

Online Distance Learning: Its Relation To Learners' Socialization

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Abstract

Schools are considered an important agent of socialization; learners tend to develop life skills that benefit them daily. COVID-19 pandemic gravely affected the supposed socialization skills that learners must acquire. Hence, the Department of Education addressed the issue by drafting the BE-LCP; prescribing the academe to adapt to the situation. This study aims to find the relationship between Online Distance Learning and Learners' Socialization. The study is set during the implementation of Online Distance Learning Modality, as prescribed by the BE-LCP amidst pandemics. The respondents were Junior High School learners enrolled in Online Distance Learning Modality from the Public-School Districts of Liliw and Majayjay. Specifically, it sought answers to the following questions (1) What is the level of Online Distance Learning as to Cooperative Learning in terms of (1.1) Personal interdependence; and (1.2) Equal participation? (2) What is the level of Online Distance Learning as to Teaching Approaches in terms of (2.1) Collaborative; and (2.2) Inquiry-based? (3) What is the level of Learners' Socialization in terms of (3.1) Personality development, (3.2) Skills development, (3.3) Values formation, and (3.4) Social integration? (4) Is there a significant relationship between Online Distance Learning as Cooperative Learning and Learners' Socialization? And; (5) Is there a significant relationship between Online Teaching Approaches and Learners' Socialization?

Findings showed a significant relationship between online distance learning and cooperative learning in terms of personal interdependence and equal participation and learners' socialization as to personality development, skills development, values formation, and social integration. Learners who work well with their peers develop behavior, skills, and values acceptable in society. In addition, there is a significant relationship between online distance learning as to teaching approach in terms of collaborative and inquiry-based approach and learners' socialization as to personality development, skills development, values formation, and social integration. This justified that collaborative and inquiry-based teaching approaches, though in online distance learning, are in accordance with learners' socialization. Learners who work well with their peers develop behavior, skills, and acceptable values in society. Based on the gathered data, the respondents realize and acknowledge the benefits of Online Distance Learning to their Learners' Socialization Process, which is anchored through the data that the respondents strongly agree with all the statements provided which illustrate its positive impact on them, as a person and as a learner.

The research further reveals a significant relationship between Online Distance Learning, Cooperative Learning and Teaching Approaches, and Learners' Socialization across all indicators under each parameter. Therefore, the hypotheses stating that "Online Distance learning as to Cooperative Learning and Teaching Approaches has no significant relationship to Learners' Socialization is rejected.

Based on the findings and conclusions, the following recommendations were set forth: (1.) Home and school coordination are recommended since learners take their classes at home; teachers may encourage parents to be more engaged in their child's education, (2.) Teachers may develop new teaching-learning strategies and approaches to addressing the needs of learners across all learning modalities amidst distant learning (3.) School administration, DRRM Coordinator, Guidance-in-charge, Safety and Health Officer may continue to provide relevant training for teachers concerning mental health and learners' socialization. It should be included in schools' LCP (Learning Continuity Plan), (4.) Curriculum developers may continue providing the educational system with the most updated instructional material for the most comprehensive and reliable teaching reference (5.) Future researchers may use the findings of this study as the basis of a similar and/or relevant topic.

Keywords: Online Distance Learning, Learners' Socialization, Learning Continuity Plan (BE/ES)

1. Main Text

Introduction

In sociology, schools have been considered an important agent of socialization. Learners across the globe developed sets of skills in the academe, making them equipped with ideas and concepts in dealing with real-life lessons. As discoursed by Wentzel (2015), contextual affordances, or supports and opportunities that enhance the development of children's school-based competences, are used to define socialization. Schools are seen as complex systems that can provide learners with different capabilities as a consequence of the school itself and through social interactions and interpersonal relationships entrenched in the educational process.

Online distance learning is a modality where learners receive instruction through online classes, video recordings, video conferencing, or other audio-visual technology mediums. It allows learners to get an education without physically attending a class. It is characterized as a platform for education in which the majority of the contact between teachers and learners takes place over the internet. It is considered the most effective and versatile kind of education available today. In the present set-up brought forth by the COVID-19 event, schools offer the use of the internet to cater to students virtually. Classes, meetings, and school events are held through video-conferencing applications. Students consult with their teachers virtually, and students contact their peers via the internet.

With the general knowledge presented above, concerning the current set-up in the delivery of instruction, does a learner still develop their socialization skills? This supports the researchers' attempt to conduct the study entitled *Online Distance Learning: Its Relation to Learners' Socialization*.

Background of the Study

During this pandemic, the academe was struck down, causing it to close the books and shift to a new set-up. As reported by UNICEF (2021), over 168 million children globally have been absent from schools since the beginning of the pandemic, and an estimated 27 million from the Philippines. Closing schools has terrible effects on children's education and well-being; those who are the most vulnerable and do not have access to remote learning are at a higher risk of never returning to school. Amidst the challenge brought by the pandemic, the Department of Education has conceptualized a drastic change to the modality being offered to learners. As per DEPED Order No. 18-s.2020, known as the Basic Education Learning Continuity Plan (BE-LCP), the delivery of education in the country must meet the changes in our system. In a statement, DEPED Secretary Leonor Briones (2020), justified that Basic Education Learning Continuity Plan (BE-LCP) is the governments' major response to COVID-19. It aims to provide quality distance learning to all learners through alternative means using self-learning modules (SLM) and learner's packet (LeaP) in digital and printed form, use of radio and television, and the internet.

