

Perceived Distance Learning and Self-Assessed CSS NCII Skills among Senior High School Student in Davao City: A Correlational Inquiry

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Abstract:

Learning is extremely challenging in today's world. The lives of students and teachers in Davao City are becoming more difficult as a result of technological advancements, as most pupils are unfamiliar with the new setup of distant learning education. Today's students are growing up in a world that is defined by rapid technological development and innovation. This study intends to find out the degree of the relationship of perceived distance learning and the self-assessment of CSS NCII skills among senior high school students in Davao City. Specifically, this study seeks, to answer the following questions. Perceived Distance Learning is 4.88 with a standard deviation of 0.436. This means that the level of Perceived Distance Learning is Very High. And the Level of the Self-Assessment CSS NCII Skills in terms of Basic Literacy Skills is 3.82 with a standard deviation of .625. This means that level of Self-Assessment CSS NCII skill in terms of Basic Literacy Skills is high. The mean of the Level of the Self-Assessment CSS NCII Skills in terms of Intermediate Literacy Skills is 3.93 with a standard deviation of .602. This means that level of Self-Assessment CSS NCII skill in terms of Intermediate Literacy Skills is high. The mean of the Level of the Self-Assessment CSS NCII Skills in terms of Advance Literacy Skills is 3.68 with a standard deviation of .755. This means that level of Self-Assessment CSS NCII skill in terms of Advance Literacy Skills is high. And the positive correlation between the Perceived Distance Learning and Self-Assessment of CSS NCII Skills. Since, p-value is $.000 < 0.05$, then we reject the null hypothesis. There is a significant relationship between Perceived Distance Learning and Self-Assessment of CSS NCII Skills. With this positive correlation, this implies that when the Perceived Distance Learning increases, the CSS NCII Skills also increases. On the strength of relationship between variables, with the value of $r=.679$, it has a Strong Positive Relationship.

Keywords —Distance Learning, CSS NCII SKILL, Literacy Skills, Self-assessment, Davao City

I. INTRODUCTION

Today's new normal, learning is very difficult. Through technology, the life of students and teachers in Davao City is getting harder than before since most of the students are not used to the new

setup distance learning education. Learners nowadays are growing up in a world characterized by technological change and innovation.

Distance Learning

Distance learning may give a huge impact of big adjustment on students as they are quietly used to classroom learning. This study intends to know how it affects Distance learning education through the CSS NCII skills among senior high students in Jose Maria College. However, not only the students have the disadvantage on this new normal way of learning there is also our professional teachers who are having a hard time in this distance learning for they're not only sharing their knowledge through the modules that are releasing every cycle, but they have also paperwork on school that needs to tend nor pass before their deadline, one of them is the student's record of their scores on their assessment in every subject and cycle of the semester.

According to Malley & McCraw, 1999 Information distribution modules have since expanded as a result of emerging developments, which now include online and distance education [1]. These emerging instructional innovations are often applied without a thorough understanding of their implications. Students view distance learning and online learning technologies as providing certain advantages.

ICT Skill

When it comes to finding work in our community, the use of ICT (Information and Communication Technologies) has almost become a necessity [2]. As a result, the aim of this study is to determine the emphasis that students at the University of Huelva's Faculty of Business Studies and Tourism place on the acquisition of ICT skills for their potential professional success and the control they have over them achieved throughout their years of learning.

Nonetheless, information and communication technology (ICT) has had a heavy impact on open and distance learning (ODL) in the Philippines [3]. Other than the availability of these technologies, factors like geographic location, a lack of ICT expertise and skills, and financial constraints all play a role in determining which ICT to use and in what combination. Indeed, the use of a specific ICT

must seek to bridge the digital divide and democratize access to high-quality education, in addition to addressing such pedagogical issues.

When a decision is taken to use technology in ODL, it has been seen that this decision affects not just the teaching and learning environment, but also the emergence of new cultures, ideas, and comprehension [4]. Simply put, the implementation of information and communication technology (ICT) will change and increase expectations for both users and institutions.

As the pandemic affected the learnings of the senior high students in Davao City, we decided to make a study to see on how the students will come up with this new normal way of getting to continue with their education. Thus, our focus relay on the high school students in Davao City. The COVID-19 pandemic has become a public health concern, with significant educational consequences. As a result, learning strategies were delivered by distance learning halfway through the second semester of the academic year 2019 - 2020. We wanted to see how DL (Distance Learning) compared to classroom learning from the students' viewpoint.

Theoretical Framework

This research is anchored to two theories: the "Transactional Distance Theory" developed by Michael G. Moore a professor at The Pennsylvania State University and the founder of The American Journal for Distance Education, and the other one is "Skills of an Effective Administrator" by Robert Katz.

