

Student's Perceptions on Group Work Amidst The COVID-19 Pandemic

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Abstract

The study entitled "Student's Perceptions on Group Work Amidst the Covid 19-Pandemic" shows how each student participates in every aspect of group activity in the form of online learning. With the pandemic, the education sector all over the shifted from face-to face-classes to online learning. One of the disadvantages of online learning is having group work since it is susceptible to the impacts of a pandemic. Considering it often involves face-to-face interaction and coordination across people, time, and space, making social distancing and virtual work are a dramatic shift away from typical teamwork contexts. This study utilized the descriptive case study method of research in which it refers to the description, recording analysis, and interpretation of the present condition of research. The study is administered upon reaching saturation point wherein no new information is obtained resulting in data satisfaction. This study utilized the non-probability sampling technique, specifically convenience sampling hence the qualitative nature of the study. The convenience sampling technique is the most appropriate for the study as this method is conveniently available for the participants to suit the researchers' requirements, especially under the circumstances of the impossibility of face-to-face contact. This study utilized thematic analysis. The researchers were able to thematically organize the results to the particulars of the participant's responses.

In conclusion, the researchers found that the students in Leyte Normal University Integrated Laboratory School, from grades 10 and 11, had the following occurrence in terms of group works being given, applied, and enacted. The first theme was the Disadvantages of Group Work amidst Pandemic consist Discomfort doing with Groupmates, Hard to do Group Work because of Problems in Internet Connection, Unstable Internet Connection, Lack of Communication, and Lack of cooperation. The second theme was the Resolutions of the Students with the Challenges Met, which consist the following, Volunteer/Participate in doing Group Work, Communicating with Groupmates, and Change in Perception on Group Work. However, even with these challenges, the students identified some ways or steps on how they cope with these challenges. The students mostly participate or volunteer in working with groups for them to contribute something to the group. The students also identified some solutions to cope with the challenges they're facing on the new modality. They try to communicate with their groupmates for them to have a good flow in doing the tasks and activities. Having good communication with each other is an instrument for their group to have solid teamwork and cooperation.

Keywords: Covid-19 Pandemic; Students; Perception; Group Works

1. Main Text

Introduction

The pandemic, caused by the Corona Virus Infectious Disease (COVID) – 19, is a disease that is bane and threatening, wherein if it is exposed to the body, it will potentially spread from one body to another and so on. With this in mind, schools came up with different solutions for the students to learn at home safely. One of the solutions created and put in place was the idea and administration of engaging students through learning online. A thought where anyone can still feel

like they're going to school. That would have been the case at first but during instances where teachers assigns group tasks to the students, there are just many hindrances the students are facing that are making them not participate anymore. The laziness, the lack of interactions, and the things close at home. May it be chores or not and the time where anyone can just lay around and play gadgets all the time.

This scenario where there are students who harmoniously enjoy school life just laying around at home and those students who get frustrated because their classmates do not participate in the said tasks are somewhat a little bit messy to think of. There are students who are struggling to pass and earn high grades but eventually their path to success always stumbles on the part where group activities are being given. Everyone's passion is not the same. Students' trust on other classmates are being affected throughout this activity and so does their social skills with each other decreases. Thus, a connection to students' social skills also branches to their mental health on how they cope up with these types of difficulties.

Background of the Study

School is crucial for students to learn and understand new knowledge as they go into higher year levels. Everyone learns with their classmates and interacts with each other. There are also teachers who guide and teach their knowledge upon the students to learn important learnings not found in the books. Different kinds of activities are given to the students for more educational exploration and teachers believe that one of the best activities that can enhance students' capacity in learning skills and mostly on their social skills would be the activity of doing tasks in a group. Group work is the means for learning at all levels which is determined to be a compulsory educational activity in higher education. The purpose of group work in educational practice would be to serve as an incentive learning to students. Many students have good experiences throughout group activities, but as time gradually passes by, each student is starting to lose the excitement of engaging themselves into helping group work tasks. Especially right now where there is a pandemic that prohibits the students from going to school and it is mandatory to learn and teach themselves at home with or without the guidance of the teachers, classmates, and the family, especially the parents.