Online Distance Learning features the teacher as a facilitator, encouraging active engagement from learners through various technologies accessed over the internet. At the same time, they are physically separated during class. Online learning allows live synchronous instruction making it like the pre-pandemic Face-to-face Instruction. However, it requires participants to have a good and stable internet connection. It has a higher level of interaction than other types of distance learning. Learners can use the internet to download materials, complete and submit assignments online, and participate in webinars and virtual classes. In sociology, humans tend to socialize with other people to develop social and other skills. The socialization process usually occurs in schools, especially with children. Schools are complex systems that can provide learners with different capabilities as a consequence of the school itself and through social interactions and interpersonal relationships entrenched in the educational process. Although learners continue their education through online modality, there are still lapses in the holistic development of their skills. As what the famous quotation from John Dewey states "no man is an island,"; learning and socialization skills are not guaranteed in this setting.

Liliw National High School in the District of Liliw and Sta. Catalina Integrated National High School in the District of Majayjay are the sole public schools in their respective district that offer Online Distance Learning Modality to its Junior High School learners. These two institutions are considered top-performing schools in the Division of Laguna. Both schools have adopted BE-LCP, which aims to create specific goals designed to measure and attain outcomes for the school year 2021-2022. Liliw National High Schools' actual enrolment for ODL Modality since September 2021 was 166 (10.21%) of the 1521 student population. While in Sta. Catalina Integrated National High Schools, the actual enrolment for ODL Modality since September 2021, was 67 (4.63%) of the 1446 student population. Several learning platforms, such as Google Suite (Meet, Drive, Classroom, etc.), Kahoot, Slideshare, Quizizz, Mentimeter, and others, were used by ODL Teachers to engage learners' participation in class. With the key concepts presented above concerning the education system in times of pandemic and the socialization of learners which are being developed in the school community, the researcher aims to determine the relationship between Online Distance Learning Learners' Socialization in the Districts of Liliw and Majayjay.

Theoretical Framework

Socialization in schools plays a vital part in learners' development; skills utilized several theories with regard to Cognitive Learning and Collective Behavior to support the conduct of this research.

Cognitive Learning Theory

The Theory of Cognitive Learning, credited to Jean Piaget (1936), discusses understanding how the human mind works; focuses on how the brain processes information and how learning occurs through the internal processing of information. Piaget believed that knowledge is actively constructed by learners based on their existing cognitive structures. The cognitive Learning Process is centered on the mental processes the learner takes in, interprets, stores, and retrieves information. It is believed that individuals act on beliefs, thoughts, knowledge, attitudes, feelings, and an understanding of themselves and the environment when interpreting stimulus. Cognitive Learning Theory outlines how learners process information when learning. Through socialization, learners would acquire new knowledge from their peers and connect to them emotionally and understand them fully.

Convergence Theory

On the other hand, Clark Kerr's Convergence theory (1960) discussed that like-minded individuals banded together tend to have shared predispositions for certain forms of behavior. Since the 1960s, the term convergence theory has had a more specific connotation in sociological discourse, referring to the proposed link between economic development and related changes in social organization, including work and industrial organization, class structure, demographic patterns, family characteristics, education, and the role of government in ensuring basic social and economic security. The most common and contentious application of convergence theory has been in the study of modernization, where it is linked to the concept that emerging countries' experiences would mirror those of Western industrialized ones. However, it has frequently been observed that, while there are parallels among industrialized civilizations, these similarities are primarily limited to the technology they employ and the patterns of change in this technology. Other factors, such as political systems, religious systems, beliefs, and even economic conditions, are, to a significant extent, society-specific variables. In convergence Theory, socialization is observed when a group of learners is bonded together in a similar goal, where it is most likely to observe unity among them. Convergence theory is not an across-the-board transformation. Although technologies may be shared, it's not as likely that more fundamental aspects of life such as religion and politics would necessarily converge—though they may. The researcher utilized Kerr's Convergence theory to identify whether the socialization process occurs to learners even in the online modality.

Social Strain Theory

Lastly, Robert K. Merton, who famed Social Strain Theory (1938), believes that a combination of factors generates the right conditions or situations conducive to the development of collective behavior. According to this theory, social systems may compel citizens to commit crimes. Strain can be structural, referring to societal processes that filter down and influence how an individual view his or her own needs. Individual strain refers to the frictions and aches that an individual experience when he or she searches for ways to meet personal requirements. This stress can infiltrate society's social structures, pressuring citizens to become criminals. Merton's theory suggests that most people strive to achieve culturally recognized goals. A state of anomie develops when access to these goals is blocked to entire groups of people or individuals. The result is deviant behavior characterized by rebellion, retreat, ritualism, innovation, and conformity.

The cited theories are significant to the current study. They support the learning and socialization process in the school settings since the researcher aims to determine the relationship between Online Distance Learning Learners' Socialization in the Districts of Liliw and Majayjay.

Statement of the Problem

This study determined the relationship between Online Distance Learning and Learners' Socialization Process in the Districts of Liliw and Majayjay.

