STUDENT'S ONLINE ENGAGEMENT USING IDEA EXEMPLAR: A DIRECTION TOWARDS THE LEVEL OF COMPETENCY IN THE PERFORMING ARTS OF GRADE 10 PHYSICAL EDUCATION STUDENTS

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Abstract

The study was conducted to determine the student's online engagement using IDEA lesson exemplar and multi-media dance application as basis for assessing students cognitive and behavioral competency. The study used the descriptive quasi-experimental method of research. A teacher-made questionnaire, rubrics, pretest and posttest was employed as an instrument to gather data and information necessary in this study. The respondents of the study consist of fifty (50) grade 10 students who are taking performing arts in San Juan National High School. The statistical tools used were weighted mean, standard deviation, t-test, and Pearson r correlation. In line with the findings of the study it can be concluded that, students are engage in online discussion as they actively participated in introduction, development and assimilation as they use previous experiences in new lesson, familiarize the lesson content, recall information through independent practices and reflect in own understanding though performance task. On the other hand, students are proficient in remembering during pretest and least in applying but students mastered both the remembering and applying during the post test. More so, students are engage in cognitive aspect of learning process such as remembering, understanding and applying with observable different behavioral competencies and aspect of learning. Furthermore, there is a significant difference between the pretest and posttest after the exposure of students in online discussion with the use of IDEA lesson exemplar while there is no significant relationship between Grade 10 student's engagement in the performing arts and their level of cognitive and behavioral competency. Based on the conclusion laid, the following suggestions are offered by the researcher: Teachers are advised to strengthen the use of IDEA lesson exemplar, pretest and posttest, motivating strategies, range of varied learning experiences and varied assessment method in distance learning implementation with application of innovated instruction and localized material for the students holistic development and engagement

Keywords: Students Engagement, Performing Arts,IDEA Exemplar, Cognitive and Behavioral Competency

1. Main Text

Introduction

The performing arts have a significant impact on a student's worldview in both highly personal and

universal ways. Exploration of dance, music, theater, and performing arts gives learners a unique and engaging perspective on their own culture as well as other cultures and traditions.

Expanding arts education in schools through community arts partnerships have been found to have lasting social and emotional benefits for students (Arts Education Partnership, 2018). Arts organizations have the capacity to create dynamic and engaging lessons that foster student engagement in schools. Moreover, after-school learning experiences offered through arts organizations have the potential to reinforce in-school learning and enhance academic achievement (Jones, 2018).

Positive school experiences such as achievement, competence, and relatedness (Wigfield et al., 2015) are likely to increase students' interest, enjoyment, and engagement at school, contributing to greater school satisfaction and, more generally, a positive sense of wellbeing as they progress through their schooling. The previous studies pays little attention to how school-based arts activities affect students' school experiences and how these experiences might be encouraged to improve student outcomes (Elmore & Huebner, 2010).

Participation in school-based arts programs can support increased test scores and improved cognitive development (Hetland & Winner, 2004). (College Board, 2013; Whisman & Hixson, 2012)). Beyond exposure to global cultures, the arts mainly equip students to encounter the trials of the world. Students can develop their creative muscles by using their imagination to create and showcase original works of art. This helps them approach challenges and opportunities with passion and ingenuity. They get the ability to perceive and communicate non-literal messages through studying the works of others, which is crucial in a time when the majority of information is visual and expressive rather than verbal and linear. Students discover that the arts revitalize people's spirits, renew optimism, and serve as a constant reminder of the beauty in life. As students prepare to face the sometimes-daunting challenges ahead, they can turn to art for inspiration, understanding, and rest.

As administrators, as teachers, as parents and community members, It is our obligation and responsibility to foster the imagination and creativity that exist inside our children and kids.

We can help them change their imaginings and their dreams into authentic art works that all of us can treasure, appreciate and use to improve our own lives. By our actions, we must show them that we believe that dreams have the power to move the heart, and when we can set those dreams free, through the arts, we can change the world for the better. When we implement and support powerful and comprehensive arts education in our schools, we will provide paths and bridges to new, more profound understanding of the vital nature of arts education for every one of us.

Performing arts education provides all students with chances to learn the language of the arts, to develop and enhance artistically, cognitively and to practice and experience accomplishment and self-confidence as divergent, creative, and innovative learners, that will serve as solution seekers and problem solvers. The arts allows for a diversity of learning styles and abilities.In the Performing Arts, collaboration and group performances promote inclusive and supportive social attitudes and behaviors in the performing arts. The arts foster a secure, encouraging, and enriching environment with methods for assisting kids in appreciating variety, understanding differences, and giving voice to their views and ideas. The performing arts frequently emphasize cooperative learning and teaching practices that make students collaborate with peers, students of different ages, and in activities that unite students. The arts may be a powerful tool for making sure that students who are frequently left out of activities and on campus are valued for their languages, cultures, identities, and lived experiences

The study aimed to ascertain why there is a need for art education in our society. The emphasis in the quality art education at San Juan National High School, Division of Laguna formed the premise of the

study.The study likewise discussed the importance of providing quality art education and challenges of art education in SJNHS.

Background of the Study

The role of arts in education has gained increased attention in recent years. To meet the rising demand of evidence-based data to support and guide funding for in- and out-of- school arts programs, federal initiatives promoting innovation and creative thinking skills have expanded to include grant competitions that focus exclusively on arts education research. While studies in arts education have begun to examine outcomes that affect education and achievement (Mansour, Anderson, Gibson, Liem, & Sudamalis, 2013; Benson & Saito, 2000; Bohnert, Fredricks, & Randall, 2010; Liem & Martin, 2011).

Students who are actively engaged with high school are more likely to learn, to find learning rewarding, to eventually graduate, and to pursue higher education; Marks (2000). Without enthusiasm and interest, students tend to lose the zest for learning and ultimately lag behind their peers; some students drop out. It is theorized that dropping out of school begins with a gradual process of student disengagement and alienation coupled with chronic problems such as tardiness and absenteeism (Shernoff et al., 2003).

Motivation and enjoyment are important factors to consider in the development of engaging learning opportunities. According to Shernoff, Csikszentmihalyi, Schneider, and Shernoff, (2003) promoting excitement stimulates engagement in the learning process; Gullatt (2008) argued that providing artistic opportunities created the benefits of enjoyment and motivation for studentsas cited by Athena Nichols (2015) proposed that the sense of time is transformed when individuals are transfixed by a task. When one‘s sense of time on task is altered, one is more focused, inspired, and determined to meet or exceed educational goals. Thus, enthusiasm for a task is a motivational incentive for accomplishing objectives. Csikszentmihalyi (1990) as cited by Athena Nichols (2015) argued that individuals benefited from increased feelings of enjoyment, satisfaction, and having accomplished challenges and thus were more likely to pursue future challenges.

The San Juan National High School (SJNHS) is a public secondary school in the Municipality of Kalayaan, Laguna located in Real st. rgy. San Juan the poblacion, it provides free secondary education for the people of the municipality and neighboring towns with primary aim on secondary education. Aligned with the basic education program of San Juan NHS provides the learning outcomes with the K-12 PE Curriculum that develops students skills in assessing, synthesizing and evaluating information, making informed decisions, enhancing and advocating their own and others fitness and health. The knowledge, understanding and skills underpins the competence, confidence and commitment required of all students to live an active life for fitness and health, K to 12 Physical Education Curriculum Guide (2016).

