High School Faculty Teaching Performance Evaluation on Remote Learning Amidst Pandemic

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Abstract – *COVID-19 has wreaked havoc across the world and like any critical sector, education has been hit hard. To respond to the needs students enrolled in HEIs, different HEIs in the Philippines have implemented proactive policies for the continuance of education in times of pandemic. This study utilized a descriptive study to evaluate the teaching performance in navigation and time on task organization; course design; communication and interaction, and content; to test the significant difference of respond on the evaluation on teaching performance on remote learning when grouped according to profile; lastly propose action plan. Also, to identify the need improvements of their remote teaching performances. Different literature review revealed that Faculty-student communication and interaction were identified as a common barrier to implement effective teaching performance in remote learning. While, this study shows the management invested on enabling their faculty to gain knowledge on socio-emotional interaction and learning to manage remote learning and secure a significant online social and supportive presence, this may result in a better overall online teaching experience, also, it is shown that student's participation is visible throughout the course. Moreover, it was revealed that regardless of their secondary level, high school faculties performed effectively in terms navigation and time on task organization, course design and course content. Also, based on the result it was concluded that there are significant differences on how the students evaluated their faculties' performances when grouped according to grade level, age and gender. The future researchers may conduct separate study for junior and senior high school to validate the differences of evaluation to teaching performances within the focused group and include the identification of technology (device/gadget, internet, etc.) used in remote learning, social and economic status, and geographical aspect of the students.*

Keywords – *Communication and Interaction, Course Content and Design, Navigation and Time on Task Organization and Teaching performance*

INTRODUCTION

In late 2019 and early 2020, COVID 19 pandemic became global crisis and has dramatically spread in Southeast Asia including Philippines. The government has chosen to implement quarantine measures and temporarily close down educational institutions. As a result, this has impacted over a billion learners worldwide, including more than 28 million Filipino students across various academic levels who must remain at home and adhere to the quarantine measures set by the Philippine government. [1].

To respond to the needs of learners, especially of the students enrolled in HEIs, different HEIs in the country have implemented proactive policies for the continuance of education like Lyceum of the Philippines University – Batangas in times of pandemic. These policies include modified forms of remote learning that aim to facilitate student learning activities. Remote learning might be in terms of synchronous, real-time lectures and time-based outcomes assessments, or asynchronous, delayed-time activities, like pre-recorded video lectures and time-independent assessments [2]. Furthermore, a correlation was discovered between academic achievement and the extent of students' engagement with the remote learning platform. Offering multiple avenues for students to engage and interact online, whether through synchronous or asynchronous classes, can potentially enhance academic performance. The adaptability of online education has the potential to facilitate students' success in their studies. Therefore, it is advisable to incorporate diverse activities to boost academic achievement in online education. [3].

It's quite understandable that some of the criticisms arise from the pressures brought about by the pandemic. However, it's important to note that experts in the field of distance education have already raised other concerns. Firstly, there are issues related to social integration and

the development of peer culture, as well as the challenge of imparting values in a "virtual" classroom. Due to the limited human interaction in this learning environment, students may acquire less knowledge compared to those in a traditional classroom setting. [4] [5]. Second, there was also an issue on the unnaturalness and the results of remote learning, since it goes against how natural teaching and learning supposedly take place [6] [7]. The lack of face-to-face human interaction in the remote learning space and process appears alarming to both educators and learners alike.

In addition to these considerations, students require an online instructor who exhibits organizational skills and effective communication within the virtual classroom. Faculty members also require a well-structured online classroom environment, where students actively participate and submit their work punctually. [8]. However, there are deep socio-economic concerns for remote learning in a developing country like in the Philippines. Babu and Reddy [9] discussed about the remote learning environment in both the developed and developing countries, which includes their approaches, practices, challenges and opportunities they face. The challenges and opportunities also vary from country to country based on the infrastructure and the stockholder. Also, Zoroja et al., [1] indicated that the potential implementation of remote learning in developing countries faces a number of obstacles, mainly due to the restricted resources of professors and institutions measured both in time and financial terms.

Despite of these threats to the Philippines as a developing country to its sudden change of learning environment. Lyceum of the Philippines University – Batangas sought that all faculty members can perform a friendly remote learning environment because, numerous preparations took place such as attending various webinars, seminars, trainings, and forums focusing on how to fully adopt on new ways of delivering learnings among students.