Specifically, it sought answers to the following questions:

1. What is the level of Online Distance Learning as to Cooperative Learning in terms of:
 - 1.1. Personal interdependence; and
 - 1.2. Equal participation?
2. What is the level of Online Distance Learning as to Teaching Approaches in terms of:
 - 2.1. Collaborative; and
 - 2.2. Inquiry-based?
3. What is the level of Learners' Socialization in terms of:
 - 3.1. Personality development;
 - 3.2. Skills development;

3.3. Values formation; and,

3.4. Social integration?

4. Is there a significant relationship between Online Distance Learning as Cooperative Learning and Learners' Socialization?
5. Is there a significant relationship between Online as to Teaching Approaches and Learners' Socialization?

Methodology

This research explores online distance learning and learners' socialization. However, specifically, it addressed the relationship between the online distance learning modality implemented in schools amidst pandemic and learners' socialization in the Public-school Districts of Liliw and Majayjay.

Research Design

The researcher adopted the Descriptive design under the Quantitative method of research. According to Boudah (2011), a Descriptive research design will help the researcher plan and carry out descriptive details about people, places, and other phenomena. This type of research design is often associated with Anthropology, Sociology, Psychology, and the field of Education. This research aims to analyze the relationship between Online Distance Learning and Learners' Socialization in the Districts of Liliw and Majayjay.

Population and Sampling Technique

The researcher has utilized Stratified Sampling Technique to identify the study's respondents. Where one samples specific proportions of individuals from various subpopulations (strata) in the larger population—is meant to ensure that the subjects selected represent the population of interest (Strategy and Statistics in Clinical Trials, 2011). Respondents were identified through Slovin's Formula with a margin of error of 0.05. Out of 233 ODL Learners (166 and 67 in the Districts of Liliw and Majayjay, respectively), 148 were selected as respondents to this study.

Research Procedure

The researcher observed the possible problem during online classes, especially in schools in time of pandemic. Hence, continuously seeks the answer to formulate a research problem formally.

Upon the approval by the faculty of Graduate Studies and Applied Research of Laguna State Polytechnic University, Santa Cruz Main Campus, the researcher then sought permission from the DepED Laguna - Division Superintendent. Upon the approval, the researcher forwarded the endorsement to the District Supervisors of the Districts of Liliw and Majayjay and the respective Principals of Liliw National High School and Sta. Catalina Integrated National High School. In the questionnaire administration, the researcher sought assistance from the advisers of Online Distance Learners of both schools. Through them, the researcher forwarded a Google Form link to gather the necessary data needed for the analysis and interpretation. The questionnaire was validated by experts and was administered to the respondents. The respondents have given enough time to internalize and answer the questionnaire thoroughly. The responses were then tabulated, analyzed, and interpreted.

Research Instrument

The researcher formulated a questionnaire, which was subjected to validation from the experts in the field of Social Science in order to gather the necessary data to answer the research problems. The questionnaire evaluates the level of Cooperative Learning, Teaching Approaches during Online Distance Learning, and Learners' Socialization in the Districts of Liliw and Majayjay.

Likert Scale is used for the interpretation with the values of the gathered data. The equivalent raw scores were as follows:

Scale	Range	Description	Verbal Interpretation
4	3.25-4.00	Strongly Agree	Very High
3	2.50-3.24	Agree	High
2	1.75-2.49	Disagree	Low
1	1.00-1.74	Strongly Disagree	Very Low

Statistical Treatment of Data

The following statistical tools were utilized to give a clearer meaning to the gathered data.

Mean, the weighted mean, and standard deviation were used to determine the level of Cooperative Learning, Teaching Approaches during Online Distance Learning, and Learners' Socialization in the Districts of Liliw and Majayjay.

Pearson-r is used to determine the relationship between Cooperative Learning and Teaching Approaches during Online Distance Learning and Learners' Socialization in the Districts of Liliw and Majayjay.

Level of Online Distance Learning as to Cooperative Learning

Online distance learning is one of the new regular modalities which the education system implemented widely nowadays due to the pandemic. Cooperative learning is one of the methods of teaching that is being used not only in traditional face-to-face learning but also in an online modality to enhance the teaching and learning process.

In this study, the level of online distance learning and cooperative learning was described in terms of personal interdependence and equal participation, determined by the weighted mean and standard deviation.

Table 1. In terms of Personal Interdependence

STATEMENT	Mean	SD	Remarks
Through cooperative learning...			
1. I enjoy working with my peers in an online activity.	3.41	0.51	Strongly Agree
2. In an online activity, I make sure that I keep in touch with my peers to accomplish tasks.	3.34	0.59	Strongly Agree
3. My peers and I depend on each other's strengths and knowledge to accomplish tasks.	3.20	0.62	Agree
4. Collaborating with my peers helps me to understand the lessons fully.	3.40	0.59	Strongly Agree
5. Collaborating with my peers helps me work effectively in an online activity.	3.40	0.60	Strongly Agree
Grand Mean	3.35		Strongly Agree
Interpretation	Very High		

Legend:

Scale	Range	Remarks	Interpretation
4	3.25 – 4.00	Strongly Agree	Very High
3	2.50 – 3.24	Agree	High
2	1.75 – 2.49	Disagree	Low
1	1.00 – 1.74	Strongly Disagree	Very Low