In line with this, San Juan National High School and its students served as the subject of the study. In today‘s generation, the presence of technology can be distracting to students engagement in Physical education especially in performing arts. They prefer to use technology for playing games rather than actively engaging and participating in physical education activities. Time management and prioritizing tasks are critical and are factors that cause success in behavioral engagement (Hendrix & Degner, 2016; Michinov et al., 2011; Repetto et al., 2010), where there are countless distractions such as social media (Cho & Littenberg-Tobias, 2016). Another important aspect was highlighted by Machado et al. (2016) that technological applications support innovative changes in education and promote students’ behavioral engagement and meeting of their diverse needs.

Based on the concept given above, the researcher will pursue the study with her eagerness to uplift student‘s online engagement using IDEA Exemplar: A Direction Towards the level of competency of Grade 10 Physical Education Students. Thus, the researcher becomes more interested in conducting this research to provide an in- depth information and understanding. This study may help increase understanding of the importance of providing opportunities for active engagement in the arts and for improving high school students ‘academic success. Describing and measuring the process of actively engaging students through the arts may help to explore ways students can become more engaged with their learning.

Theoretical Framework

The research questions guiding this study included an investigation and description of active engagement in relation to arts classes and the ways students described and understood the essence of their lived experiences with arts education classes. It was the contention of Cavanagh, et al., (2008) that active student engagement could be explained by applying Csikszentmihalyi's (1990) flow theory as cited by Nichols (2015). According to Nakamura and Csikszentmihalyi (2002), performance is perceived by individuals to be a pleasurable and successful activity worth doing for its own sake.

This child-centered art theory approach is favored giving children unbridled freedom to express their ideas, in a climate where creativity and experimentation were emphasized. Teachers implemented non-intervention roles as facilitators, providing a encouraging environment with suitable and varied art materials, offering compliments for the children's hardwork. The creative processes of the children were not directed or influenced (Bamford, 2006; Boughton, 1999; Brownlee, 1983; Cox, 2005; Gunn, 1998; Hancock, 2004; Lewis, 1998/99; Lubawy, 2009; Richards, 2003; Visser, 2005).

Hence, findings from studies that show that arts education enhances student achievement and cognitive development are essential, because such information indicates that school-based arts programs may serve as a critical component for improving academic outcomes for African American males in U.S. schools (Kazembe, 2014; Rupert, 2006; Walton & Wiggan, 2010; 2014).

The John F. Kennedy Center for the Performing Arts defines arts integration as "an approach to teaching in which students construct and demonstrate understanding through and art form." In this approach, "Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both." For those of us who believe in the power of theatre in students' lives, arts integration seems like a no-brainer. It's a way that theatre can find its way into a school curriculum dominated by other subjects, thus reaching more students. At the same time, it can boost student engagement: one study found that students who experienced arts-integrated learning were 25% more engaged in the lesson than the control group.

Performing Arts education cater all students with opportunities to learn the language of the arts to grow artistically and cognitively, and to experience accomplishment and self-confidence as divergent, creative, and innovative learners and as solution seekers and problem solvers. In the performing arts, collaboration and group performances encourage social attitudes and behavior that are supportive and inclusive (The visual and arts core principles).

According to Stott (2011), the constructivist early childhood curriculum document (MoE, 1996), which is informed by Vygotsky's socio-cultural theory, had a very modest but significant impact on the late 1990s paradigm shift toward a more cognitive approach to arts instruction (MoE, 1996; Visser, 2005). Children were encouraged to take notes, make plans, create, practice new abilities, and evaluate their own performances or artistic creations. The teacher's role was to support this process by helping students develop the problem-solving and appreciation for the arts skills they need, as well as by exposing them to high-quality artwork that they could use to evaluate their own work (Bamford, 2006; Bracey, 2003; Gunn, 1998; Lewis, 1998/99; Project Zero, 2001; Thornton & Brunton, 2005; Visser, 2004, 2005).

Moreover,according to the guidelines on the preparation of PIVOT I-D-E-A Lesson Exemplars - RM-No.-296 -s.2020-1-1. The IDEA instructional process design is an abridged and refined format based from the provisions of DepEd Order NO.42, s.2016 according to the Policy Guidelines on Daily Lesson Preparation for the K to12 Curriculum.

Furthermore, the PIVOT 4A lesson exemplar preparation and curriculum delivery process follow (4) main teaching- learning phases with the teacher as facilitator of learning using the I-D-E-A instructional process for a 30minute to one hour lesson depending on the nature or set-up for each learning area. These Phases include the following: **Introduction -** the **I** Phase; **Development** – the **D** phase; **Engagement** - the **E** phase; and **Assimilation** – the **A** phase. The IDEA instructional process shall be guided by necessary teaching

and learning adjustments to accommodate diverse learners. This process will allow the researcher to assess students in their performance.

Statement of the Problem

The research focused on student‘s online engagement using IDEA Exemplar in determining the level of cognitive competency among Grade 10 Physical Education students. Specifically, this study sought to answer the following questions:

1. What is the perceived level of student’s online engagement in Performing Arts in terms of using IDEA exemplar as to:
   1.1 Introduction;
   1.2 Development;
   1.3 Engagement ; and
   1.4 Assimilation?
2. What is the mean pre-test score of Grade 10 students in the performing arts?
3. What is the mean post test score of Grade 10 students in the performing arts?
4. What is the mean gain score of students in assessing their competency in the performing arts in terms of:
   4.1 Cognitive Engagement;and
      4.1.1 Remembering;
      4.1.2 Understanding; and
      4.1.3 Applying?
   4.1 Behavioral Engagement:
      4.1.1 Participation;
      4.1.2 Adaptability; and
      4.1.3 Organization?
5. Is there a significant difference in the mean pre-test and post test scores in assessing their cognitive competency in performing arts?
6. What is the level of Grade 10 student’s behavioral competency in the performing arts in terms of:
      6.1 Belongingness;
      6.2 Initiative; and
      6.3 Attentiveness?
7. Is there a significant difference in the mean pre-test and post test scores in assessing their cognitive competency in performing arts?
      6.1 Cognitive competency; and
      6.4 Behavioral Competency
      6.5

Research Methodology

Research Design

This study used the descriptive and quasi- experimental research with intact group, wherein the IDEA exemplar was used to test if there is an improved cognitive and behavioral competency in performing arts in the Grade 10 physical education students. The design entails manipulating the parameter, quasi-experimental research removes the directionality issue. As a result, quasi-experimental research has be a

better internal validity than correlational studies but a lower internal validity than actual experiments (Jhangiani et al.,2015).

Respondents of the Study

The study was conducted at San Juan National High School (SJNHS), Division of Laguna where the target respondents are the Grade 10 junior high school students. Survey questionnaire was given to the respondents to analyze and evaluate the student's online engagement in the performing arts towards cognitive and behavioral competency. The researcher considered 50 respondents with gadgets that can be used in the online video lesson. They used their mobile phones and tablets with their own data connection.

Research Instrument

The primary instrument that the researcher used in gathering data in the study was a survey type questionnaire, other instruments used were the pre-test and posttest to get the students online engagement using (IDEA) exemplar towards their level of competency in performing arts. This method was used to simplify the data gathering.

Construction of Survey Instrument. To identify the student's online engagement and their level of competency of grade 10 students in the performing arts, the researcher constructed a survey questionnaire for the purpose of the study. The whole questionnaire was used as the main data gathering instrument for this study. Moreover, the researcher made two types of test such as pre-test and posttest to assess student's level of competency in the performing arts**.**

Validation of Constructed Survey Instrument. To ensure the questionnaire's congruency and accuracy, the researcher submitted it to the thesis adviser and other panel members for correction and suggestions on its enhancement. The researcher also requested for the content validation by two master teachers and one Head teachers to ensure the quality of questions and its alignment to the subject matter and students under study.