Statement of the Problem

This study will aim to answer the following research questions:

1. How do ILS students perceive the significance of group activities?
2. What challenges do ILS students encounter in doing group activities?
3. How do students cope with those challenges?

Scope and Delimitations

This research aims to discover the scope of conducting an effective group work amongst the students of Leyte Normal University-Integrated Laboratory School. However, there are certain aspects of the study that will not be tackled such as knowing why there is a need for activities being done as a group during the new normal learning which brings bigger challenges to the students. In addition, another gap that this research implies, would be the question if activities done by the student alone is more effective than having it work as a group.

Objective of the Study

The aim of the study of this research is to have an in-depth discourse about the surging difficulties each student is facing through on having group work activities in this Covid-19 pandemic. The researchers are curious on how the students in grades 10, 11 STEM, and HumSS 11 of the Leyte Normal University-Integrated Laboratory School cope with this situation.

Related Literature

According to Singhvi (2015), perceptions vary from person to person. Different people perceive different things about the same situation. But in addition, people tend to assign different meaning to what they perceive. The COVID-19 pandemic overwhelmingly affected the functions and outcomes of education systems—some of which were already stressed in many respects. This is true across the world and affects all students. Students spent less time on educational activities such as schoolwork or communicating with other students or teachers. These findings suggest that over the past few months, as children suddenly transitioned to online learning, they did so without necessarily having the practice or experience to learn well online, and that the transition required them to shift their device-use habits from leisure to studying. Education is a big social investment for families or parents, as well as the entire nation. We cannot afford to have a good or quality education, even at least at the basic level. Although the true aim of education is to nurture human beings to become truly human beings, because of global competition, we need to educate and train our students to be on par with their counterparts in other parts of the world (Abulencia, 2015). Education is a process, as John Dewey (1916) put it, a social process—“a process of living and not a preparation for future living”.

In a study by Rotas and Cahapay (2020), they noted that in order to respond to the challenge of innovating educational delivery mechanisms in higher education, colleges and universities across the globe have ventured into different practices such as distance education, online teaching, remote learning, blended learning, and mobile learning. These practices can be collectively called “emergency remote education” (ERE). In this Philippine context, remote learning reveals a digital divide among Filipino students (Santos, 2020). This current situation in remote learning may very possibly exacerbate existing inequalities and may translate to barriers in online learning. (Rotas & Cahapay, 2020). Additionally, teamwork is especially susceptible to the impacts of a pandemic as it often involves face-to-face interaction and coordination across people, time, and space, making social distancing and virtual work a dramatic shift away from typical teamwork contexts.

Student project groups play an important role in the development of skills and attitudes toward teamwork that transcend the learning environment and affect the professional practices of graduates (McCorkle et al. 1999; Huff, Cooper, and Jones 2002). Group work can be defined as “students working together in a group small enough so that everyone can participate in a clearly assigned learning task” (Cohen & Lotan, 2014).

According to Hung & Mai (2020), pair/group work activities are now common in classroom and it is one of the prominent features of the learner-centered approach. One common way to encourage collaboration between diverse peers is through group work. (Rienties & Tempelaar, 2018) Moreover, Harmer (1991) believes that group work facilitates students in readily taking part in activities and reducing anxiety in order to promote language fluency in language classes. It also offers opportunities for formative assessment and feedback with peers to shape that learning (Johnson and Johnson, 2009). Group work also provides students with an avenue to incorporate diverse viewpoints and to develop communication and teamwork skills that are especially important in scientific collaboration and professional fields (e.g., Lamm et al., 2012). Furthermore, Brown (2001) confirms that group work provides a context in which individuals help each other; it is a method of helping groups as well as individuals; and it can enable individuals and groups to influence and change personal, group, and organizational and community problems. Alfares (2017) also states that group work benefits language learners in the learning process from cognitive, emotional, and motivational aspects. Groups are helpful for students because of their independence thanks to the encouragement from other learners.