Assessment of teaching performance in higher education is commonly seen as being heavily shaped by neoliberalism and the emphasis on performance. It is often viewed as a legal requirement, bureaucratic in nature, primarily quantitative, and associated with uncertain outcomes. According to this perspective, any evaluation process should encompass not only accountability objectives but also a focus on professional development. [8]. Upon completion of the study, researchers shall present the result to the High School department and share the data to Human Resources Department of the university. Also, it was intended to identify needs improvements among the high school faculties during remote teaching, by these results an action plan shall be determined by the concerned department to equip the faculty members to provide quality service and increase the teaching performance effectivity of the faculties for coming semesters.

OBJECTIVES OF THE STUDY

This research work aims to evaluate the High School Faculty Teaching Performance on remote learning during the School Year 2020-2021. Specifically, this study aims to describe the profile of the respondents in terms of secondary and grade level, age, and sex,; it sought to evaluate the Teaching Performance of High School Faculties in the area of navigation and time on task organization; course design; communication and interaction, and content; to test the significant difference of respond on the evaluation on Teaching Performance when grouped according to profile, and lastly, propose action plan.

MATERIALS AND METHODS
Research Design

This study used descriptive design evaluate the Specialized Senior High Faculty Teaching Performance on remote learning amidst COVID-19 pandemic. Descriptive Research is conclusive in nature, as opposed to exploratory. This means that descriptive research gathers quantifiable information that can be used for statistical inference on a target audience through data analysis [10].

Participants of the Study

The respondents of this study are composed of 1,167 out of 1,300 or 90% JHS and SHS from school year 2020-2021. The researcher used the total population in this study, however, there was only 90% retrieval rate because some of the students refused to participate the study.

Data Gathering Instruments

From Stewart, and Kogan [11] Evaluation of Online Courses/Teaching in the Department of Clinical Sciences Colorado State University, May 2015. The study used fully adopted questionnaire as main instrument in gathering data. The first part is to present the demographic profile and second part is divided into four parts for teaching technique routines.

Data Gathering Procedure

Upon approval of the research by the university research and President. The researcher asked permission to the council to disseminate the electronic questionnaire among the high students. A link was sent to the student to access the electronic evaluation. The dissemination of the e-questionnaire was endorsed by the University Principal among the class advisers. The faculties were presented in all home-room sessions to explain the consent and purpose of the study. A four point Likert scale was used having the scale of 3.50 - 4.00 as Very Effective, 2.50 - 3.49 as Effective, 1.50 - 2.49 as Slightly Effective, and 1.00 - 1.49 as Not Effective.

Data Analysis

This study used frequency distribution, percentage, weighted mean, Rank, Content Analysis and Analysis of Variance (ANOVA) as statistical tools. Personal encoding is done and SPSS is used to interpret and analyze the data gathered. Frequency distribution and percentage will be utilized to present the profile of the respondents. Weighted mean rank will be utilized to determine the evaluation of the Teaching Performance. ANOVA is utilized to test the significant difference on techniques used, when grouped according to profile.

Ethical Consideration

The questionnaires are personally administered by the faculties themselves. Students is informed regarding the purpose of the survey and ensured that the data and information gathered from the study will solely be used for the improvement of the delivery of instruction in the Senior High School. Only those students who were willing to participate in the survey were given the questionnaire. Strict confidentiality of their identity as one of the respondents in the study will be observed. Upon extracting the data from the electronic survey, names of the students will be deleted in the database in adherence to the data privacy act.

RESULTS AND DISCUSSION

Table 1 below presents the frequency distribution of respondents' profile. As can be seen on the result, in terms of secondary level, the respondents are in the Senior Highschool with 788 or 67.50 % and Junior Highschool with 379 or 32.50 %. With regards to their grade level, majority of the respondent was from Grade 12 with 508 or 43.50 % followed by, Grade 11 with 280 or 24%, Grade 10 with 122 or 10.50 %, Grade 9 with 126 or 10.80 % while the Grade 8 with 79 or 6.8 % and Grade 7 with 52 or 4.5 % only.

As to Age, majority of the respondents are 18years old with 507 or 43.4 % followed by 17years old with 276 or 23.70 %, 14years old with 126 or 10.80, 15years old with 126 or 10.50, 13years old with 79 or 6.80 %, 12years old with 52 or 4.50 %, and while 16years old with 5 or .40 % only.

In terms of sex, majority of the respondents are female with 694 or 59.50% while male has 473 or 40.50%.