Research Procedure

The study was conducted by passing through these phases of Conceptualization**.** Upon the modification of the instruments, the procedures in conducting this study will include the following steps:

Implementation. The researcher prepared a request letter for gathering data from the participant school. The letters were forwarded to the Schools Division Superintendents school principal and to the respondents in helping, helping her to conduct the study. Second, the researcher gave the post-test and questionnaires to grade 10 MAPEH teachers and let them to distribute the questionnaire to the respondents during the third week of third quarter, school year 2021-2022. After which, the said instruments were retrieved for collation and tabulation of data.

Data Analysis. The researcher compiled all the instruments and gathered all the needed data. The data were given to the statistician for treatment. Upon getting the results of the study, tables were prepared by the researcher and were analyzed to broaden the knowledge about the main focus of the study.

Ethical Consideration. The researcher ensured the confidentiality of the respondents' results and information. The results of the data in the survey questionnaire were accessible only to the researcher and thesis adviser. The respondents' names were withheld with utmost confidentiality.

Statistical Treatment of Data

Statistical treatment was used in computing, analyzing and interpreting the data given by the respondents.

Mean and standard deviation were utilized to: a). Determine the student's online engagement in

performing arts using IDEA exemplar and Multimedia dance application, b). analyze the results of the Pre-test and Posttest in performing art, and c).Identify the level of students behavioral competency in performing arts.

The T-test difference was also utilized to determine the significant difference in the mean pre-test and posttest scores of students, specifically to assess student's cognitive competency in performing arts.

In response to the hypotheses set in the study whether student's online engagement in the performing arts has a significant relationship with the level of cognitive and behavioral competency, Pearson Product-Moment Correlation Coefficient was used.

Findings and Discussion

This chapter presents, analyzes and interprets the data gathered primarily to answer the questions on the "Student's Online Engagement Using IDEA Exemplar for a directed Level of Competency in the Performing Arts.

Student's Online Engagement in the Performing Arts

Table1. Student's Online Engagement in Performing Arts using IDEA Exemplar as to Introduction

Statements	Mean	SD	Verbal Interpretation
1. Engage in different activities that poster my previous experiences.	3.60	0.49	Highly Engaged
2. Am engage in refresh on learning that I obtained from other subjects.	3.62	0.49	Highly Engaged
3. Boost to partake in discussion considering schema as lesson spring board.	3.48	0.54	Engaged
4. Am able to connect existing experiences to new lesson.	3.36	0.48	Engaged
5. Elicit ideas and concept applicable to new lesson.	3.62	0.53	Highly Engaged
Overall	3.54	0.35	Highly Engaged

Legend: 1.00-1.49 (Not Engaged) 1.50-2.49 (Slightly Engaged) 2.50-3.49-(Engaged) 3.50-4.49 (Highly Engaged)

Table 1 presents the students perception on online engagement in the performing arts in terms of Introduction.It can be seen from the overall mean of 3.54 and standard deviation of 0.35 that the respondents are highly engaged in the activities that poster previous experiences, from learning obtained from other subjects from ideas and concepts applicable to new lesson.

Careful lesson planning and topic design of teachers in performing arts helps the students to actively participate in the discussion as they were able to show their experiences from day to day basis and knowledge from previous learned topics to practical understanding of new lesson content.

Furthermore, respondents are engaged in connecting existing experiences to new lesson with the weighted mean of 3.26 and standard deviation 0.48. It shows that even the students are actively participated in the lesson introduction using the lesson exemplar in online learning about performing arts, still students find difficulty to bridge the connection of essential learning from the experiences to the new concept of the subjects.

Basheer (2016) stated that students with previous experiences in demonstration improves learning efficiency and gives importance on the subject as it gives the student the opportunity integrate the learning concepts in practical skills and think more creatively.

Table 2. Student's Online Engagement in Performing Arts using IDEA Exemplar as to Development

Statements	Mean	SD	Verbal Interpretation
1. Involved in activities which are enjoyable and experiential.	3.20	0.45	Engaged
2. Engaged in developmental and easy to understand lesson content.	3.24	0.43	Engaged
3. Introduced to real life situations and problems which we can apply the lesson.	3.22	0.58	Engaged
4. Given the chance to familiarize the content with appropriate examples.	3.48	0.50	Engaged
5. Able to practice to answer on the guide question leading to better understanding of the content.	3.28	0.54	Engaged
Overall	3.28	0.30	Engaged

Legend: 1.00-1.49 (Not Engaged) 1.50-2.49 (Slightly Engaged) 2.50-3.49-(Engaged) 3.50-4.49 (Highly Engaged)

Table 2 shows the average overall mean of 3.28 and standard deviation of 0.30 interpreted as engaged of student's online engagement in performing arts using exemplar in terms of development.

Majority of the respondents have engaged in the discussion given the chance to familiarize the content with appropriate examples with weighted mean of 3.48 and standard deviation of 0.50. It is vital for the teachers to use lesson design with well-planned content and appropriate examples in which the learners had the chance to practice concepts and familiarize with terminologies using examples which are observable in the environment and present on the previous experiences of the learners.

Apparently, students were engaged to practice to answer on the guide question leading to better understanding of the content with the weighted mean of 3.28 and standard deviation of 0.54.

It implies that the discussion used by performing arts teacher during the implementation of online distance learning during pandemic with the use of IDEA Lesson exemplar enables the learners to use the guide question as format in delivering the important concept of the topic to better understanding of the content. Students attained lowest engagement in involved in activities which are enjoyable and experiential with the average weighted mean of 3.20 and standard deviation of 0.45. It entails that the students observed the lack of creativity in designing the lesson into an enjoyable and fun activities on the side of the teachers which involves students to experience the main concept of the lesson.

Ilhan (2013) stated that having management skills includes planning of physical arrangement, student-teacher relations, in-class interaction, behavior management and educational technology skills which helps the teacher to reduce discipline problem, catches student attention and motivate them to learn.

Basheer (2016) stated that students with previous experiences in demonstration improves learning efficiency and gives importance on the subject as it gives the student the opportunity integrate the learning concepts in practical skills and think more creatively.

Table 3. Student's Online Engagement in Performing Arts using IDEA Exemplar as to Engagement

Statements	Mean	SD	Verbal Interpretation
1. Exposed to activities that elicit my idea learned from the content.	3.36	0.53	Engaged
2. Able to encounter independent practice giving the chance to recall the information from the lesson content.	3.48	0.54	Engaged
3. Able to assess my capability to exhibit lesson content in creating my own series of steps.	3.20	0.61	Engaged
4. Given the chance to practice flexible learning activities individually or collaboratively.	3.38	0.57	Engaged
5. Able to supplement learning activities that measures my wiliness to understand the content and resolve real life problems.	3.22	0.55	Engaged
Overall	3.33	0.35	Engaged

Legend: 1.00-1.49 (Not Engaged) 1.50-2.49 (Slightly Engaged) 2.50-3.49-(Engaged) 3.50-4.49 (Highly Engaged)

Table 3 shows the overall mean of 3.33 and standard deviation of 0.35 and interpreted as engaged on of student's online engagement in performing arts using exemplar in terms of engagement.

Students had the chance to engage in independent practice giving the chance to recall the information from the lesson content with the mean of 3.48 and standard deviation of 0.54. With the independent practices included in the students' learning module, teachers also include different activities to learners in teaching performing arts in online class providing series of exercises requiring students to answer based on the perceived understanding of lesson content.

More so, students were engaged for the chances to practice flexible learning activities individually or collaboratively with the mean of 3.38 and standard deviation of 0.57.

It clearly stated that the teachers in performing arts designed the lesson for online discussion allowing the learners to listen and participate in discussion with application of synchronous and asynchronous activities for both individualized instruction and collaborative activities to learners leading to better understanding of the lesson.