However, it cannot be avoided that there are possible drawbacks to conducting group work. According to Beebe and Masterson (2003), there are four identified drawbacks: (i) There may be pressure from the group to conform to the majority opinion. (ii) one person may dominate the discussion. This leads to members feeling isolated in the decision-making process; (iii) some members may rely too heavily on others to do the work. This is one of the most noticeable problems with having group activities. Some members do not help and contribute to the assigned task. In (iv), it takes more time to work in a group than to work alone. It takes longer to accomplish tasks when working with others. What is more, Taqi and AlNouh (2014) consider that students did not show any improvement based on group work. With the current situation brought by the pandemic, the education sector opted to switch to an online modality. This affected how students usually do their group activities. According to Chang and Kang (2016), online group work can be complicated because of its asynchronous characteristics and lack of physical presence, as well as its requirements for skills in handling technology, human relationships, and content-related tasks.

In a study by Tosuntas (2020), group evaluation is used in the evaluation of cooperative learning groups formed to achieve common learning goals. The use of alternative assessment approaches is of significant benefit in terms of determining the performance of the individual and the group in the group work process. However, individuals may tend to display behaviors that cause performance loss in group work environments. In addition, being assessed in group work is a balance between cooperation and competition. Self-efficacy and collective efficacy are important concepts in understanding how group work progresses and what attitudes assessment evokes. (Rosander et al., 2020). Equitable interactions during groupwork are linked to increased learning among all members during a group task (Cohen in Phi Delta Kappan 72(2): 134–138, 1990). Thus, equity in quality and quantity of talk becomes the goal for groupwork. In a study by Patterson (2015), he argues that equity in group interactions requires justice that is socially constructed, including the flattening of social hierarchy. He proposed that such equitable groupwork has three key features: student voice, visibility (of all students), and student authority.

According to Torales et al. (2020), with the increasing coronavirus disease (COVID-19) pandemic, the psychological issues that have accompanied this pandemic have rapidly increased its public health burden. The COVID-19-based research found a greater prevalence of moderate-to-severe depressive and anxious symptoms, including depression and anxiety, in the general population (Wang et al., 2020), taking into consideration the far-reaching impacts of uncertainty and health-related anxiety. Based on the study of Debowska et al. (2020), the results of repeated cross-sectional studies were published under the title "Repeated cross-sectional survey assessing university students' stress, depression, anxiety, and suicidality in the early stages of the COVID-19 pandemic in Poland". The article's objective was to look at stress, depression, anxiety, and suicidality in various university students, such as those in medical, psychology, and other fields. The outcome of this study can be used to identify students who may struggle during the following stages of the COVID-19 pandemic and future crises. Fushimi (2021) discusses the current state of mental health consultations for students at a Japanese university where he works and the number of suicide victims increasing in Japan.

Stress-management techniques that emphasize reappraisal of one's stressors may be a promising approach. There is more significant evidence that individuals' beliefs about stress play a crucial role in how well they can cope with stress and avoid the development of maladaptive stress-related outcomes. (Crum et al., 2013; Jamieson et al., 2016; Keech et al., 2020; Liu et al., 2017). As said by Vinkers et al. (2020), several pieces of advice from the rich literature on resilience are available to assist adaptation to the mental health effects that result from the coronavirus pandemic. It is critical to promote social connectedness because feelings of loneliness and social isolation differentiate this crisis from previous ones, in addition to incorporating daily activities and self-care into plans (Kalisch et al., 2017). Human behavior is complex. Behaviors, emotions, cognitions, and attitudes can rarely be described in terms of one or two variables. It is multimodal in nature. Behaviors, emotions, cognitions, and attitudes can rarely be described in terms of one or two variables. It is multimodal in nature. Furthermore, the traits, modalities, and dimensions cannot be measured directly, but must be inferred from constructs, which in turn are measured by multiple factors or variables (Singh, 2020).

Human behavior is sometimes driven not by plans to achieve goals but by habits, which are formed over long periods of reinforcement. Habitual and goal-directed behaviors are often aligned with one another but can diverge when the optimal behavioral policy changes without being directly reinforced (thus specifically hobbling the habitual learning strategy) (Goldwater et al., 2020). An article conducted by Cantwell & Andrews (2002) stated that about two hundred and ninety students from grades 7 to 11 have completed surveys relating to social anxieties, affiliation, metacognitive awareness, and motivational feelings towards group work. According to their analysis, it revealed three attitudes towards the perception of participating in group work, and these are: a preference for individual work environments, a preference for group environments, and a sense of discomfort in group environments.