The table shows that in terms of personal interdependence, the level of cooperative learning in online distance learning was *very high*, as evidenced by the grand (M=3.35). The respondents viewed that personal interdependence plays a vital role in students' learning. It can be gleaned that the respondents *strongly agree* that *through cooperative learning, students enjoy working with their peers in an online activity* obtaining the highest (M=3.41, SD=0.51). Besides, the respondents *agree* that *working with their peers in cooperative learning depends on each other's strengths and knowledge to accomplish tasks* bearing the lowest (M=3.20, SD=0.62). This result further explains that through collaborating with their peers, learners could accomplish given tasks even in online distance learning. As discoursed by Manquil et al. (2021), personal interdependence occurs when learners recognize the presence of their peers; they collaborate well to enhance everyone's learning. Johnson et al. (2014) believed that personal interdependence maximized interaction and learning. Lastly, Yeziarski (2018) stated that interdependence allows all learners to express their thoughts and opinions. Emphasizing that learners are not blank slates. Interdependence allows for learners to (1) share individual knowledge; (2) debate between said individual knowledge points; (3) use argument techniques to change possible misconceptions within other learners; and (4) piece together individual ideas to build new and more "whole" ideas.

Table 2. In terms of Equal Participation

STATEMENT	Mean	SD	Remarks
Through cooperative learning...			
1. I prefer equal participation among my peers in accomplishing online activities.	3.53	0.50	Strongly Agree
2. In group work, the assigned leader ensures that all members have equal tasks.	3.51	0.54	Strongly Agree
3. I make sure that I accomplish my tasks.	3.55	0.54	Strongly Agree
4. Every member of the group has a fair share of the accomplishment.	3.45	0.57	Strongly Agree

5. I make sure that I acknowledge my peer's participation.	3.47	0.54	Strongly Agree	70
Grand Mean	3.50		Strongly Agree	
Interpretation	Very High			

Legend:

Scale	Range	Remarks	Interpretation
4	3.25 – 4.00	Strongly Agree	Very High
3	2.50 – 3.24	Agree	High
2	1.75 – 2.49	Disagree	Low
1	1.00 – 1.74	Strongly Disagree	Very Low

The table reveals that in terms of equal participation, cooperative learning in online distance learning was *very high*, as evidenced by the grand (M=3.50). The respondents viewed that equal participation plays a vital role in learners' socialization. It can be gleaned that the respondents *strongly agree* that *through cooperative learning, students make sure that they accomplish their tasks* obtaining the highest (M=3.55, SD=0.54). Besides, the respondents *strongly agree* that *in cooperative learning, every group member has a fair share of the accomplishment* bearing the lowest (M= 3.45, SD=0.57). This result further explains that students could develop rapport with their peers even in online distance learning through collaboration. Learners' participation is much anticipated in effective collaborative learning (University of Waterloo, n.d). As Strauß & Rummel (2021) discoursed that unequal participation is a problem for collaborative learning since it limits opportunities for fruitful collaboration among learners and lowers their happiness.

Level of Online Distance Learning as to Teaching Approaches

Online distance learning is one of the new normal modalities which the education system implemented widely nowadays due to pandemic. Hence, teaching approaches such as collaborative and inquiry-based are usually used in teaching teachers to encourage students' participation in an online modality and enhance the teaching and learning process. In this study, the level of online distance learning and teaching approaches was described in terms of collaborative and inquiry-based approaches, determined by the weighted mean and standard deviation.

Table 3. In terms of Collaborative

STATEMENT	Mean	SD	Remarks
Through collaborative approach...			
1. My peers and I are getting used to working together even in an online activity.	3.22	0.62	Agree
2. I enhanced my creativity.	3.42	0.51	Strongly Agree
3. I find learning easier.	3.22	0.61	Agree
4. I develop a good working relationship.	3.32	0.56	Strongly Agree
5. My peers and I are getting equal opportunities to excel in class.	3.30	0.56	Strongly Agree
Grand Mean	3.30		Strongly Agree
Interpretation	Very High		

Legend:

Scale	Range	Remarks	Interpretation
4	3.25 – 4.00	Strongly Agree	Very High
3	2.50 – 3.24	Agree	High
2	1.75 – 2.49	Disagree	Low
1	1.00 – 1.74	Strongly Disagree	Very Low

The table shows that in terms of collaborative, the level of teaching approach in online distance learning was *very high* as evidenced by the grand (M=3.30). This means that the respondents viewed that the collaborative approach used by teachers impacts learners' socialization. It can be gleaned that the respondents *strongly agree* that *through a collaborative approach, students enhanced their creativity* obtaining the highest (M=3.42, SD=0.51). Besides, the respondents *agree* that *in a collaborative approach, students are getting used to working together even in an online activity*; and *they develop a good working relationship* bearing the lowest (M= 3.22, SD=0.62; SD=0.61). This result further explains that through a collaborative approach, students could work among their peers even in online distance learning as teachers devise ways to integrate collaboration in a distant modality. In Corpuz and Salandanan's (2015) discourse, the word "collaborative" suggests that this teaching approach involves a group of learners or teachers and students working together to learn together by solving problems, completing tasks, or creating a

product. Scager et al. (2017) stated that collaborative learning in higher education should be designed using challenging and relevant tasks that build shared ownership with learners. Social interaction is crucial for effective collaboration; learning outcomes have been found to depend on the quality of student discussions.