Majority of the students obtain lowest engagement in assessing capability to exhibit lesson content in creating my own series of steps with the standard deviation of 3.20 and standard deviation of 0.61.

It clearly showed that lesson design using the IDEA lesson exemplar enables the students to practice and familiarized on the lesson yet lacking on the chances of allowing the students to demonstrate necessary skills applicable in the lesson content since there are limited time for the learners and students to engage in virtual meeting with respect to different considerations.

Youssef et al. (2022) conclude on the study that technology change education setup creating opportunities to student and teachers on flexible learning through asynchronous and synchronous support

material promoting collaboration, interactive learning and students success in terms of digital skills and higher grades.

Sintema (2020) expressed that with minimal hour of interaction between learners and teachers, it was observe that there are sudden drop of student's academic performance due to limited time of consultation regarding lesson difficulties.

Table 4. Student's Online Engagement in Performing Arts using IDEA Exemplar as to Assimilation

Statements	Mean	SD	Verbal Interpretation
1. Reflect on the lesson content through performance task.	3.48	0.50	Engaged
2. Engage in community activities were the concept may apply and functional.	3.22	0.51	Engaged
3. Execute the learned theory individually or by group.	3.24	0.52	Engaged
4. Solve real life problems through application provided in the lesson.	3.26	0.66	Engaged
5. Supplement the holistic development through experience observation and interview in the community.	3.32	0.47	Engaged
Overall	**3.32**	**0.33**	Engaged

Legend: 1.00-1.49 (Not Engaged) 1.50-2.49 (Slightly Engaged) 2.50-3.49-(Engaged) 3.50-4.49 (Highly Engaged)

Table 4 shows the overall weighted mean of 3.32 and standard deviation of 0.33 and interpreted as engaged on of student's online engagement in performing arts using exemplar in terms of Assimilation.

Clearly, students were engaged in reflect on the lesson content through performance task with the weighted mean of 3.48 and standard deviation of 0.50.

Meaning, students tend to reflect their own understanding throughout the discussion with the help of performance task given by the teachers which allows the learners to perform specific skills asynchronously. During performance task, students used the discussed topic and applied it to task which can be written, oral or presentation that allows the students to exhibit competency in performing arts.

In addition, students are engaged in Supplement the holistic development through experience observation and interview in the community with the weighted mean of 3.32 and standard deviation of 0.47.

It can also be entailed that students tend to extend their learning not only in the online delivery and discussion given by the teachers rather, they practice the learned competency, observed from the community and interview the resident in the community with particular experience in the concept aiding their individual belief and understanding leading to optimum understanding.

Meanwhile, students obtain less engagement in community activities were the concept may apply and functional with the weighted mean of 3.22 and standard deviation of 0.51.

Though the students are freely extend their learning from classroom to community through observation and interview, not all students were engaged in different community activities aiding their full understanding application of the concept. Students are reluctant in volunteerism and social interaction within

the community to practice the competency.

Matitaputty, et al. (2018) discovered on their study that outdoor learning engage student on the process of active learning leading to empowerment of direct identification of process, meaningful learning and main concept cognitive learning. Also, the study concluded that creates a wide perspective of learning as they were able appreciate the community around them through active involvement developing sense of responsibility towards fellow men and nationalism.

Table 5. Summary Table of the Perceived Online Engagement in the Performing Arts

Indicators	Mean	SD	Verbal Interpretation
Introduction	3.54	0.35	Highly Engaged
Development	3.28	0.30	Engaged
Engagement	3.33	0.35	Engaged
Assimilation	3.32	0.33	Engaged
Overall	3.37	0.02	Engaged

Legend: 1.00-1.49 (Not Engaged) 1.50-2.49 (Slightly Engaged) 2.50-3.49-(Engaged) 3.50-4.49 (Highly Engaged)

Table 5 showed overall mean of 3.37 and standard deviation of 0.02 with verbal interpretation of engaged in terms of perceived online engagement in performing using IDEA lesson exemplar.

It denotes that Introduction highly engaged most of the students in performing arts having the mean of 3.54 and standard deviation of 0.35. Students often gain interest in motivation and sharing the previous experiences that may serve as springboard to connect in new topic.

More so, development obtained lowest engagement among the instruction process and parts of IDEA lesson Exemplar having the mean of 3.28 and standard deviation of 0.30. Meaning students often observe less participation during delivery of lesson content as they are new to the topic and afraid of expressing opinion and observation during teaching-learning process.

Doucet et al. (2020) agreed that unlike the normal teaching and learning process inside the classroom, distance learning must be interactive and engaging which allows the teacher to develop creativity to overcome the limitation of distance learning.

Crisolo (2018) concluded that as Department of education embraces the technology curricula and introduce the technology based instruction, the government funded the program together with partner institution to access great opportunity to learners within digital age society. They provide materials and resources in different modes not limiting the lesson content on hard text for learning.

Pretest Score of Grade 10 students in Performing Arts

Table 6 shows the overall mean of 5.56 and standard deviation of 2.33 and interpreted as Approaching Proficiency on of student's pretest score in performing arts.

Most of the students classified as proficient in understanding with the weighted mean of 6.26 and standard deviation of 2.13. Meaning most of the students answered correctly in the question categorized as remembering since it only focus on the basic vocabulary and concept of hip-hop dances in performing arts.

Furthermore, students classified as approaching proficiency in applying with the weighted mean of 5.14 and standard deviation of 2.37. It clearly denote that most of the students are average in answering question under application since it used situations and events that requires students application of learned

competencies in answering.

Table 6. Mean Pretest Score of Grade 10 Students in the Performing Arts

Performing Arts	Mean	SD	Verbal Interpretation
Remembering	6.26	2.13	Proficient
Understanding	5.28	2.41	Approaching Proficiency
Applying	5.14	2.37	Approaching Proficiency
Overall Mean	**5.56**	**2.30**	Approaching Proficiency

Legend: 8.01 -10.00 (mastered) 6.01- 8.00 (Proficient) 4.01-6.00 (Approaching Proficiency) 2.01-4.00 (developing) 2.00-0.00 (Beginning)

Lodge, et al. (2018) Complexity of the concept an knowledge content leads to students confusion may result to unable to manage, organize, breakdown and respond to information in technological environment.

Posttest Score of Grade 10 students in Performing Arts

Table 7 shows the average weighted mean of 8.50 and standard deviation of 1.40 and interpreted as Mastered mastery on of student's pretest score in performing arts.

Table 7. Mean Posttest Score of Grade 10 students in Performing Arts

Performing Arts	Mean	SD	Verbal Interpretation
Remembering	8.02	1.32	Mastered
Understanding	8.76	1.46	Mastered
Applying	8.72	1.43	Mastered
Overall Mean	**8.50**	**1.40**	Mastered

Legend: 8.01 -10.00 (mastered) 6.01- 8.00 (Proficient) 4.01-6.00 (Approaching Proficiency) 2.01-4.00 (developing) 2.00-0.00 (Beginning)

Most of the students obtain better score from the questions under understanding with the mean of 8.72 and standard deviation of 1.46 interpreted as Mastered. It can be gleaned that after the instruction using IDEA lesson exemplar in online learning, students develop understanding on the concept and apply in in series of questions.

Moreover, students obtain least in question associated with remembering with the weighted mean of 8.02 and standard deviation of 1.32 interpreted as mastered. It shows that after the instruction, though students are familiar with the vocabulary associated in hip-hop, students focus on the application and understanding the concept throughout the discussion since they are tasked to perform dances rather than memorize the concept.

According Ode & Ayavoo (2019), knowledge management significantly contribute to knowledge application leading to innovative work and firm value making the knowledge active responding to all other type of knowledge that will result to creation and sharing of ideas.