The preference of the students reporting towards group work indicated having to work depending on the environment where it indicates lower levels of social anxiety, higher levels of sociability, stronger mastery with better goals of performance and greater metacognitive awareness. Students expressing a preference for individual work had lower levels of sociability and higher levels of social anxiety, and therefore were not differentiated on any cognitive measures. However, students reporting discomforted feelings towards group work appeared to have similarly reported enhanced levels of social anxiety that were combined with lower levels of sociability, but they also indicated lower levels of metacognitive awareness. The results are discussed in the context of current empirical and theoretical work on group-based learning. Not all learners exhibit the same enthusiasm towards group work even if there is much support for co-operative learning among learning theorists (Underwood, 2003). Factors such as sex, group size, and ability mix with its task type have been shown to influence

the effectiveness of co-operative and collaborative learning. (Underwood, 2003) stated that this study has established learners' attitudes to various shared working scenarios.

There are some students who are hard to express themselves that ends up having the thought of socializing with others makes it harder for them to cooperate. More of like having a student work on a group task but he or she has low social skills which would only make things harder for them especially being able to work on with the opposite gender. In this mixed design, 140 post-graduate teacher trainees were asked to imagine their responses to seven group work scenarios presented as a series of short vignettes. The vignettes varied on the degree of co-operation required; the sex of the prospective co-worker(s) including single and mixed-sex groups; type of assessment, including no assessment at all; and on academically acceptable and unacceptable 'shared' working practices. Given the questionnaire on the students, factors such as characteristics of the group members, individual differences, type of assessment operation of procedures also including the sex and self-reported social deviance had govern their responses. Students who showed a tendency on mild anti-social behavior were willing to take punitive action against non-contributors and students would have to invoke to help if the anti-social behavior impacted on each of them personally.

According to (Gweon, et al. 2017) that in the project-based learning (PBL) courses, which were common in design and in technology education, the process and the final product that were important were both regarded by the instructors. However, conducting an accurate assessment for process feedback is not an easy task because instructors of PBL courses often have to make judgments based on a limited view of group work. (Gweon, et al. 2017) also stated that in this paper, it is provided with explanations on about how in practice instructors actually exhibit cognitive biases and judgments were made using incomplete information in the context of an engineering design education classroom. More specifically, it was hypothesized that instructors would be susceptible to human errors which were well known in social psychology, the fundamental attribution error and the halo effect because it had a limited view towards group work when facilitated with distributed and remote groups. Through this study, it presented two main contributions namely: (1) an illustration of using principles from social psychology as a lens for exploring important design questions for designing tools that monitor support oversight of group work and (2) insights based on classroom data about limitations of current instructor assessment practices. An addition to the study, the findings from the classroom study were illustrated which can be used for effective group assessments.

Having a productive peer-to-peer interaction is a central challenge in online courses. Although cooperative learning research provides robust evidence for the positive outcomes of face-to-face cooperative learning (Johnson & Johnson, 1989), online modes of cooperative learning have provided mixed results. Online learning modality is often synonymous with asynchronous interaction. The increasing use of synchronous formats, however, has resulted in multiple technologies to facilitate students' interactions and expanded the modes of interaction available to students; online cooperative learning is no longer solely asynchronous (Jeong & Hmelo-Silver, 2012, 2016). Cooperative learning is a more structured form of collaborative learning, it is designed to promote the interdependence of students. In positive social interdependence (cooperation), participants have positive feelings about the activities and those with whom they have cooperated. When participants interact effectively with positive interdependence, they communicate effectively, coordinate their efforts, and share similar beliefs and values with other group members (Deutsch, 2012). Cooperative learning encourages cooperative processing and enhances the incorporation of other's ideas and reasoning into one's thinking (Johnson & Johnson, 1989). Researchers found out that in negative social interdependence (competition), participants adopt negative attitudes toward one another and have difficulty effectively coordinating their efforts. In small-group work, cooperative goals, in which one person's goal attainment is linked with another person's, are central to positive interdependence.