Table 4. In terms of Inquiry-based

STATEMENT	Mean	SD	Remarks
Through inquiry-based approach...			
1. I can actively interact with my peers in an online activity.	3.49	0.56	Strongly Agree
2. I enjoy self-discovery learning.	3.40	0.66	Strongly Agree
3. I develop critical thinking skills.	3.30	0.61	Strongly Agree
4. I start getting curious which stimulates problem-solving skills.	3.28	0.57	Strongly Agree
5. I engage with research-based activities.	3.39	0.54	Strongly Agree
Grand Mean	3.35		Strongly Agree
Interpretation	Very High		

Legend:

Scale	Range	Remarks	Interpretation
4	3.25 – 4.00	Strongly Agree	Very High
3	2.50 – 3.24	Agree	High
2	1.75 – 2.49	Disagree	Low
1	1.00 – 1.74	Strongly Disagree	Very Low

The table below shows that in terms of inquiry-based, the level of teaching approach in online distance learning was very high, as evidenced by the grand (M=3.35). This result means that the respondents viewed that the inquiry-based approach used by teachers encourages students' participation. It can be gleaned that the respondents *strongly agree* that *through an inquiry-based approach, students can actively interact with their peers in an online activity* obtaining the highest (M=3.49, SD=0.56). Besides, the respondents *strongly agree* that *an inquiry-based approach makes students start curious, which stimulates problem-solving skills* that bear the lowest (M= 3.28, SD=0.57). This finding further explains that students could work among their peers through an inquiry-based approach even in online distance learning as teachers devise ways to integrate collaboration in a distant modality. The teaching approach is a set of principles, beliefs, or ideas on nature translated into the classroom. For Corpuz and Salandanan (2015), the Inquiry-based approach is effective when learners begin formulating questions, risking answers, probing for relationships, making their discoveries, reflecting on their findings, and acting as researchers and writers of a study or reports. Kidman and Casinader (2017) explore inquiry-based approaches to teaching and learning and prove that direct participation among learners and emphasis on the teacher's expertise made it effective. Higher-thinking skills developed through this approach also drive learners to socialize with their peers to work on a certain concept or idea.

Level of Learners' Socialization

Learners' socialization is usually developed inside schools but is gravely affected when classes are held in an alternative setup. Whereas, in the new normal education brought forth by the COVID-19 pandemic, the academe was asked to adapt to the changes in the approach and the teaching-learning process that would benefit the learners' socialization. In this study, the level of learners' socialization was described in terms of personality development, skills development, values formation, and social integration, which was determined by the weighted mean and standard deviation.

Table 5. In terms of Personality Development

STATEMENT	Mean	SD	Remarks
Through socialization...			
1. I develop self-confidence and self-esteem.	3.38	0.61	Strongly Agree
2. I can make friends and interact naturally with others.	3.33	0.62	Strongly Agree
3. I develop a growth mindset.	3.43	0.51	Strongly Agree
4. I can connect emotionally with my peers.	3.17	0.64	Agree
5. I improve my thoughts towards other people.	3.36	0.56	Strongly Agree
Grand Mean	3.33		Strongly Agree
Interpretation	Very High		

Legend:

Scale	Range	Remarks	Interpretation
4	3.25 – 4.00	Strongly Agree	Very High
3	2.50 – 3.24	Agree	High
2	1.75 – 2.49	Disagree	Low
1	1.00 – 1.74	Strongly Disagree	Very Low

The table shows that in terms of personality development, the level of learners' socialization in online distance learning was *very high*, as evidenced by the grand ($M=3.33$). This finding means that the respondents viewed that personality development impacts learners' socialization. It can be gleaned that the respondents *strongly agree* that *through socialization, students develop a growth mindset* obtaining the highest ($M=3.43$, $SD=0.51$). Besides, the respondents *agree* that *in socialization, students can connect emotionally with their peers* bearing the lowest ($M= 3.17$, $SD=0.64$). This result indicates that through socialization, students were able to develop their personality, by which learners were able to build a persona while socializing among their peers. As Harappa (2020) discoursed that personal development is a lifelong process that assists you in evaluating your life goals and upskilling to reach your full potential. It enables one to take control of the activities and be proactive. Personality, Abbott (2021), provides complex and sometimes contradicting individual views that can raise interesting questions and debates about the nature of human personality, informing our understanding and hopefully leading us to more significant insights.

Table 6. In terms of Skills Development

STATEMENT	Mean	SD	Remarks
Through socialization...			
1. I develop the social skills that benefit me in interacting with my peers.	3.39	0.55	Strongly Agree
2. I improve my speaking and interpersonal skill.	3.29	0.52	Strongly Agree
3. I improve my organizational skill.	3.34	0.50	Strongly Agree
4. I can contemplate and solve problems.	3.36	0.50	Strongly Agree
5. I can make decisions and be responsible for my actions.	3.38	0.60	Strongly Agree
Grand Mean	3.35		Strongly Agree
Interpretation	Very High		

Legend:

Scale	Range	Remarks	Interpretation
4	3.25 – 4.00	Strongly Agree	Very High
3	2.50 – 3.24	Agree	High
2	1.75 – 2.49	Disagree	Low
1	1.00 – 1.74	Strongly Disagree	Very Low