Table 8. Mean Score of the Assessed Cognitive Competency of Students Performing Arts in Terms of Remembering

Statements	Mean	SD	Verbal Interpretation
1. Define useful new vocabularies encountered in the lesson.	3.42	0.54	Engaged
2. Identify existing examples in real life.	3.38	0.60	Engaged
3. Search support material that helps better retention of the lesson.	3.36	0.56	Engaged
4. Highlight important tips and suggestion in order to perform the activities well.	3.42	0.57	Engaged
5. Repeat the information and competency.	3.38	0.60	Engaged
Overall	3.39	0.42	Engaged

Legend: 8.01 -10.00 (mastered) 6.01- 8.00 (Proficient) 4.01-6.00 (Approaching Proficiency) 2.01-4.00 (developing) 2.00-0.00 (Beginning)

Table 8 shows the overall mean of 3.39 and standard deviation of 0.42 and interpreted as engaged on students in assessing competency in the performing arts in terms of remembering.

Most of the students are engaged in both define useful new vocabularies encountered in the lesson and Highlight important tips and suggestion in order to perform the activities well with the average weighted mean of 3.42 and standard deviation of 0.54 and 0.57 respectively.

It shows that most of the students value the importance of remembering unfamiliar words even in performing arts in order to attain holistic understanding of the lesson which leads them to focus on the tips and suggestion given by the teacher's application of knowledge in performance task for better implementation of the routine.

Meanwhile, students attain lowest engagement in searching support material that helps better retention of the lesson with the weighted mean of 3.36 and standard deviation of 0.56. It denotes that students are purely depending on the facts and learning materials provided during the online discussion and less likely to look for additional video material that aids the understanding of hip-hop dances. 21st century skills includes utilization of gadgets and integration of ICT resources yet the students are reluctant regarding the validity and reliability of online resources.

Krishnan, et al. (2017) suggest that in training expressive vocabulary, reproducing, recalling or restudying a word leads to similar production accuracy over the long term. There are practical reasons to prefer one training method over another like teacher's willingness to create drills for remembering concept by imitation rather than recall or student development of anxiety due to repetitive drill methods.

Table 9. Mean Score of the Assessed Cognitive Competency of students in the Performing Arts in Terms of Understanding

Statements	Mean	SD	Verbal Interpretation
1. Compare previous experiences to the lesson content.	3.32	0.55	Engaged
2. Summarize the lesson content into bite size useful information.	3.54	0.61	Highly Engaged
3. Express idea and examples about the lesson content.	3.42	0.54	Engaged
4. Interpret the lesson content and discuss key points.	3.32	0.47	Engaged
5. Associate lesson content in observable environment and other subjects.	3.34	0.59	Engaged
Overall	3.39	0.37	Engaged

Legend: 1.00-1.49 (Not Engaged) 1.50-2.49 (Slightly Engaged) 2.50-3.49-(Engaged) 3.50-4.49 (Highly Engaged)

Table 9 shows the overall mean of 3.39 and standard deviation of 0.37 and interpreted as engaged on students in assessing competency in the performing arts in terms of understanding.

Students are highly engaged in summarize the lesson content into bite size useful information with the weighted mean of 3.54 and standard deviation 0.61. It implies that students enables to absorbed complex information about hip-hop dances and its variety then they can break down the important details into simple manageable information that can be observed in responses during the discussions.

Also, students are engaged in expressing ideas and examples about the lesson content with the mean of 3.42 and standard deviation of 0.54. It can be viewed that students are fully able to share their own understanding about the lesson content by explaining the idea and giving examples from the previous experiences and observation in the community.

It can be viewed most of the respondents obtain least in both Compare previous experiences to the lesson content and Interpret the lesson content and discuss key points with the weighted mean of 3.32 and standard deviation of 0.55 and 0.47 respectively.

Students are participating in the discussion by explaining and giving certain examples yet they less focus on the comparison of previous experiences to the new ideas obtain during the discussion since they encountered difficulty in interpreting the lessons due to its complexity and finding the key concepts they need to understand.

Turley and Graham (2019) found on their studies that higher quantity and quality of student-teacher interaction significantly affects student learning and satisfaction as student received feedback after submission and participation which lead to development of learning, timeliness of student response and enthusiasm on learning for both teacher and student.

Lin, et al. (2017) found that the interaction between learners and teachers has a significant positive impact on online learners' learning satisfaction as well as on learning effects. The analysis in this research shows that the level of teacher–student interaction has a positive impact on learning engagement and

psychological atmosphere.

Table 10. Mean Score of the Assessed Competency of Students in the Performing Arts in terms of Applying

Statements	Mean	SD	Verbal Interpretation
1. Execute learning activities individually or collaboratively.	3.42	0.61	Engaged
2. Prepare dance presentation regarding lesson content.	3.08	0.72	Engaged
3. Execute the different tips and information during the activities.	3.30	0.58	Engaged
4. Figure out problems and difficulties and take initiative in solving it for better outcome.	3.32	0.51	Engaged
5. Modify the dance steps learned in the lesson.	3.28	0.70	Engaged
Overall	3.28	0.41	Engaged

Legend: 1.00-1.49 (Not Engaged) 1.50-2.49 (Slightly Engaged) 2.50-3.49-(Engaged) 3.50-4.49 (Highly Engaged)

Table 10 shows the overall mean of 3.28 and standard deviation of 0.41 and interpreted as engaged on students in assessing competency in the performing arts in terms of applying.

Students are also engaged in executing learning activities individually or collaboratively with the average weighted mean of 3.42 and standard deviation of 0.61.

It entails that students give attention in participating in different activities included in performing arts weather it is individual performance or by group since it requires coordination of one's body or synchronization of the routine with the group. With full understanding of the lesson content, students tend to apply the learning in different activities regardless of the number of individuals involved.

Students are engaged in figuring out problems and difficulties and take initiative in solving it for better outcome with the weighted mean of 3.32 and standard deviation of 0.51.

It means that students focused their development on looking for the challenges that may encountered during the application of lessons discussed and possible solutions applicable in dealing with the problems leading to better execution of routine during performances.

More so, students less engaged among the application of knowledge in Prepare dance presentation regarding lesson content with the weighted mean of 3.08 and standard deviation of 0.72.

Students encountered difficulty in creating routines in different aspect of performing arts since there are limited time to allot in practicing the skills and minimal supervision among the teachers which lead them to self-study. More so, the technical aspect of providing the video presentation also affects the students capacity to prepare dance performance due to availability of the gadget and complexity of video editing apps required.

Gopal, et al. (2021) Instructor's quality and learning consideration is vital on student learning in online class during pandemic which affects the lesson design in practical application of skills though it is hard on the part of teacher to implement authentic assessment online learning, it is necessary to employ innovation

and creativity in assessment and feed backing to assure better student performances.

Table 11. Summary Table on the Assessed Cognitive Competency of Student Engagement in the Performing Arts

Indicators	Mean	SD	Verbal Interpretation
Remembering	3.39	0.42	Engaged
Understanding	3.39	0.37	Engaged
Applying	3.28	0.41	Engaged
Overall	3.35	0.03	Engaged

Legend: 1.00-1.49 (Not Engaged) 1.50-2.49 (Slightly Engaged) 2.50-3.49-(Engaged) 3.50-4.49 (Highly Engaged)

Table 11 shows the overall mean of 3.35 and standard deviation of 0.03 with verbal interpretation of engaged in terms of perceived assessed cognitive competency of student engagement in the performing arts.