In a study of Peterson & Roseth et al. (2016), they have compared synchronous and asynchronous communication in cooperative online learning. It has been found out that asynchronous communication does not always support cooperative learning processes. For example, Roseth, Saltarelli, and Glass (2011) compared synchronous and asynchronous cooperative activities in video, audio, and text modes. Although the medium did not play a role in students' motivation or academic achievement, synchrony affects students' perceptions of cooperation. Saltarelli and Roseth (2014) examined the additive effects of synchrony and belonging on cooperative perceptions and found that belonging buffers some of the negative effects of asynchrony on cooperation. A study conducted by (Helle, et al. 2007) administered a survey to 58 mainly third-year Finnish university students taking a mandatory project course in information systems design, questioners were given at the beginning and end of the project course and it was analyzed by between-groups and additional questions were also asked.

The researchers found that group work-based projects increased the students' motivation, and benefitting the students who scored low in self-regulation. The researchers expound and have concluded the fundamental distinction between individual and collaborative learning contexts. Self-regulation plays a huge role in terms of collaborative learning. However, with the Covid-19 Pandemic and the rise of online learning matters at hand are in a juxtaposition perspective.

(Nummenmaa & Nummenmaa, 2008) aimed to examine the students' emotions and interests towards web-based learning for which were associated with collaborative visible and non-collaborative invisible activities, wherein the participants; 99 Finnish university students from five web-based courses were given pre- and post-test questionnaires of interest. Deliberately the researchers found that there were positive emotional reactions towards visible collaborative and invisible non-collaborative activities, the results also showed that students who were inactive in collaborative participation activities had a more negative emotional experiences during the courses than other students. This suggests that even before the Covid-19 Pandemic the questions on collaborative tasks and group-based activities has shaped students into their own negative and positive emotions and reactions towards the former.

Although even before the Covid-19 Pandemic online modular education with the use of technological advances and platforms had already been a talk amongst the academe. The presence of the Web and online environment has changed the relationship between those who are entrusted to train and teacher – and those learners who will benefit from new online experiences (Cook & Sonnenberg, 2014). Moreover, the added stressors that the Covid-19 Pandemic has given towards the education responses, new normal, and the students' well-being has changed. (Raj & Fatima, 2020) concluded in their study: "We found that most of the students are mentally stressed in this condition of threat. Most of the students are worried about their study and not satisfied with the classes which are conducted online." With participants by 500 students administered by authorized questionnaires from the use of Google Forms. The study found that majority of the students are not satisfied with online classes, half the participants felt stressed studying under threat, and closing in to ¾ of the population says that they are uncomfortable with online classes. All these factors lay into the big picture of activities administered by online modular education.

A study with a very similar premise was conducted (Chang & Brickman, 2018), wherein the study showed results that suggest positive experiences within students when in commencement with group activities and group works. Lower-scoring students had a positive outlook and experience within group tasks and group works. With the added acquaintances, individual support, assigned, divided and given tasks the comfortability within a group is evidentially suggestive of higher social and motivational push. Motivation and social cognition are important mediators of group work (Slavin, 2014). There is importance in interactions, equal participation, inclusion of all group members, reciprocity and group cohesion (Saqr, et al. 2020)

Theoretical Framework

The theoretical framework that will be used in this study is social-cognitive theory. Social-cognitive theory provides a general case for assessing and modifying cognitions as a means of changing how people think, feel, and behave. Social-cognitive theories postulate that individual students' perceptions of their environment influence their motivation and subsequent behavior. However, empirical research directly testing the core tenets of this supposition that changes in an individual's perceptions lead to changes in their motivation or behavior is sparse, largely because of normative methodological approaches focusing on between-person rather than within-person comparisons. Perception is a way of regarding, understanding, or interpreting something; a mental impression to a social issue. It helps other people to know different perspective in one content. Social-cognitive theories gives assumption that individual students' perceptions of their environment influence their motivation and subsequent behavior. (Ruzek & Schenke, 2019).