Transactional Distance Theory

In his Theory of Transactional Distance, Michael G. Moore claims that in distance learning contexts, the teacher-student separation can "lead to contact gaps, a psychological space of possible misunderstandings between instructors' and learners' behaviors." (Moore & Kearsley, 1996, p. 200) [5]. But this is not simply a geographic separation of teachers and learners because more importantly this is a pedagogical concept. When

learners and teachers are divided by space and/or time, it is a term that describes the universe of teacher-learner relationships that exist (Moore, 1997) [6].

The entire point and intent of this theory is to simplify the various relationships and strengths of relationships among and between the variables determining transactional distance, particularly teacher and learner behavior.

Katz's Three Skill Approach Theory: Technical Skills

These three skills were recognized by Robert Katz in the model that he proposed to Harvard Business Review, titled “Skills of an Effective Administrator” from 1995 these are technical skills, human skills and conceptual skills. But we will only be going to use the technical skills because it is connected to our second variable. Technical skills refer to capability and competency on explicit arrangement of information that expects you to comprehend specific sort of work, in case you're in fact based and you have incredible abilities, you're bound to see how the association is framed and how you can take care of authoritative issues. This is not only applicable to those who are in business so everyone can possess this particular skill for them to improve and make some progress in different kind of fields [7].

Conceptual Framework

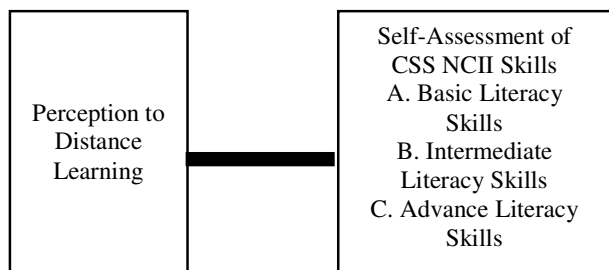


Figure 1. Conceptual Framework of the Study

Figure 1 above presents the conceptual model that will be used in this study. The diagram shows the relationship between perceived distance learning and CSS NCII Skills in the midst of pandemic. The left side represents the independent variable while in the right side represents the dependent variable of the study to show if both variables have a significant relationship or significant relationship.

Research Questions

This study intends to find out the degree of the relationship of perceived distance learning and the self-assessment of CSS NCII skills among senior high school students in Davao City. Specifically, this study seeks, to answer the following questions:

1. What is the level of the perceived distance learning among senior high school students in Davao City?
2. What is the level of the self-assessment CSS NCII skills among senior high school students in Davao City?
3. Is there a significant relationship between perceived distance learning and the self-assessment of CSS NCII skills among senior high school students in Davao City?

Null Hypothesis

Ho1: There is no significant relationship between perceived distance learning and CSS NCII Skills among senior high school students in Davao City.

II. METHODOLOGY

Research Design

A descriptive correlational analysis approach was used in this study. Descriptive

research is a form of research that focuses on describing the characteristics of the population or phenomenon being investigated (Bhat, 2019) [8]. There are three possible results of a correlational study: a positive relationship a negative relationship, and no relationship (McLeod, 2018) [9]. Also, the researchers will use descriptive correlation since they will investigate and examine two variables. This method is appropriate in this study to identify the impact of Distance Learning towards ICT Skills. The studies involved a questionnaire to assess the Level Distance Learning and the Level of ICT Skills of the senior high school students in Jose Maria College.

Research Locale

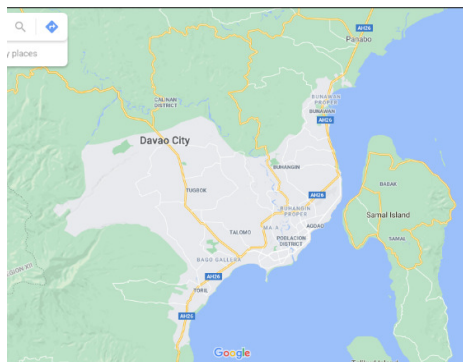


Figure 2. Research Locale

Davao City, 8000 Davao Del Sur, Philippines. The study will be conducted at, Davao City, 8000 Davao del Sur.

Participants of the Study

The respondents of the study are all Senior High Students in Davao City. There are a total of 50 participants in the study thru Quota sampling.

Sampling Techniques

In this study the researchers will choose the CSS II senior high students on Davao City with the maximum of fifty (50) students. It is already fulfilling the standard minimum acceptable sample size for the correlational study.

