Mechanism of New Senior High School Students from Lorma Colleges”. The primary purpose of this research is that the researchers want to know how the new students of Lorma Senior High School adjust to the new modes of learning due to the world’s current situation. The researchers want to study the students’ ways and techniques that they follow to accomplish their duties and responsibilities as senior high school students and as members of their homes. Furthermore, because they attend a new school, they will encounter a new atmosphere, rules, procedures, habits, and people. And any ﬁndings and conclusions derived from this research will be an important step in presenting how new students cope with their new school and learning modalities. In addition to presenting the most common challenges faced by grade 11 students.

In line with this, on behalf of my group members, we would like to ask your permission to be one of the participants in this research. Each participant will join an online interview via Messenger video chat or Zoom meeting and will answer the ﬂoated questionnaire via Google forms with at least eleven (11) guide questions, depending on their choice and availability. Participants will receive questions prior to completing the study's consent form, in order to facilitate a more eﬃcient and credible data collection. The data is saved on password-protected and encrypted devices to prevent it from being used for fraud by third parties, such as online fraud and identity theG. To double-check the data analysis, the transcripts are sent to ﬁve qualitative researchers via password-protected email. To secure the phone, personal computer or laptop, and hard disk data, passwords known only to the researchers will be used.

Respectfully yours,

DONALD BRYAN R. BRAVO

Researcher

### Informed Consent



**INFORMED CONSENT FORM**

***LC-REC Form #009***

INFORMED CONSENT FORM

INSTRUCTION: Please accomplish the form and ensure that all necessary documents are included in your submission.

#### *GENERAL INFORMATION:*

Title of the Study: **The Adaptation Mechanism of New Senior High School Students from Lorma**

 **Colleges.**

REC Code : No. of Study Participants: \_20\_

Study Site : Lorma Colleges, Urbiztondo, San Juan, La Union

Name of Researcher/s: \_ Jhoana Marie F. Alagna, Donald Bryan R. Bravo, Kathleen Anne A. Cardenas,

 Naiome Shane A. Carreon, Katrina Louise N. Ragandap.

Contact Information : Telephone Number: N/A Mobile Number:

 09289138943

Fax Number:N/A Email :

 donaldbryan.bravo@lorma.edu

Name of Institution: Lorma Senior Highschool

Institution’s Address : Brgy. Urbiztondo, San Juan, La Union.

Type of Study: □ Sponsored Clinical Trial □ Biomedical Research

* Researcher-Initiated Clinical Trials □ Stem Cell Research
* Health Operations Research □ Genetic Research
* Social or Behavioral Research ☑ Others: Qualitative Descriptive Research
* Public Health or Epidemiologic

Source of Funding : ☑ Self-Funded □ Scholarship/Research Grant

* + Government-Funded □ Institution-Funded
	+ Sponsored by Pharmaceutical Company
	+ Others:

Duration of the Study: Start Date: January 2022 End Date: May 2022

***INTRODUCTION*** (Use Extra Sheet if Necessary)

Adaptation is recognized as one of the fundamental skills of human behavior. It also plays a role in human motivation and satisfying base desires. Exposing oneself to a new environment and unexpected circumstances is not as simple as it looks; there will be adjustments and imaginative systems that can aﬀect one person.

***PURPOSE OF RESEARCH*** (Use Extra Sheet if Necessary)

Through this research, the new Grade-11 students from public and private schools of Lorma Senior High School will share the methods of adaptation mechanisms to the new modes of learning. Additionally, it may also indirectly assist them by highlighting the students' adapting and learning diﬃculties and helping the students recognize and adjust through them.

**TYPE OF RESEARCH INTERVENTION** (Use Extra Sheet if Necessary)

### Participant Selection

 Our research team aimed to gather participants that f all under the age bracket (15-17) of the target

 participants. Respondents are the Grade 11 transferee students and are enrolled in Lorma Colleges-SHS

S.Y. 2021-2022, have gadgets and internet connection for the questioning process, and are willing to

 answer various questions.

### Voluntary Participation

 Our research team made sure to ask for permission from the participants before sending any form of

 surveys, questionnaires, or interviews. The participation of the participants is completely voluntary.

### Procedures

 Our research team will be using online structured questionnaires and an online interview as the standard

 procedure of extracting data from our participants.

### Risks

 The document, the research team’s data gathering method, and the way in which they interview and

 interact with participants and their locale are all risk-free.

### Beneﬁts

 Our research document aims to seek out and highlight the adaptation mechanism of the new students.

 The most signiﬁcant beneﬁt of this entire paper would be helping the new students with their learning

 diﬃculties and guiding the transferees to familiarize themselves and adjust to their new learning

 environment.

### Reimbursements

 There were no reimbursements involved in our study.

### Conﬁdentiality

 During data collection, analysis, and publication of the study ﬁndings, participants’ privacy and

 conﬁdentiality were preserved by not exposing their names or identities.