Additionally, this research extends previous findings regarding the impacts of the COVID-19 pandemic by finding that performance-impacting issues such as technological limitations, distractions in a home working environment, and an overall increase in stressors, not only impact individuals' well-being and work performance during the pandemic, but also impact the ability of teams to interact effectively and achieve shared goals.

The challenges for teamwork only get more complex to manage as more team members are impacted by either the same or different issues (e.g., one has internet connection issues, another has moved to a different time zone, another is suffering from severe anxiety around a family member's health status) and the team must collectively manage all of these

issues at once. In other words, the current research highlights that within teams, challenges are not occurring in a vacuum, and that these challenges could interact with and compound one another. For example, when a team member experiences a challenge while working virtually, it can be difficult for other team members to quickly recognize that assistance or backup behavior is needed, and perceptions of poor performance could trigger tensions and conflict that further negatively impact the team.

Methodology

Research Design

To be able to draw applicable data and information needed to determine the perception of Students towards Group Works amidst the Covid-19 pandemic. This study utilized the descriptive case study method of research in which it refers to the description, recording analysis and interpretation of the present condition of research. This requires a more detailed analysis of the various aspects of phenomena and their interrelationship. In-depth interview and focus group discussion were employed as tools in order to gather relevant information to the research questions. (Tullao, 2019).

Participants of the Study

The research participants were primarily the students of Leyte Normal University Integrated Laboratory School from grades 10 to 11. The demographic profile of the students was required, which would require their age, gender and grade level for the study. There are no superficial qualifications in the overall study. Therefore, anyone who meets the requirements could participate.

Sampling Technique

This study utilized the non-probability sampling technique, specifically convenience sampling hence the qualitative nature of the study. The convenience sampling technique is the most appropriate for the study as this method is conveniently available for the participants to suit the researchers' requirements, especially under the circumstances of the impossibility of face-to-face contact.

Research Instrument

The researchers employed in-depth interview and focus group discussion as tools in order to gather relevant information to the research questions. (Tullao, 2019).

Data Gathering

The researchers gathered the necessary data for the study by distributing surveys via Google Forms, with the content on the thoughts of students in between group activities assigned in school, particularly at Leyte Normal University-Integrated Laboratory School. In which the participants will be the 10th and 11th grade students of the HumSS and STEM strands. Before the said gathering, a consent was sought towards the ILS Supervisor and the minor participants for further permission. The data gathered in here will provide the answers on whether students are contributing on doing group activities, and why is it an issue between other students of them working alone. Since it was found in a study that there are lots of students who groan and cringe when told that there will be an activity in needed to work as a group (Burke, 2011).

In addition, the researchers collected the data needed in the study by interviewing four (4) students in every grade level. The number of participants for this study will depend on data saturation. Data saturation is reached when there is enough information to replicate the study (O'Reilly & Parker, 2012; Walker, 2012), when the ability to obtain additional new information has been attained (Guest et al., 2006), and when further coding is no longer feasible (Guest et al., 2006). That is if the same responses will be given by the participants during the interview then the said interview will be stopped. Data saturation is not about the numbers per se, but about the depth of the data (Burmeister & Aitken, 2012).

Yet, however, it is stated by Alison Burke that group work has been found to be better and good for both students

and teachers. The participants also stated some of their difficulties whenever group activities are assigned. Depending on the answers they provided from the survey and interview, the data collected therefore showed the effectiveness of group activities towards students despite today's COVID-19 Pandemic.

Data Analysis

This study utilized the thematic analysis. One of the advantages is that it is theoretically-flexible. This means it can be used within different frameworks, to answer quite different types of research question. Thematic analysis is, locating it in relation to other qualitative analytic methods that search for themes or patterns, and in relation to different epistemological and ontological positions. (Braun & Clarke, 2006).