Table 1
Distribution of Respondents Profile (N=1167)

Profile Variables	Frequency	%
Secondary Level		
Junior High School	379	32.5
Senior High School	788	67.5
Grade Level		
Grade 7	52	4.5
Grade 8	79	6.8
Grade 9	126	10.8
Grade 10	122	10.5
Grade 11	280	24
Grade 12	508	43.5
Age		
12 years old	52	4.5
13 years old	79	6.8
14 years old	126	10.8
15 years old	122	10.5
16 years old	5	0.4
17 years old	276	23.7
18 years old	507	43.4
Sex		
Male	473	40.5
Female	694	59.5

Table 2 below presents the High School Teaching Performance in terms of Navigation and Time on Task Organization. Based on the result the respondents rated the teaching performance in terms of navigation and time on task organization as effective with a composite mean of 3.39.

The result shows, faculty provides orientation to course and its structure (3.54) was the first in the ranking followed by Clearly organizes and explains online assignments and related due dates (3.46) and Navigational instructions make the organization of the course easy to follow (3.42). All indicators are evaluated as effective. The result is implying that upon entrance into the online class the point of entry and course organization makes it clear where to start and how to access the learning materials for time on task. On the research conducted by Hernández et al., [12] early

analysis and discussion of students' grade must be done thru Learning Analytics, and it should be provided as a support for the students from the beginning and end of class to easily identify obstacles in the learning footprints of students in the learning environment. The goal of learning analytics is to ensure that students succeed or improve their learning outcomes in the course. Cho, and Shen [13] showed, to enhance the effectiveness of navigating online classes, it is essential to nurture and take into account the intrinsic goal orientation and academic self-efficacy of each student in their academic achievements.. Also, Warren [14] demonstrated the importance of assigning roles established a frame for participants' understanding of course content and delimited possibilities for participation. Evidently, both students and professionals must recognize the significance of study frequency, study duration, and the cultivation of effective time management skills. Students, in particular, require guidance in acquiring the skills to manage and prioritize their study time. [15].

Table 2
Teaching Performance in terms of Navigation and Time on Task Organization

Indicators	WM	VI	Rank
1. Navigational instructions make the organization of the course easy to follow	3.42	Effective	3
2. Provides orientation to course and its structure	3.54	Very Effective	1
3. Clearly organizes and explains online assignments and related due dates	3.46	Effective	2
4. Uses modules to organize course content	3.16	Effective	5
5. Clearly presents expectations and grading policies	3.36	Effective	4
Composite Mean	**3.39**	**Effective**	

Legend:3:50-4.00=Very Effective; 2.50-3.40=Effective; 1.50-2.49=Slightly Effective; 1.00-1.49=Not Effective

However, even though evaluated as effective, least on the rank are the indicators that clearly presents expectations and grading policies (3.36) and Uses modules to organize course content (3.16) was defined to be lowest in terms on navigation and time

organization. There's an indication that the faculty should be more precise on presenting expectation and grade polices. Also, there are need to use often of module to be merely more organize for the course content. Gregor [16] shows that addressing grade inflation through grading policies may generate inequalities, rigidities, and inefficiencies. In recent years, in higher education, to make learning more efficient, the online open course advocated by educators is mainly based on remote learning environments. Also, the shift to online teaching requires adaptation in teaching practices and in the ways in which modules are designed and assembled [17].

Table 3
Teaching Performance in terms of Course Design

Indicators	WM	VI	Rank
1. Online course design clearly articulates course policies and procedures	3.44	Effective	1
2. Learning Modules clearly state learning goals	3.29	Effective	4.5
3. The course uses a variety of online tools to facilitate student comprehension and engagement	3.38	Effective	2
4. Online course content addresses different learning styles	3.29	Effective	4.5
5. Online course design describes available technical support	3.31	Effective	3
6. Communicates a sense of enthusiasm and excitement	3.22	Effective	6
Composite Mean	**3.32**	**Effective**	

Legend:3:50-4.00=VeryEffective; 2.50-3.40=Effective; 1.50-2.49=Slightly Effective; 1.00-1.49=Not Effective

Table 3 presents Teaching Performance in terms of Course Design. Based on the result, respondents shows that the Course Design is effective to their performance in remote learning with the composite mean of 3.32. On the research conducted by Hosler and Arend [18] Students noted that their critical thinking skills improved when an instructor structured the course effectively, set clear objectives, assigned relevant tasks, offered constructive and timely feedback, and actively guided discussions to maintain meaningful participation. Students highly appreciate well-designed courses as a

significant factor contributing to their success in online learning. [19].