It entails that both remembering and understanding type of question having the mean of 3.39 with the standard deviation of 0.42 and 0.37 respectively. It showed that students were easily answered type of question regarding the important vocabulary related to the lesson and comprehend situation.

Meanwhile, Applying obtained least among the assed cognitive competency of performing arts students having the mean of 3.28 and standard deviation of 0.03. Meaning, students struggle in answering question requiring the application of concept and interpreting situational questions.

Lockl et al. (2020) reveal that students' ability to read well and their desire to put in effort specifically helped them cope with home learning. In order to support students with poorer reading abilities, it's crucial to pay extra attention to intelligible and less complex language in the text material and instructions that students must work on. Teaching strategies that are synchronous and participatory that allow students to ask professors questions may aid in resolving comprehension issues.

Table 12. Mean Score of the Assessed Behavioral Competency of Students in the Performing Arts in Terms of Participation

Statements	Mean	SD	Verbal Interpretation
1. Contribute ideas that build overall performance.	3.46	0.65	Engaged
2. Collaborate ideas and exchange thoughts with others.	3.38	0.60	Engaged
3. Assist other students in understanding the steps and performance.	3.46	0.58	Engaged
4. Help to organize the steps with respond to music.	3.40	0.67	Engaged
5. Participate in the discussion and understanding the routines.	3.40	0.64	Engaged
Overall	3.42	0.49	Engaged

Legend: 1.00-1.49 (Not Engaged) 1.50-2.49 (Slightly Engaged) 2.50-3.49-(Engaged) 3.50-4.49 (Highly

Engaged)

Table 12 shows the mean of 3.42 and standard deviation of 0.49 and interpreted as engaged on students in assessing competency in the performing arts in terms of participation.

Students are engaged both to contribute ideas that build overall performance and assist other students in understanding the steps and performance with the weighted mean of 3.46 and standard deviation of 0.65 and 0.58 respectively. It clearly states that students were able to elicit ideas that beneficial to group performances and build concept routines in performing arts based on the collaborative ideas of group members. Each member of the class learned to give comments and suggestion to improve routine and assisting their classmates who encountered difficulty to master the steps in order to deliver the task.

Meanwhile, students are engaged in collaborative ideas and exchange thoughts with others with the mean of 3.38 and standard deviation of 0.60. It entails that student found their way of developing and assist each other despite of difficulty in modality by exchange of ideas about the better routine and input in performing the task. With this, students actively present their task using different medium expecting better outcome with less burden due to collaborative suggestion among the class and through the comment of experts in the field who are present in the community.

Stenberg, et al. (2019) revealed on their study the positive and negative effect of group performance on student individual performance. They showed that learners in performing group significantly benefitted from the group members ensuring higher grades yet relying more on group member. While students in low performing group develops confusion rather than participation since they lack the ability to develop learning style individually or by group.

Table 13. Mean Score of the Assessed Behavioral Competency of Students in the Performing Arts in terms of Adaptability

Statements	Mean	SD	Verbal Interpretation
1. Consider the safety protocols in performing the activity.	3.58	0.50	Highly Engaged
2. Value the difficulty and complexity of the routine to the performance standard and revision.	3.36	0.53	Engaged
3. Observe the examples very well and draft my own idea of innovation with routines.	3.40	0.57	Engaged
4. Note difficulties and challenges to adjust different aspect of my performance.	3.34	0.56	Engaged
5. Modify music based on the selected routines and execution considerations.	3.30	0.68	Engaged
Overall	3.40	0.43	Engaged

Legend: 1.00-1.49 (Not Engaged) 1.50-2.49 (Slightly Engaged) 2.50-3.49-(Engaged) 3.50-4.49 (Highly Engaged)

Table 13 shows the mean of 3.40 and standard deviation of 0.49 and interpreted as engaged onstudents in assessing competency in the performing arts in terms of adaptability

Students are highly engaged in considering the safety protocols in performing the activity with the weighted mean of 3.58 and standard deviation of 0.50. It means that students highly focus on the pandemic consideration and adopts the health protocol imposed by government in development of routines in their performance since social distancing are highly advice which most of the group performances were affected.
Table shows that most of the students were engage by observing the examples very well and draft my own idea of innovation with routines with the weighted mean of 3.40 and standard deviation of 0.57.

It clearly states that students based the development of routine on the perceived examples presented during the online discussion that leads to innovation and creation of new routines from the collaborative ideas of the class.

Moreover, students are also engage in performing arts through modifying music based on the selected routines and execution considerations with the weighted mean of 3.30 and standard deviation of 0.68. This denotes that students are likely to modify and remix the music available online based on the routines created and number of formations to include in the performance. With this, students tend to consider the beats and steps as major adjustment in editing the music.

Zhang, et al. (2021) Students' willingness to adjust on the learning environment will lead to development of effective learning and achieving higher goals in learning. Also, it is reveled on the study that students' positive adaptation on learning during covid-19 significantly affects their learning perception and willingness in which they are more engage in activities and increase their academic performance.
Mean Score of the Assessed Behavioral Competency of Students in the Performing Arts in Terms of Organization

Table 14 Mean Score of the Assessed Behavioral Competency of Students in the Performing Arts in Terms of Organization

Statements	Mean	SD	Verbal Interpretation
1. Set the performance standard and objectives of the subject as my goal in activities.	3.44	0.64	Engaged
2. Create schedule and set timeline to assure the development of the task.	3.38	0.60	Engaged
3. Value the importance of resources and props for better performance.	3.36	0.72	Engaged
4. Give extra attention to details and alignment to performance expectation.	3.40	0.64	Engaged
5. Can compare the performance to the standards and rubrics given by teachers.	3.30	0.58	Engaged
Overall	3.38	0.36	Engaged

Legend: 1.00-1.49 (Not Engaged) 1.50-2.49 (Slightly Engaged) 2.50-3.49-(Engaged) 3.50-4.49 (Highly

Engaged)

Table 14 shows the average weighted mean of 3.38 and standard deviation of 0.36 and interpreted as engaged on students in assessing competency in the performing arts in terms of organization.

Students were engage in organization of performance through setting the performance standard and objectives of the subject as goal in activities with the weighted mean of 3.44 and standard deviation of 0.68.

It can be seen that students rely on the most essential learning competency included in the discussion as the lesson objectives to achieved and serve as a guide in establishing the routine to include in video performances. This objectives provide standardized competencies that student should poses after the performance task.

Also, students are engaged in organization of performance with the means of giving extra attention to details and alignment to performance expectation with the mean of 3.40 and standard deviation of 0.64.

It is responsibility of the teacher to give rubrics as basis for grading the performance which allows the students to aligned their performance and routine to the teacher's expectation by checking every details of the performance that includes choreography, coordination, choices of music and level of difficulty.

Meanwhile students obtained lowest engagement in valuing the importance of resources and props for better performance with the weighted mean of 3.36 and standard deviation of 0.72.

During pandemic students less consider the group performance even in performing arts due to health protocol that also leads to students less consideration with the use of different props and back drop resources during the performance since it is not economical to spend money for individual video performance.

Butt et al. (2021) Revealed that Information Communication Technology resources utilization aids the delivery of instruction during pandemic which allows the student and teacher's usability, flexibility, credibility and responsiveness yet affected by the quality of online learning experiences and usability perception that may affect their academic performances and learning.

Table 15. Summary Table of the Assessed Behavioral Competency of Student Engagement in the Performing Arts

Indicators	Mean	SD	Verbal Interpretation
Participation	3.42	0.49	Engaged
Adaptability	3.40	0.43	Engaged
Organization	3.38	0.36	Engaged
Overall	3.40	0.07	Engaged

Legend: 1.00-1.49 (Not Engaged) 1.50-2.49 (Slightly Engaged) 2.50-3.49-(Engaged) 3.50-4.49 (Highly Engaged)

Table 15 shows the overall mean of 3.40 and standard deviation of 0.07 with verbal interpretation of engaged in terms of assessed behavioral competency of student engagement in the performing arts.