### Sharing of Results

 During online communication, the interview session, data processing, and distribution of ﬁndings, the

 privacy, and conﬁdentiality of the interview setting were entirely enclosed to other people except for the

 researchers.

### Right to Refuse or Withdrawal

 Participants are fully informed about the study, understand the content, and have the option of

 participating or not. We will only conduct interviews and serve questionnaires on the study participants

 who are willing to participate. They are free to withdraw at any time and have the right to refuse and

 withdraw.

### Who to Contact

 You can contact: Donald Bryan R. Bravo, E-mail:donaldbryan.bravo@lorma.edu. Contact: 09289138943

#### *CERTIFICATE OF CONSENT*

By signing this certiﬁcate, I certify that I have thoroughly understood the details of this research project. Its introduction and aim, the method for participant selection, my voluntary engagement, the data gathering proper, and the potential risks that may result from my participation in the study. The potential beneﬁts that may result from my participation in the study, the reimbursements powering this study, the conﬁdentiality of my potential contributions to the study, the mechanisms behind the sharing of emerging results, and the right to refuse or withdraw the participation in the process at any time, and the contact details of the researcher-in-charge, and I conﬁrm that I am about to engage in the study's undertakings.

Name of Participant : Signature of Participant : Date:

### Statement from the Researcher Obtaining the Consent

I aﬃrm that this Informed Consent Form contains all necessary information about the data collection technique for this investigation and the research study in general. A form like this is given to each possible participant for complete evaluation and understanding. The voluntary aﬃxation of their signature above is a tangible signal of their aﬃrmation and conﬁrmation of their involvement in this study. If any issues arise before, during, or aGer the data collection process, I pledge to be held responsible and accountable for addressing these concerns.

Accomplished by:

 Jhoana Marie F. Alagna

 Donald Bryan R. Bravo

 Kathleen Anne A. Cardenas Naiome Shane A. Carreon

Katrina Louise N. Ragandap

### Guide Questions



**INTERVIEW GUIDE QUESTIONS**

**SOO 1: The Perception of the New Senior High Students about Lorma Colleges.**

Q1.: For those senior high school students that are from public schools, what are the diﬀerences you notice in transferring to Lorma colleges?

Q1.1: If you are from another private school, what are the diﬀerences between Lorma College and your previous school?

Q2: Upon answering the previous question, do these diﬀerences or changes aﬀect you negatively or positively? why?

Q3: What are the qualities that Lorma colleges have an advantage over other schools, especially with these new learning modalities?

### SOO 2: The Challenges Encountered by the New Senior High Students in the New Learning Modalities.

Q1.What diﬃculties did you encounter as you transferred to a new learning environment? (Enumerate your major hindrances or distractions to focusing on online, synchronous, and asynchronous classes.)

Q2. How did those challenges aﬀect you?

Q3. How did you overcome the obstacles presented by the new learning method?

### SOO 3: The Adaptation Ways of the New Senior High Students of Lorma Colleges

Q1: What are the methods you are using to stay focused in school despite these new modes of learning? (For example, how many minutes or hours do you devote to each subject?)

Q2.: How do you solve these problems (distractions)?

Q2.1: Are these distractions aﬀecting you in any way, such as leaving you mentally or emotionally drained? If so, what are your ways to avoid these negative eﬀects?

Q3: Were these adapting mechanisms you created useful to you, yes or no, and why?

### PERSONAL INFORMATION



**CURRICULUM VITAE**



 **ALAGNA JHOANA MARIE F.**

***LC-REC Form #002***

CV TEMPLATE

Address : Nalvo Norte, Luna, La Union Contact Number 09631558211

Email add : jhoanamarie.alagna@lorma.edu

Date of Birth : October 29,2003

Place of Birth : San Fernando City

### EDUCATIONAL BACKGROUND

**ELEMENTARY -** *Nalvo Norte Elementary School*

Nalvo Norte, Luna, La Union Kindergarten - Grade 6

**JUNIOR HIGH SCHOOL -** *Luna National High school*

Barrientos Luna, La Union Grade 7 - Grade 10

**SENIOR HIGH SCHOOL -** *Lorma Colleges*

San Juan, La Union Grade 11 - Grade 12

### AWARDS/CITATIONS/RECOGNITIONS RECEIVED ELEMENTARY

*- Best in Music and arts*

- Graduated as *top 10 honorols*

* *Girls Scout Awardee*

### JUNIOR HIGH SCHOOL

* *With honors Grade 8 - 10*
* *Perfect A1endance*
* *KATAFIL Awardees*

### SENIOR HIGH SCHOOL

* *With honors Grade 11*

### WORK EXPERIENCE

N/A

### ELIGIBILITY :

N/A

### SEMINARS ATTENDED

*Red Cross- First aid training*

*Red Cross- Cardiopulmonary Resuscitation (CPR)*

### INVOLVEMENT IN RESEARCH/RESEARCHES CONDUCTED

#### *"Deﬁled Lyrics of Rap Song: Impact on Younger Generation."*



**CURRICULUM VITAE**

***LC-REC Form #002***

CV TEMPLATE



#  Donald Bryan R. Bravo

### PERSONAL INFORMATION

Address : Sipulo, Bacnotan, La Union Contact Number 092891389343

Email add : donaldbryan.bravo@lorma.edu/donaldbryanbravo123@gmail.com Date of Birth : October 16, 2004