Also, the result shows that faculties are effective on having the online course design clearly articulates course policies and procedures (3.44) ranked one followed by, course uses a variety of online tools to facilitate student comprehension and engagement (3.38) and Online course design describes available technical support (3.31Policies play a vital role in defining rules, regulations, procedures, and protocols within educational institutions. These components are essential for ensuring the smooth and safe operation of schools and the delivery of quality education to students. Incorporating policies and procedures serves to establish clear boundaries for responsibilities, system functions, and service expectations. [20].

Moreover, continuous innovation of course design for remote learning was sought as one of the factors to be recognized award winning practices on online teaching [21] In relation, today's learning environments, which are accessible 24/7, the physical separation between instructors and learners has diminished, enabling the flexible delivery of content without being restricted by traditional constraints of time and place. Nevertheless, the advantages of remote learning can be easily compromised when technical issues emerge. These technical challenges, such as the requirement for technical support and training in utilizing these tools, were initially introduced to improve and advance distance education; however, remote learning has the potential to make the distance learner feel even more disconnected. [22].

On the other hand, learning Modules clearly state learning goals and online course content addresses different learning styles tied at the bottom rank for course design (3.29) evaluated as effective and yet on the last rank. Students who are taught by passionate educators have the opportunity to develop their own enthusiasm. Consequently, if these students choose to pursue careers in education, they have the potential to become highly sought-after specialists in any school environment. Enthusiastic students can serve as role models and provide support to their peers and instructors. The author's conclusion emphasizes the importance of recognizing and fully utilizing such contributions, especially in the context of the virtual classroom (VC) with its unique characteristics and communication constraints. [23]. The faculty's role in the classroom extends beyond merely imparting information to achieve learning objectives. It also involves crafting a meaningful student learning experience. Faculty members should make efforts to ensure that classroom activities offer students the broadest opportunities for experiential learning. [24]. Learners with varying orientations toward their learning objectives exhibited distinct patterns of learning transfer in remote learning systems. These differences underscore the varied roles that remote learning plays in the adaptation of learners with different goal orientations. [25].

In the research conducted by Cabual [26] there is a strong relationship between the learning styles and the students' preferred learning modalities, with this it is highly advised for the faculties to identify the different preferred learning style of their student. In addition, Alhadabi and Karpinski [27] examined the connections among grit, self-efficacy, achievement orientation goals, and academic performance using both parallel and serial mediation models. The findings indicated that self-efficacy can play a supportive and protective role by enhancing the positive impact of mastery and performance-approach goals while mitigating the negative impact of avoidance goals on academic performance.

Table 4.
Teaching Performance in terms of Communication and Interaction

Indicators	WM	VI	Rank
1. Instructor responds to emails within 72 hours or less	3.32	Effective	8
2. Encourages mutual respect among students	3.58	Very Effective	1
3. Encourages students to interact with one another and with the instructor	3.48	Effective	3
4. Treats class members equitably and respectfully	3.51	Very Effective	2
5. Recognize and responds when students do not understand	3.44	Effective	5
6. Responds constructively to student questions, opinions and other input	3.46	Effective	4
7. Creates a sense of community in the online course	3.39	Effective	6.5
8. Effectively handles inappropriate discussion postings or other unacceptable online behavior	3.37	Effective	6.5
Composite Mean	**3.43**	**Effective**	

Legend:3:50-4.00=VeryEffective; 2.50-3.40=Effective; 1.50-2.49=Slightly Effective; 1.00-1.49=Not Effective

Table 4 presents Teaching Performance in terms of Communication and Interaction. Based on the result, respondents shows that the Communication and Interaction is effective as they teach with the composite mean of 3.41

Sason and Kellerman [17] recommends universities should invest in training and encouraging faculties to engage in different types of interaction with their students. It is important for faculties to be aware of the need for these types of interaction. This implies that LPU management have already equipped the LPU-HS department the knowledge on how to improve communication/interaction towards students and there is strong evidence of regular and effective communication, also, student's participation is visible throughout the course.