The table shows that in terms of skills development, the level of learners' socialization in online distance learning was *very high*, as evidenced by the grand ($M=3.35$). This result explains that the respondents viewed that personality development impacts learners' socialization. It can be gleaned that the respondents *strongly agree* that *through socialization, students develop the social skills that benefit interaction among peers* obtaining the highest ($M=3.39$, $SD=0.55$). Besides, the respondents *strongly agree* that *students improve their speaking and interpersonal skills in socialization*, bearing the lowest ($M= 3.29$, $SD=0.52$). This result explains that through socialization, students were able to develop their skills which are vital to the day-to-day activities of learners. Banaag and Cruz (2016) mentioned that communication, interpersonal relationships, and occupational skills are the much-needed social skills a person must hone and develop through socialization. Socialization drives the development of necessary skills of a learner. Developing a set of skills equipped learners to be life-ready after they attend school.

Table 7. In terms of Values Formation

STATEMENT	Mean	SD	Remarks
Through socialization...			
1. My morale is developed whenever I interact with my peers.	3.47	0.55	Strongly Agree
2. I take my teacher as a role model in situating a good attitude towards my peers.	3.59	0.49	Strongly Agree
3. I show respect to other people no matter who they are.	3.62	0.51	Strongly Agree
4. I am aware that my behavior impacts my peers.	3.43	0.60	Strongly Agree

5. I believe we can learn valuable things from other people.	3.47	0.51	Strongly Agree	73
Grand Mean	3.52		Strongly Agree	
Interpretation	Very High			

Legend:

Scale	Range	Remarks	Interpretation
4	3.25 – 4.00	Strongly Agree	Very High
3	2.50 – 3.24	Agree	High
2	1.75 – 2.49	Disagree	Low
1	1.00 – 1.74	Strongly Disagree	Very Low

The table below shows that in terms of values formation, the level of learners' socialization in online distance learning was *very high*, as evidenced by the grand ($M=3.52$). This result explains that the respondents viewed that personality development impacts learners' socialization. It can be gleaned that the respondents *strongly agree* that *through socialization, students show respect to other people no matter whom they are* obtaining the highest ($M=3.62$, $SD=0.51$). Besides, the respondents *strongly agree* that *students are aware that their behavior impacts their peers* in socialization, bearing the lowest ($M= 3.43$, $SD=0.60$). This result further explains that students were able to meditate on their values through socialization. Values make a person react to situations and chart the directions of his life by clarifying its purpose and meaning, as Tiglaio et al. (2012) discoursed. Values are the added good elements in the behavior of a person. Moral values provide the social and perceptual framework within which judgments are meaningful. Values have something to do with the thing a person gives importance to. This will reflect what kind of community they are living of.

Table 8. In terms of Social Integration

STATEMENT	Mean	SD	Remarks
Through socialization...			
1. I improve my class participation.	3.46	0.56	Strongly Agree
2. I can help my peers whenever I see them struggling in an online class.	3.28	0.56	Strongly Agree
3. I can apply what I have learned from school in my community.	3.38	0.56	Strongly Agree
4. I have become aware of social issues and trends in my community.	3.44	0.54	Strongly Agree
5. I can participate in community activities.	3.31	0.55	Strongly Agree
Grand Mean	3.37		Strongly Agree
Interpretation	Very High		

Legend:

Scale	Range	Remarks	Interpretation
4	3.25 – 4.00	Strongly Agree	Very High
3	2.50 – 3.24	Agree	High
2	1.75 – 2.49	Disagree	Low
1	1.00 – 1.74	Strongly Disagree	Very Low

The table shows that in terms of skills development, the level of learners' socialization in online distance learning was *very high*, as evidenced by the grand ($M=3.37$). This finding means that the respondents viewed that personality development impacts learners' socialization. It can be gleaned that the respondents *strongly agree* that *through socialization, students improved their class participation* obtaining the highest ($M=3.46$, $SD=0.56$). Besides, the respondents *strongly agree* that *in socialization, students help their peers whenever they see them struggling in an online class* bearing the lowest ($M= 3.28$, $SD=0.56$). This result further explains that students could apply the values they learned from school to their community through socialization. As Banaag and Cruz' (2016) discourses, social integration allows the socialization process by becoming part of a society or a civic group. Integration into society binds individuals to the norms and customs of a specific group of people. As Tiglaio et al. (2012) discoursed, social interactions among individuals and groups is characterized by concern for others and the idea of democracy, love of freedom, equality, and respect for human rights. Social integration and participation play a vital role in a learner's socialization process. Learners tend to acquire knowledge from other people being part of a community; therefore, they apply this learning in their phase.

Significant Relationship between Online Distance Learning as to Cooperative Learning and Learners' Socialization

Minitab 14 was utilized to compute the data gathered and treat them statistically using Pearson's Correlation Coefficient or Pearson's *r*. The computed *p*-values were compared to the significance level at 0.05 to determine the significant relationship between online distance learning and cooperative learning and learners' socialization.

Revealed in the below result were the significant relationship between online distance learning as to cooperative learning in terms of personal interdependence and equal participation and learners' socialization as to personality development, skills development, values formation, and social integration.