Thematic analysis provides a flexible and useful research tool that can bridge the two realms of knowing in practice-led research, potentially providing a rich and synthesized account of the creative experience. The benefits of thematic analysis were demonstrated by examining two examples. (Lin, Feb 2019) Thematic Analysis (TA) is an accessible, flexible, and increasingly popular method of qualitative data analysis. (Braun & Clarke, 2012)

Thematic analysis is performed through the process of coding in six phases: (1) familiarization with data, (2) generating initial codes, (3) searching for themes among codes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the final report- to create established, meaningful patterns in analyzing qualitative data, thematic analysis offers an accessible and theoretically flexible approach (Braun & Clarke, 2006).

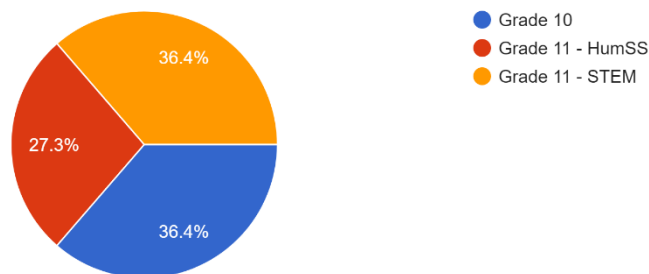
Result and Discussion

This chapter discussed the result of the data gathered by the researchers. The interpreted data gathered answers the research questions. The result and discussion are divided into themes and sub-themes of the participants answers.

1. Demographic Profile of the respondents in terms of:

- A. Grade level
- B. Figure 1. Grade level of the participants

Grade Level
11 responses



The graph above shows the grade level of the participants. The data shows that 27.3% are from grade 11-HumSS students, and 36.4% for both grade 10 and grade 11-STEM.

2. Results

The following are the saturated data of the conducted interview required in this study.

Theme	Subtheme	Description
Theme 1: Disadvantages of Group Work amidst Pandemic	Subtheme 1.1: Discomfort working with Groupmates	Participants expressed discomfort, lack of comfortability, and negative feelings.
	Subtheme 1.2: Hard to do Group Work because of Problems in Internet Connection	Slow and or inadequate internet connection resulting in many problems in communication.
	Subtheme 1.3: Unstable Internet Connection	A the issue on why students nowadays rarely attend classes, pass their tasks late and even the reason for the students to be lazy on doing their school tasks.
	Subtheme 1.4: Lack of Communication	They cannot contact and connect with each other, and because of this, it is difficult for them to finish their group task.
	Subtheme 1.5: Lack of cooperation	The participants mentioned that some of their groupmates would say that they have a problem with their internet connection since it is weak and unstable, which became an excuse for them not to participate and comply their part in the said group activity.

Theme 2: Resolutions of the Students with the Challenges Met	Subtheme 2.1: Volunteer/Participate in doing Group Work	The participants have indicated volunteerism and participation of group productivity in terms of approaching group tasks given through online classes.
	Subtheme 2.2: Communicating with Groupmates	The participants answered that they try to communicate with their groupmates. Communication is one of the keys for a group to work comfortably and openly.
	Subtheme 2.3: Change in Perception on Group Work	Participants view group works differently amidst the new modality, in both positive and negative lights.

Conclusion of the Study

The following conclusion were drawn from the findings of this study.

The students' perception of group work has changed throughout this new online learning. These changes identified by the students are both positive and negative. The positive changes are the following; being more responsible, more understanding, more considerate, and more patient. On the other hand, the negative changes they feel are complexity, confusion, and difficulty to perform in group tasks given online. Hence, the students identified the surging difficulties on group works brought by the Covid-19 Pandemic. The main hindrance for them in working in a group is having an unstable internet connection which makes it difficult for them to communicate and cooperate; as a result, it became hard for the students to work in groups. Also, the students feel uncomfortable whenever they have group works since they cannot fully interact with their groupmates because of this new online modality. However, even with these challenges, the students identified some ways or steps on how they cope with these challenges. The students mostly participate or volunteer in working with groups for them to contribute something to the group. The students also identified some solutions to cope with the challenges they're facing on the new modality. They try to communicate with their groupmates for them to have a good flow in doing the tasks and activities. Having good communication with each other is an instrument for their group to have solid teamwork and cooperation.

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