It shows that students were engaged in terms of participation in online delivery of instruction through the use of IDEA lesson exemplar having the mean of 3.42 and standard deviation of 0.49. Meaning the students develop the sense of participation during the discussion as they share idea and observation as input for better understanding of the lesson.

Furthermore, organization obtained lowest engagement among performing arts students having 3.38 and standard deviation of 0.36. Meaning it is hard for the students to develop sense of organization in performing arts over the other behavioral competency since students requiring their attention to details and innovation applied in performing the task in the topic.

Hollister et al. (2022) revealed that the majority of students said they had trouble keeping in touch with their classmates and teachers as well as controlling the pace of their assignments. However, students had favorable opinions of the teaching staff. The majority of students reported feeling more at ease asking and responding to questions in online classrooms, indicating that there may be aspects of online learning that students are open to and that may also be advantageous in-person lectures.

Table 16. Significant Difference in the Pre-test and Posttest Scores in the Assessed Cognitive Competency in the Performing Arts

Cognitive Competency Pretes-Posttest	Pretest		Posttest		Sig. (2-tailed)	Interpretation
	Mean	SD	Mean	SD		
Remembering	6.26	2.13	8.02	1.32	.000	Significant
Understanding	5.28	2.41	8.76	1.46	.000	Significant
Applying	5.14	2.37	8.72	1.43	.000	Significant

Table 16 revealed difference between the pre-test and post test scores of grade 10 students in assessing their cognitive competency in performing arts.

It can be seen that all the cognitive competency has significant increase from pretest to posttest when it was tested at 5% level of significance. The result shows that after the online instruction with the use of IDEA lesson exemplar, students develop understanding of the lesson significantly develop using the medium and lesson format.

Scavarda et al. (2021) proved that technology integration and innovations facilitates distance learning even with difficulties in retention, attention, resources and skills, it improves flexible learning delivery preventing collapse in education progress.

Table 17. Students Behavioral Competency in the Performing Arts in terms of Belongingness

Statements	Mean	SD	Verbal Interpretation
1. I have maintained and initiate social interactions.	3.38	0.57	Engaged
2. I actively engage with other students.	3.38	0.57	Engaged
3. The activity have helped me boost my self-confidence and built strong bond towards one another.	3.50	0.58	Highly Engaged
4. I have understood and appreciate the feelings and thoughts of other students.	3.52	0.58	Highly Engaged
5. I have provided innovative ideas that complete the given task.	3.54	0.54	Highly Engaged
Overall	3.46	0.47	Engaged

Legend: 1.00-1.49 (Not Engaged) 1.50-2.49 (Slightly Engaged) 2.50-3.49-(Engaged) 3.50-4.49 (Highly

Engaged)

Table 17 shows overall mean of 3.38 and standard deviation of 0.36 and interpreted as engaged on students behavioral competency in the performing arts in terms of belongingness.

The table shows that students were highly engage in belongingness by providing innovative ideas that complete the given task with the weighted mean of 3.54 and standard deviation of 0.54.

It implies that students felt welcome and belong to the discussion and lesson development by giving their insights and ideas of creating the routines and apply creativity in the performance task to assure its completeness and execution in video dance performances.

More so, students were highly engage in belongingness as they understand and appreciate the feelings and thoughts of other students with the weighted mean of 3.52 and standard deviation of 0.58.
Students are sensitive on the class feeling and emotions regarding suggestion and delivery of the ideas that will contribute to the completeness of performance. They value other's emotion and effort upon giving suggestion and opinion when developing the routine and executing the performance.

Meanwhile, students are both engaged in maintaining and initiating social interactions and engagement with other students both obtained weighted mean 3.38 and standard deviation of 0.57.

Students execute belongingness in the class discussion and performance as they still value he social interaction by exchange of ideas regarding activities and giving the chance to contribute in the performance development. They practice the exchange of idea with the use of different video conferencing for planning and feed backing of performance as it is aligned to the most essential learning competency.

Baber (2021) Stated that instructor's creativity on developing instruction that poster interaction and learning will lessen the effect of anxiety due to social isolation. With this idea, the quality of instruction may increase promoting the exchange of ideas among learners and reducing the effect of social distancing leading to better result of online learning experience.

Table 18. Student's Behavioral Competency in the Performing arts in terms of Initiative

Statements	Mean	SD	Verbal Interpretation
1. Have form different kind of steps for dancing.	3.24	0.59	Engaged
2. Have maintained positive attitude, even when facing difficult situations.	3.50	0.51	Highly Engaged
3. Have processed all the different information about dancing that i acquired.	3.34	0.52	Engaged
4. Have performed and applied the new techniques I learned from the given topic.	3.46	0.50	Engaged
5. Have worked with other students to achieve the shared goals.	3.50	0.51	Highly Engaged
Overall	3.41	0.40	Engaged

Legend: 1.00-1.49 (Not Engaged) 1.50-2.49 (Slightly Engaged) 2.50-3.49-(Engaged) 3.50-4.49 (Highly Engaged)

Table 18 shows the overall mean of 3.41 and standard deviation of 0.40 and interpreted as engaged

on Students behavioral competency in the performing arts in terms of initiative.

It can be gleaned that students are highly engage both in maintaining positive attitude, even when facing difficult situations and working with other students to achieve the shared goals having the weighted mean of 3.50 and standard deviation of 0.51.

Practice of optimism in group discussion for planning and execution of the performance is important in performing arts even in the middle of pandemic implementation of distance learning. Students take consideration and initiative to work with classmates by pare or by group to develop ideas that fits on the activity objectives regardless of the challenges that may encounter.

More so, students are engage in performing different kind of steps for dancing with the weighted mean of 3.24 and standard deviation of 0.59. It denotes that most of the students less consider the execution of planned steps as not all the students are dances and they required assistance among expert in which they cannot initiate alone.

According to Rabia, et al. (2017), found out that study habits create stereotype belief on how much the persons learned, how far they can go and how much they can earn which affects the academic achievement.

Table 19. Student's Behavioral Competency in the Performing Arts in terms of Attentiveness

Statements	Mean	SD	Verbal Interpretation
1. Have worked persistently to achieve my goal.	3.46	0.54	Engaged
2. Behave ethically, even in difficult circumstances or situations	3.38	0.53	Engaged
3. Effectively combined the knowledge I obtained in the topic to the wisdom I already had about dancing.	3.30	0.54	Engaged
4. Kept myself on practicing, to avoid mistakes during the performance.	3.46	0.50	Engaged
5. Am ready to try new techniques and adapt some changes in the performance.	3.50	0.54	Highly Engaged
Overall	3.42	0.41	Engaged

Legend: 1.00-1.49 (Not Engaged) 1.50-2.49 (Slightly Engaged) 2.50-3.49-(Engaged) 3.50-4.49 (Highly Engaged)

Table 19 shows the overall mean of 3.41 and standard deviation of 0.40 and interpreted as engaged on Students behavioral competency in the performing arts in terms of initiative.

It can be gleaned that students are highly engage both in maintaining positive attitude, even when facing difficult situations and working with other students to achieve the shared goals having the weighted mean of 3.50 and standard deviation of 0.51.

Practice of optimism in group discussion for planning and execution of the performance is important in performing arts even in the middle of pandemic implementation of distance learning. Students take consideration and initiative to work with classmates by pare or by group to develop ideas that fits on the activity objectives regardless of the challenges that may encounter.

