

# VIRTUAL DILEMMAS OF GRADE 10 JUNIOR HIGH SCHOOL STUDENTS DURING ONLINE CLASS



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## **Abstract**

After transitioning to emergency remote instruction in response to the COVID-19 pandemic, our in-person teaching platform shifted into synchronous class meetings held via the Google meet video conferencing program. A video conferencing system is an indispensable synchronous communication tool for educators, teachers, students, parents, and administrators however the unexpected shift from conventional learning to online emergency distance learning created a new set of challenges including students who do not turn on their cameras during synchronous class meetings held via video conference. As a response to this problem, we have implemented a policy that the use of video cameras during class is a must. However, some of our students have lowered their desire to use cameras, some students have turned their cameras on and some students have turned their cameras off based on their own preferences, which has impacted the educational experience. Faced with an ocean of blank screens, we often wondered whether we are talking to ourselves or are these students paying attention to the lessons the teacher delivers virtually? This study was conducted to determine the virtual dilemmas of the students during online class. This descriptive study was conducted among students of the Basic Education Department of University of Perpetual Help System Laguna. All 119 Grade 10 Junior High Students were used as respondents. The result showed that the respondents' age has significant differences in terms of managing time and social-emotional learning as virtual dilemmas during online class. However, there is no significant difference between male and female in terms of technological sufficiency, technological literacy and competency, difficulty in concentrating, managing time and social-emotional learning during their online classes.

### **Keywords:**

*virtual dilemma, technological sufficiency, technological literacy and competency, social-emotional learning, video conferencing*