Table 9. Significant Relationship between Online Distance Learning as to Cooperative Learning and Learners' Socialization

Variables	r-value	Degree of Correlation	p-value	Analysis
Personal Interdependence Personality Development	0.443	Moderate	0.000	Significant
Personal Interdependence Skills Development	0.606	Strong	0.000	Significant
Personal Interdependence Values Formation	0.615	Strong	0.000	Significant
Personal Interdependence Social Integration	0.594	Moderate	0.000	Significant
Equal participation Personality Development	0.579	Moderate	0.000	Significant
Equal participation Skills Development	0.606	Strong	0.000	Significant
Equal participation Values Formation	0.690	Strong	0.000	Significant
Equal participation Social Integration	0.609	Strong	0.000	Significant

**significant at .05 level of significance*

Range	Degree of Correlation
±0.81 – ±1.00	Very Strong
±0.61 – ±0.80	Strong
±0.41 – ±0.60	Moderate
±0.21 – ±0.40	Weak
±0.00 – ±0.20	Negligible

It was manifested that collaborative learning in personal interdependence showed a *significant* relationship to learners' socialization as to personality development, skills development, values formation, and social integration; the obtained *p*-values were all (0.000), which were lower than (0.05) level of significance. The computed *r*-values (0.443) and (0.594) indicate a *moderate correlation* between personal interdependence, personality development, and social integration. However, personal interdependence revealed a *solid correlation* to skills development and values formation, as evidenced by the *r*-values (0.606) and (0.615). This finding justifies that personal interdependence, though in online distance learning, is according to learners' socialization. Learners who work well with their peers develop behavior, skills, and values acceptable in society. On the same note, equal participation in collaborative learning exhibited a *significant* relationship to learners' socialization as to personality development, skills development, values formation, and social integration, the gained *p*-values were all (0.000), which were lower than (0.05) level of significance. The computed *r*-value (0.579) marked a *moderate* correlation between equal participation and personality development while a *strong correlation* was revealed between equal participation and learners' socialization as to skills development, values formation and social integration supported by the computed *r*-values (0.606), 0.690) and (0.609). This result means that learners' equal participation in collaborative learning may define their socialization.

Significant Relationship between Online Distance Learning as to Teaching Approaches and Learners' Socialization

Minitab 14 was utilized to compute the data gathered and treat them statistically using Pearson's Correlation Coefficient or Pearson's *r*. The computed *p*-values were compared to the significance level at 0.05 to determine the significant relationship between online distance learning as to teaching approach and learners' socialization.

Revealed in the below result was the significant relationship between online distance learning and teaching approach in terms of collaborative and inquiry-based approach and learners' socialization as to personality development, skills development, values formation, and social integration.

Table 10. Significant Relationship between Online Distance Learning as to Teaching Approaches and Learners' Socialization

Variables	r-value	Degree Correlation	of p-value	Analysis
Collaborative Personality Development	0.630	Strong	0.000	Significant
Collaborative Skills Development	0.723	Strong	0.000	Significant
Collaborative Values Formation	0.620	Strong	0.000	Significant
Collaborative Social Integration	0.682	Strong	0.000	Significant
Inquiry-based Personality Development	0.690	Strong	0.000	Significant
Inquiry-based Skills Development	0.739	Strong	0.000	Significant
Inquiry-based Values Formation	0.612	Strong	0.000	Significant
Inquiry-based Social Integration	0.755	Strong	0.000	Significant

***significant at .05 level of significance**

Range	Degree of Correlation
±0.81 – ±1.00	Very Strong
±0.61 – ±0.80	Strong
±0.41 – ±0.60	Moderate
±0.21 – ±0.40	Weak
±0.00 – ±0.20	Negligible

It was manifested that the approaches used by teachers in terms of collaborative approach showed a *significant* relationship to learners' socialization as to personality development, skills development, values formation, and social integration; the obtained p-values were all (0.000), which were lower than (0.05) level of significance. The computed r-values (0.630), (0.723), (0.620), and (0.682) indicate a *strong correlation* between collaborative and personality development skills development, values formation, and social integration, respectively. This finding justified that the collaborative teaching approach, though in online distance learning, is in accordance with learners' socialization. Learners who work well with their peers develop behavior, skills, and values acceptable in society. On the same note, the inquiry-based approach exhibited a *significant* relationship to learners' socialization as to personality development, skills development, values formation, and social integration; the gained p-values were all (0.000), which were lower than (0.05) level of significance. The computed r-value (0.690), (0.739), (0.612), and (0.755) marked a *strong correlation* between the inquiry-based approach and learners' socialization as to personality development, skills development, values formation, and social integration. This finding means that the inquiry-based approach used by teachers may define learners' socialization.

Summary of Findings

This study investigated the relationship between online distance learning and learner socialization within the Districts of Liliw and Majayjay, Laguna, during the COVID-19 pandemic.

Specifically, it sought to answer the following questions (1) What is the level of Online Distance Learning as to Cooperative Learning in terms of (1.1) Personal interdependence; and (1.2) Equal participation? (2) What is the level of Online Distance Learning as to Teaching Approaches in terms of (2.1) Collaborative; and (2.2) Inquiry-based? (3) What is the level of Learners' Socialization in terms of (3.1) Personality development, (3.2) Skills development, (3.3) Values formation, and (3.4) Social integration? (4) Is there a significant relationship between Online Distance Learning, Cooperative Learning, and Learners' Socialization? And; (5) Is there a significant relationship between Online Teaching Approaches and Learners' Socialization?