The result show faculties were evaluated very effective as faculties encourage mutual respect among students (3.57) as ranked one and followed by, faculties treats class members equitably and respectfully (3.51), encourages students to interact with one another and with the instructor (3.48), responds constructively to student questions, opinions and other input (3.46), Recognize and responds when students do not understand (3.44). Moreover, the results also show that creates a sense of community in the online course and effectively handles inappropriate discussion postings or other unacceptable online behavior tied (3.37) and lastly Instructor responds to emails within 72 hours or less (3.32). The result is implying that there is strong evidence of regular and effective communication and student's participation is visible throughout the course. Frequent and timely student-faculty contact is the most important factor in student motivation and involvement, particularly in a distance education environment. Evidence of faculty concern helps students get through challenging situations and inspires them to persevere. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future [28].

Maintaining good communication with faculty and understanding the best learning styles individually are identified as a common barrier on students learning satisfaction in remote learning [29]. On the research conducted by Alawamleh et., al. [30] students agree that communicating more with faculties outside of lectures through social media sites and communicate with more modern ways than email (such as WhatsApp, Messenger, Viber, etc.,) because it is much easier to access.

Also, faculties' communication and interaction to students have been the most effective way to have positive environment on online classroom settings Zhan., et al., [31], seemingly, on the research conducted by Tursunboyeva and Ashirova [32] faculties need to continuously monitor the student for him or her to be aware of any difficulties the student is having. Understanding the students' problem, fear, or confusion will give the faculty a better understanding the students' learning difficulties. Once the faculty becomes aware of the problems, he or she will have more patience with the student, thus making the student feel secure or less confused when learning is taking place in the classroom. The communication between the student and the faculty serves as a connection between the two, which provides a better atmosphere for a classroom environment.

Table 5
Teaching Performance in terms of Course Content

Indicators	WM	VI	Rank
1. Demonstrates appropriate depth of knowledge of course subject	3.49	Effective	1
2. Content is appropriate to course level	3.45	Effective	2
3. Explains difficult terms, concepts or problems in more than one way	3.33	Effective	6
4. Relates assignments to course content	3.41	Effective	4
5. Includes examples relevant to student experiences and course content	3.41	Effective	4
6. Provides opportunities for students to engage in active learning (i.e., peer review, interactive simulations, Web research, experience based projects, and multimedia presentations	3.41	Effective	4
Composite Mean	**3.42**	**Effective**	

Legend:3:50-4.00=VeryEffective; 2.50-3.40=Effective; 1.50-2.49=Slightly Effective; 1.00-1.49=Not Effective

The table 5 presents Teaching Performance in terms of Course Content. Based on the result, respondents shows that the Course Content is effective with the composite mean of 3.42. This implies that course content teaching performance during remote learning engages students in active learning and encourages opportunities to master the depth of knowledge required.

The results shows that respondents evaluated the teachers as effective hence, the indicator, Demonstrates appropriate depth of knowledge of course subject (3.49) ranked first followed by Content is appropriate to course level (3.45), Relates assignments to course content, Includes examples relevant to student experiences and course content and Provides opportunities for students to engage in active learning (i.e., peer review, interactive simulations, Web research, experience based projects, and multimedia presentations tied in ranked four with weighted mean of (3.41). This result stipulates that the assigned faculties from high school department teaches their field of expertise that enable them to demonstrate appropriate depth of knowledge of course subject as Makovec [33] shows relation between the fact that individuals who select teaching profession possess the knowledge of subject matter, teaching skills and suitable personality traits and whether the mission which is attributed to this profession is successfully fulfilled.

On the other hand, that respondents evaluated the teachers as effective hence, the indicator, explains difficult terms, concepts, or problems in more than one way (3.33) ranked last among the indicators for course content. This data reveals that teachers are effective however ranked least thus they shall improve more on explaining difficult concept and have it applied in a more practical way where students can relate it to their personal life. This indicates that the faculties should explain further unfamiliar words and relate it with the real-life situations that students can relate the discussions [34].

Table 6 below shows statistically significant difference on evaluation in the teaching performance in terms of communication and interaction (p=0.036) when the respondents were classified as to secondary level. This means that students from junior high school have different evaluation than those students from senior high school. Certain scholars have emphasized that in the realm of online education, effective interaction and communication between faculty and students are essential prerequisites for fostering profound learning experiences. [35]. Alternatively, helping faculties and students interaction and communication develops not only the technical but also the socio-emotional competencies to manage remote learning and secure a significant online social and supportive presence, may result in a better overall online teaching experience [36].