Place of Birth : Ilocos Training and Regional Medical Center, San Fernando, La Union

### EDUCATIONAL BACKGROUND

**Senior High School:** : Lorma Colleges- SHS

San Juan, La Union,2514, Philippines Batch 2021-2022

**Secondary** : Bacnotan National High School

Poblacion, Bacnotan, La Union 2515, Philippines Batch 2019-2020

**Elementary** : Sta. Cruz Elementary School

Sta. Cruz, Bacnotan, La Union 2515, Philippines Batch 2015-2016

### AWARDS/CITATIONS/RECOGNITIONS RECEIVED With Honors (Grade 1-5 S.Y. 2010-2015)

**First Honorable Mention (Grade 6 S.Y. 2015-2016) With Honors (Grade 8-10 S.Y. 2017-2020)**

**With High Honors(Grade 11 S.Y. 2020-2021)**

**Outstanding Student in:**

* Komunikasyon at Pananaliksik sa Wika at Kulturang Filipino
* Earth Science
* General Mathematics
* Pre-Calculus
* Empowerment Technologies
* Physical Education and Health 1&2
* General Biology 1 &2
* Christian Values Education 1&2
* Reading and Writing
* Foreign Language 1&2
* Pagbasa at Pagsusuri ng Iba’t Ibang Teksto sa Pananaliksik
* Statistics and Probability
* Basic Calculus
* Personal Development
* General Chemistry 1
* Practical Research 1

Research: ***Factors that Support and Contribute to STEM Students’ Career Preference*** accepted in Hungary, Turkey, Serbia, Canada, Sweden, and Austria.

#### *2021 APEC Cyber Academy (ACA) International Carnival on Learning in Networked Communities* (Bronze)

1. **WORK EXPERIENCE**

N/A

### ELIGIBILITY :

N/A

### SEMINARS ATTENDED Red Cross- First aid training

**Red Cross- Cardiopulmonary Resuscitation (CPR)**

1. **INVOLVEMENT IN RESEARCH/RESEARCH CONDUCTED**

#### *Factors that Support and Contribute to STEM Students’ Career Preference*



CV TEMPLATE

# CURRICULUM VITAE



 **KATHLEEN ANNE A. CARDENAS**

### PERSONAL INFORMATION

Address : #46 A. Bonifacio St. Brgy. Ilocanos sur San fernando, La Union Contact Number : 09661733922

Email add : cardenaskathleen294@gmail.com/ kathleenanne.cardenas@lorma.edu Date of Birth : May 18, 2004

Place of Birth : Quezon City. Manila

### EDUCATIONAL BACKGROUND

**Elementary** : Mines Elementary school Quezon city, manila .Philippines ( Gr. 1-4)

Catbangen Central School San fernando city, La union ( Gr. 5-6)

**Secondary** : Christ the King College San fernando city, La union ( Gr.7-10)

**Senior High School:** : Lorma Colleges San juan, La Union ( Gr. 11-12)

### AWARDS/CITATIONS/RECOGNITIONS RECEIVED

(N/A)

### WORK EXPERIENCE

(N/A)

### ELIGIBILITY :

(N/A)

### SEMINARS ATTENDED

(N/A)

### INVOLVEMENT IN RESEARCH/RESEARCHES

* + *“Cockroach repellent made out of garlic(allium sativum) and bay leaves (laurus nobilis)”*
	+ *“Acetic Acid from Fermented Banana (Musa acuminata) as a Source of Electrical Energy”*



# CURRICULUM VITAE



**NAIOME SHANE ABAT CARREON**

### PERSONAL INFORMATION

Address : #350 Catbangen Gualberto St. San Fernando City La Union. Contact Number : 09495982547.

Email add :

naiomeshanecarreon05@gmail.com/naiomeshane.carreon@lorma.edu Date of Birth : September 5, 2004.

Place of Birth : San Fernando City La Union.