Descriptive design was utilized to analyze the data systematically. A survey and a research-made questionnaire in the form of a 4-point Likert scale were used. Mean, weighted mean, and standard deviation were used for the descriptive questions, while Pearson-r was used for the inferential questions.

Based on the gathered data, the following findings are hereby presented:

1. Level of Online Distance Learning as to Cooperative Learning

In terms of personal interdependence, the level of cooperative learning in online distance learning was very high. The respondents viewed that personal interdependence plays a vital role in students' learning. Hence, in terms of equal participation, the level of cooperative learning in online distance learning was very high. The respondents viewed that equal participation plays a vital role in learners' socialization. This result further explains that through collaborating with their peers, learners could accomplish given tasks even in online distance learning.

2. Level of Online Distance Learning as to Teaching Approaches

In terms of collaboration, the level of teaching approach in online distance learning was very high. This means that the respondents viewed that the collaborative approach used by teachers impacts learners' socialization. Hence, the teaching approach in online distance learning was very high in terms of inquiry-based. This means that the respondents viewed that the inquiry-based approach used by teachers encourages students' participation. This further explains that through collaborative and inquiry-based approaches, students were able to work among their peers even in online distance learning as teachers devise ways to integrate collaboration in a distant modality.

3. Level of Learners' Socialization

Regarding personality development, the level of learners' socialization in online distance learning was very high. This means that the respondents viewed that personality development impacts learners' socialization. While, in terms of skills development, the level of learners' socialization in online distance learning was very high. This means that the respondents viewed that personality development impacts learners' socialization. Moreover, in terms of value formation, the level of learners' socialization in online distance learning was very high. This means that the respondents viewed that personality development impacts learners' socialization. Lastly, in terms of skills development, the level of learners' socialization in online distance learning was very high. This means that the respondents viewed that personality development impacts on learner's socialization. This further explains that through socialization, students were able to develop their personality and skills, meditate on their values, and apply the values they learned from school to their community, by which learners were able to build a persona while socializing among their peers.

4. Significant Relationship between Online Distance Learning as to Cooperative Learning and Learners' Socialization

There are significant relationships between online distance learning and cooperative learning in terms of personal interdependence and equal participation, and learners' socialization as to personality development, skills development, values formation, and social integration. It was manifested that collaborative learning in terms of personal interdependence showed a significant relationship to learners' socialization as to personality development, skills development, values formation, and social integration. It showed a moderate correlation between personal interdependence, personality development, and social integration. However, personal interdependence revealed a strong correlation to skills development and values. On the same note, equal participation in collaborative learning exhibited a significant relationship to learners' socialization as to personality development, skills development, values formation, and social integration, marking a moderate correlation between equal participation and personality development, while a strong correlation was revealed between equal participation and learners' socialization as to skills development.

This justified that personal interdependence, and equal participation, though in online distance learning, are following learners' socialization. Learners who work well with their peers develop behavior, skills, and acceptable values in society.

5. Significant Relationship between Online Distance Learning as to Teaching Approaches and Learners' Socialization

There are significant relationships between online distance learning and the teaching approach in terms of collaborative and inquiry-based approach and learners' socialization as to personality development, skills development, values formation, and social integration. It was manifested that the approaches used by teachers in terms of collaborative approach showed a significant relationship to learners' socialization as to personality development, skills development, values formation, and social integration, resulted a strong correlation between collaborative and personality development, skills development, values formation and social integration respectively. On the same note, the inquiry-based approach exhibited a significant relationship to learners' socialization as to personality development, skills development, values formation, and social integration, marking a strong correlation between the inquiry-based approach and learners' socialization as to personality development, skills development, values formation, and social integration.

This justified that the collaborative and inquiry-based teaching approach, though in online distance learning, is in accordance with learners' socialization. Learners who work well with their peers develop behavior, skills, and values acceptable in society.

Conclusion

Based on the gathered data, the respondents realizes and acknowledges the benefits of Online Distance Learning to their Learners' Socialization Process, which is anchored through the data that shows the respondents strongly agrees with all the statement provided that illustrates its positive impact on them, as a person and as a learner.

The research further reveals a significant relationship between Online Distance Learning, Cooperative Learning and Teaching Approaches, and Learners' Socialization across all indicators under each parameter.

Therefore, the hypotheses "Online Distance Learning as to Cooperative Learning and Teaching Approaches has no significant relationship to Learners' Socialization of students from the Districts of Liliw and Majayjay." are rejected.

Recommendation

Based on the aforementioned findings and conclusions, the following recommendations were set forth:

1. Home and school coordination are recommended since learners take their classes at home; teachers may encourage parents to be more engaged in their child's education.
2. Teachers may develop new teaching-learning strategies and approaches to addressing the needs of learners across all learning modalities amidst distant learning.
3. School administration, DRRM Coordinator, Guidance-in-charge, Safety and Health Officer may continue to provide relevant training for teachers concerning mental health and learners' socialization. It should be included in schools' LCP (Learning Continuity Plan).
4. Curriculum developers may continue providing the educational system with the most updated instructional material for the most comprehensive and reliable teaching reference.
5. Future researchers may use the findings of this study as the basis of a similar and/or relevant topic.

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