More so, students are engage in performing different kind of steps for dancing with the weighted mean of 3.24 and standard deviation of 0.59. It denotes that most of the students less consider the execution of planned steps as not all the students are dances and they required assistance among expert in which they

cannot initiate alone.

According to Rabia, et al. (2017), found out that study habits create stereotype belief on how much the persons learned, how far they can go and how much they can earn which affects the academic achievement.More so, students were engaged in combined the knowledge obtained in the topic to the wisdom already had about dancing with the weighted mean of 3.30 and standard deviation 0.54.

Student's previous experiences in the lesson content serve as the springboard of student's holistic understanding of the topic as they combine the schema with the presently discussed ideas to create

Hung (2021) concluded on his study that teachers who are using virtual instruction for assessment and feed backing create innovations in from traditional instruction to blended assessment framework which allows the teacher to reinforce the practice of student's strength and assist on weaknesses. More so, it facilitates motivation among learners to improve their initiative, motivation and self-directed learning skills

Table 20. Summary Table on the Perceived Behavioral Competency of in the Performing Arts

Indicators	Mean	SD	Verbal Interpretation
Belongingness	3.46	0.47	Engaged
Initiative	3.41	0.40	Engaged
Attentiveness	3.42	0.41	Engaged
Overall	3.43	0.04	Engaged

Legend: 1.00-1.49 (Not Engaged) 1.50-2.49 (Slightly Engaged) 2.50-3.49-(Engaged) 3.50-4.49 (Highly Engaged)

Table 20 shows the overall mean of 3.43 and standard deviation of 0.04 with verbal interpretation of engaged in terms of perceived behavioral competency of in the performing arts.

It shows that students were engaged in terms of belongingness having the mean of 3.46 and standard deviation of 0.47. Meaning the students activity participate in the lessons and activity and develop the sense of belongingness during the process of teaching and learning as they share observation, insights and idea leading to development of understanding and lesson.

For instance, initiative obtained lowest engagement among perceived behavioral competency of students in performing arts having the mean of 3.41 and standard deviation of 0.40. Meaning Learners hardly develop own initiative of positive development of ideas obtain from the discussion and sharing of insights.

Qutishat, et al. (2022) Based on attendance, class engagement, assignment delivery, and use of online learning tools, students' initiative was evaluated. Results showed that online education was successfully implemented, and students grasped the material content, according to a poll of students' course learning outcomes (CLOs). Further investigation revealed that the level of student interaction in the meeting class is rated low.

Test of Relationship between Variables

As shown in Table 21, the relationship between students engagement in terms of cognitive as to introduction, development, engagement and assimilation and behavioral engagement as to participation, adaptability and organization and cognitive competency in terms of remembering, understanding and applying

Table 21. Correlation between Grade 10 Student's Online Engagement in the Performing Arts and their Level of Cognitive Competency

Student's Engagement	Cognitive Competency		
	Remembering	Understanding	Applying
Cognitive Engagement			
Introduction	.238	.166	.254
Development	.686**	.455**	.567**
Engagement	.618**	.388**	.486**
Assimilation	.474**	.365**	.497**
Behavioral Engagement			
Participation	.481**	.710**	.756**
Adaptability	.553**	.747**	.620**
Organization	.565**	.649**	.673**

Legend: ** Correlation is significant at 0.01 level (two-tailed

Table 21 reveals that students cognitive competency in remembering do not have significant relationship with students' engagement in terms of cognitive and behavioral obtaining the p-value higher than 0.05.

Meaning, student's in depth understanding of core concept of performing arts is not only based on how the students are engage in different cognitive and behavioral activities provided during the lesson discussion but also with students willingness to attain higher score during the assessment of their understanding.

Serin (2017) Personal Teaching motivation of teacher affects the transfer of learning to the student. (Richardson, Abraham, & Bond, 2012) Filipino students with high level of motivation propel them to achieve their goal which requires wide range of academic related prerequisites.

Table 22. Correlation between Student's Online Engagement in the Performing Arts and their Level of Behavioral Competency

Student's Engagement	Behavioral Competency		
	Belongingness	Initiative	Attentiveness
Cognitive Engagement			
Introduction	.386**	.316*	.419**
Development	.338**	.413**	.600**
Engagement	.449**	.475**	.511**
Assimilation	.375**	.330**	.558**
Behavioral Engagement			
Participation	.778**	.774**	.703**
Adaptability	.574**	.694**	.694**
Organization	.508**	.498**	.595**

Legend: ** Correlation is significant at 0.01 level (two-tailed)
* Correlation is significant at 0.05 level (two-tailed)

As shown in Table 22 the relationship between students engagement in terms of cognitive as to

introduction, development, engagement and assimilation and behavioral engagement as to participation, adaptability and organization and cognitive competency in terms of belongingness, initiative and attentiveness.

Table reveals that students behavioral competency in remembering do not have significant relationship with students' engagement in terms of cognitive and behavioral obtaining the p-value higher than 0.05.

Clearly it represent that students are actively engage in terms of behavioral and cognitive aspect yet is not significantly related to behavioral competency during their delivery of dance performance since there is a barrier in using multi media and information communication technology that allows the students to re do and edit the recorded video.

Pokhrel & Chhetri (2021) affirmed that Educators found difficult on the authenticity of student's work as all the activities were done at home in which many parents guide and support their children during their learning process, and the extent and degree of support varies greatly.

Dayagbil, et al. (2021) assessed in his mixed method study upon triangulation that submission and assessment of student output creates major adjustment among teachers in higher education institution and its student for both online and offline which most of the time group activities are prohibited compared to traditional face to face instruction and requiring faculty members to innovate mode of instruction and assessment of student's competencies with the course.

Conclusion

In line with the findings of the study it can be concluded that, students are engage in online discussion as they actively participated in introduction, development and assimilation as they use previous experiences in new lesson, familiarize the lesson content, recall information through independent practices and reflect in own understanding though performance task.

On the other hand, students are proficient in remembering during pretest and least in applying but students mastered both the remembering and applying during the post test.

More so, students are engage in cognitive aspect of learning process such as remembering, understanding and applying. Also, the students are engage in behavioral aspect of learning such as participation, adaptability and organization.

Meanwhile, there is a significant difference between the pretest and posttest after the exposure of students in online discussion with the use of IDEA lesson exemplar. Thus, the posited null hypothesis is not sustained.

Finding show that there is no significant relationship between Grade 10 student's engagement in the performing arts and their level of cognitive and behavioral competency, thus the posited null hypothesis stating that there is no significant relationship between Grade 10 students online engagement in the performing arts is confirmed.

Recommendation

Based on the conclusion laid, the following suggestions are offered by the researcher:

1. School Administrators and School head were advised to design process flow, management flow and assessment flow of utilizing online flat form of delivery for applied subjects as basis for future organizational change and development.
2. Teachers may strengthen the use of IDEA lesson exemplar in distance learning implementation with application of innovated instruction and localized material for the students' holistic development and engagement.
3. Teachers may use the pre-test and posttest during the implementation of online delivery of the curriculum to asses students schema and development from the discussion.
4. Teachers may design instruction and activities that allows the learners to engage in cognitive and

behavioral aspect of learning process.

5. Teachers are encouraged to design performance task which allows the learners to exhibit their behavioral competencies and assessment methods that carefully observe the details of executing routines.
6. Teachers may integrate motivating students during discussion about the impact of lesson content in academic performance, enhancement of the skills and effect on one's development.
7. Teachers may consider different mode of assessing student's competency rather than submission of recorded video which is edited and manipulated using different applications.
8. Student were encourage to show positive response during online delivery of learning to attain full understanding, exhibit competencies and share knowledge leading to authentic assessment.

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