### EDUCATIONAL BACKGROUND

***LC-REC Form #002***

CV TEMPLATE

**Elementary** : (Grade: 1-3) **Gi†ed Learning Center.**

*2500 Palma St. San Fernando, 2500 La Union, Philippines.*

(Grade 4-6) **Christ the King College.**

*P. Gomez St. San Fernando, La Union, Philippines.*

**Secondary** : (Grade: 7) **Christ the King College.**

*MacArthur Hwy, San Fernando, La Union, Philippines.*

(Grade: 8-10) **Don Mariano Marcos Memorial State University-MLUC.**

*Quezon Ave, San Fernando, La Union, Philippines.*

**Senior High School:** : (Grade: 11-12) **Lorma Colleges-SHS.**

*San Juan, La Union, 2514, Philippines.*

### AWARDS/CITATIONS/RECOGNITIONS RECEIVED

*Top 6 at Kindergarten.*

*An Outstanding pupil from grade 1 to 3 at Giƒed Learning Center.*

*An Outstanding pupil from grade 4 and 5 at Christ the King College elementary. Won a silver medal twice for playing Scrabble.*

*2nd place at Grade 6 Science Quiz Bee.*

*A Pammigbig awardee for joining Drum and Lyre Band from grade 4-6.*

*Overall Top 34 pupil from Grade 8 at Don Mariano Marcos Memorial State University Mid-La Union Campus (DMMMSU-MLUC)*

*Overall Top 36 pupil from Grade 9 at Don Mariano Marcos Memorial State University Mid-La Union Campus (DMMMSU-MLUC)*

*Overall Top 32 pupil from Grade 10 at Don Mariano Marcos Memorial State University Mid-La Union Campus (DMMMSU-MLUC)*

*Dean's Lister (With Honor) Grade 11 at Lorma Colleges Senior High School.*

*Won Bronze twice Last City Meet, Year 2018 and 2019 Women's Basketball Team. Vice President of YA Dance Ministry.*

*Awarded a Certiﬁcate of Leadership last 2018 YA Camp.*

*Awarded a Certiﬁcate of Most Responsible and Organized Student. Awarded a Certiﬁcate of Perfect A1endance for Year 2017-2018.*

*Bronze awardee at the 2021 APEC Cyber Academy (ACA) International Carnival on Learning in Networked Communities (iLINC Carnival).*

*Project: Small Action, Big Change: Construct a New Green Air Puriﬁer to Sustain our Living Environment.*

### WORK EXPERIENCE

**-Mackoy's Kimchi.** *(Auditor for: June-July 2018)*

**-Mackoy's Alamang.** *(Manager for: June-July 2019)*

### ELIGIBILITY :

(N/A)

### SEMINARS ATTENDED

**~***Red Cross- First aid training.*

*~Red Cross- Cardiopulmonary Resuscitation. (CPR)*

### INVOLVEMENT IN RESEARCH/RESEARCHES CONDUCTED

*-"Malunggay and Lemon extract as Mosquito Repellant."*

**-***"Deﬁled Lyrics of Rap Song: Impact on Younger Generation."*



# CURRICULUM VITAE



 **Katrina Louise N. Ragandap**

### PERSONAL INFORMATION

Address : Quezon Ave., Brgy. Sevilla, San Fernando, City La Union Contact Number : 09772603107

Email add : katrinalouise.ragandap@lorma.edu

Date of Birth : November 29, 2003

Place of Birth : ITRMC

### EDUCATIONAL BACKGROUND

**Senior High School :** Lorma Colleges - SHS

San Juan, La Union, 2514, Philippines S.Y 2021 - 2022

**Secondary :** Lorma Special Science High School San Juan, La Union, 2514, Philippines S.Y 2019 - 2020

**Elementary :** Lorma Grade School

***LC-REC Form #002***

CV TEMPLATE

San Juan, La Union, 2514, Philippines S.Y 2015 - 2016

### AWARDS/CITATIONS/RECOGNITIONS RECEIVED Outstanding student in:

* + Earth science
	+ Physical education and health 1, & 2
	+ General Biology 1 & 2
	+ Pagbasa at Pagsusuri ng Iba’t ibang Teksto at Pananaliksik
	+ Statistics And Probability
	+ Practical Research 1
	+ General Chemistry 1
	+ Christian Values and education 2

Research: *Detection of the Microﬁber plastics on the bodies of Water in San Juan, La Union* accepted in Thailand and Malaysia

*Deﬁled Lyrics of Rap Songs: Impacts on Younger Generation* accepted in Italy, United Kingdom, Sweden, Netherlands, and Belgium

*Innovating Food Waste as New Source of Gas* accepted in Italy

### WORK EXPERIENCE

**N/A**

1. **ELIGIBILITY** :

**N/A**

1. **SEMINARS ATTENDED**

**N/A**

1. **INVOLVEMENT IN RESEARCH/RESEARCHES CONDUCTED**

*Detection of the Microﬁber plastics on the bodies of Water in San Juan, La Union Deﬁled Lyrics of Rap Songs: Impacts on Younger Generation*

*Innovating Food Waste as New Source of Gas*