However, it is less clear how patterns of co-occurring SEL among junior high school students relate to grades, behaviors, and their perceptions about the importance of social skills. Social-emotional learning (SEL) is important in high school simply because of what it encompasses, also, SEL curriculum often includes practices that help students with key areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Consistent with other research, students with more SEL needs experienced greater academic and behavioral problems. Additionally, importance ratings of social skills had varying associations with membership across the patterns of SEL needs [37].

Table 6
Difference of Responses on Teaching Performance when grouped according to Profile

Profile Variables	F-value	p-value	Interpretation
Secondary Level			
Navigation and Time on Task Organization	0.090	0.764	Not Significant
Course Design	2.458	0.117	Not Significant
Communication and Interaction	4.422	0.036	Significant
Content	0.073	0.788	Not Significant
Grade Level			
Navigation and Time on Task Organization	10.901	0.000	Significant
Course Design	9.890	0.000	Significant
Communication and Interaction	12.133	0.000	Significant
Content	14.458	0.000	Significant
Age			
Navigation and Time on Task Organization	9.261	0.000	Significant
Course Design	8.211	0.000	Significant
Communication and Interaction	10.133	0.000	Significant
Content	12.080	0.000	Significant
Sex			
Navigation and Time on Task Organization	10.818	0.001	Significant
Course Design	9.129	0.003	Significant
Communication and Interaction	4.099	0.043	Significant
Content	19.777	0.000	Significant

Legend: Significant at p-value<0.05

It shows statistically significant difference on evaluation in the teaching performance in terms of

navigation and time on task organization (p=0.000), course design (p=0.000), communication and interaction (p=0.000), and content (p=0.000) when the respondents were grouped as to grade level and age.

This implies that students from different group of grade level, and age, have different evaluation in the teaching performance. In terms of grade level, post hoc test shows that grade 7 students have higher mean score in the evaluation from those students in other grade level. In terms of age, post hoc test shows that students from age 12 group have higher mean score in the evaluation from those students in other age group.

In terms of navigation and time on task organization (p=0.001), course design (p=0.003), communication and interaction (p=0.043), and content (p=0.000) when the respondents were classified as to sex. It implies that female students have different evaluation from male students. It shows that female students have higher mean score than male students.

Generally, the researcher identified that female grade 7 students with age of 12 have higher mean score in the evaluation from those students in other grade level, gender and age group. Several studies have investigated the effect of learners' demographic backgrounds on remote learning outcomes [38]. Numerous studies have explored the impact of gender Boyte-Eckis et al., [39] and educational levels Diep et al., [40] on remote learning outcomes. Educational levels could greatly predict remote learning outcomes Huang & Fang [41], while the effect of gender on remote learning outcomes is controversial.

CONCLUSION AND RECOMMENDATION

The researcher concluded that the respondents were composed of 32.5% JHS belongs to 12 to 16 years old of age and 67.5% SHS belongs to 16 to 18 years old of age, and it is statistically showed that female students dominated the result of the study. Also, teaching performance of LPU-B High school department is collectively effective based on the evaluation of the junior and senior high school students in terms of navigation and time on task organization, course design, communication and interaction, and course content. Moreover, researcher concluded that female students, junior high school specifically grade7 with the age of 12 shown a higher evaluation to their faculties' teaching performance compared to other respondents. Likewise, it was revealed that regardless of their secondary level, high school faculties performed effectively in terms navigation and time on task organization, course design and course content. Also, based on the result it was

concluded that there are significant differences on how the students evaluated their faculties' performances when grouped according to grade level, age and gender. Action plan has been proposed.

On the other hand, researcher recommends that to increase student evaluation on remote learning teaching performance specifically for senior high faculties they may improve further their communication and interaction, HS management may consider the socio-emotional interaction and learning to manage remote learning and secure a significant online social and supportive presence, this may result in a better overall online teaching experience. University management that they may invest in training and encouraging faculties to engage in different types of interaction with their students. Also, for the HS faculties may focus on orientating the students on the importance of an individual students' intrinsic goal orientation and academic self-efficacy on academic achievements for specifically for male students that can be developed to attain more effective skill on online classes. As to course design, the modules used in online classes may be revisited. Along with faculties must be specific on explaining the learning goals for the subjects and identify different learning styles preferably. The future researchers may consider include the identification of technology (device/gadget, internet, etc.) used in remote learning, social and economic status, and geographical aspect. Also, conduct separate study for junior and senior high school to validate the differences of evaluation to teaching performances within the focused group.

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