The minimum acceptable size for the correlational study is not less than thirty (30). The key explanation that researchers use circumstantial questionnaire sampling is that it allows them to sample a subset of individuals that are especially relevant to the analysis. Purposive sampling, also known as judgment sampling, entails the researcher using their expertise to select a sample that is most beneficial to the study's objectives. One of the key aims of a Quota survey is to create a sample that can be said to be representative of the population. This is often accomplished by selecting a sample of elements that represents across parts of the population in a non-random way using specialist knowledge of the population.

Quota sampling is a non-probability sampling technique in which researchers establish a pool of people that constitute a population. These people were chosen by the researchers based on unique characteristics or attributes [10].

Statistical Treatments

Using IBM SPSS Statistics, the responses from the surveyed questionnaire will be tallied and tabulated. The statistician is enlisted to assist the researcher in analysing and interpreting the findings using the required statistical instrument.

1. Descriptive Statistics – are short descriptive coefficients that summarize a data set, which can be

a representation of the entire dataset or a sample of it.

2. T-test – This is utilized to analyse the two population's means through the use of statistical examination.

3. ANOVA – is an analyses tool used in statistics that split an observed aggregate variability found inside a data set into two parts. The systematic factors have an analytical influence on the given data set, while the random elements do not. Analysts use the ANOVA test to determine the impact that independent variables have on the dependent variable in a regression study.

4. Pearson r – is the one most commonly used in statistics. This measures the strength and direction of a linear relationship between two variables.

Data Collection Procedures

Data was gathered using questionnaires in the form of an online survey and test material. The materials listed above were important sources of knowledge for resolving the research problems. Data is the most important thing for researchers to have while doing studies. The types of information researchers gather on the objects of their study are referred to as data [11]. As a result, data is regarded as the most important thing to gather prior to analysis. The method of analysis, which is quantitative research, is followed. The information used is numerical.

The researchers will gather data using a variety of materials and resources, as well as online survey questionnaires created with Google Forms. Online polls have a range of advantages over other sample methods. By asking the subject audience to engage in the study, an online survey is a fair way to gather data from them [12].

To perform the study, the researcher will first seek permission from the Jose Maria College Davao City participants and clarify the research's goals. After participants agreed to participate in the

study and signed the informed consent form, the researcher would distribute the questionnaires by submitting a connection to the survey questionnaire in Google Forms to them via Facebook Messenger. Furthermore, the data will be gathered electronically and counted before being statistically analysed using appropriate statistical techniques.

Research Instrument

In quantitative research studies, the two most popular research instruments are questionnaires and surveys [13]. According to McLeod (2018), questionnaires are a type of written interview that allows for the relatively inexpensive, fast, and effective collection of large amounts of data from a large sample [14]. In this case, the researcher will collect, measure, and analyse data from study participants using a questionnaire in the form of an online survey and test material (Google form).

- The first survey questionnaire that was used was a self-assessment checklist in the form of a Likert scale that was used as the primary tool for data collection. This entails collecting facts on the subject in a subjective way. The questionnaire was framed in accordance with Maryland Technology Literacy Standards for Students and was based on the criteria mentioned in the study's statement of the issue [15].
- The second adopted survey questionnaire entitled "Is Online Learning Right for me?" was developed by the Northern Virginia Community College Extended Learning Institute. There are three options for each multiple-choice question. It is recommended that students choose any one of the three options. [16].
- Authenticity and durability of instruments apply to how well they measure what they claim to measure. Validity and reliability refer to the accuracy and precision of a survey/questionnaire, which are important aspects of study methodology [17].

- Items for the questionnaire: According to the researcher, each item on the questionnaire was related to and intended to test a specific feature of the study's objectives.

Ethical Considerations

During the course of this research, a crucial factor was observed. Since it included people, extreme aversion to the participants was observed. To ensure full cooperation during the interview, the location of work and personal profiles was not disclosed. At all costs and at all times, they were safe and valued. The informants' well-being was ensured, and any sort of distress was avoided. Many of the responses were kept confidential, and all of the statements cited were coded to protect the informants' identities.

The following are the most important ethical consideration guidelines that will be discussed by scholars.

Respect for the dignity and anonymity of research subjects should be a top priority. This is done to ensure that all participants are mindful of the study's purpose and goals before they begin. Participants may opt out at any point without compromising their eligibility to engage in subsequent activities or study.

The participants' full permission will be obtained prior to the report. The researcher would ensure that everyone participating with the project understands the study's objectives. To receive their permission, they will be granted written consent.

Both personally identifying information will be available to researchers. Furthermore, scholars will think about how papers will be organized so that people can't be named even though their names aren't listed. Stress, discomfort, anxiety, lowered self-esteem, or a breach of privacy can all result from psychological or physical harm. During the planning phase, the researcher assures that participants would not be affected in some way, whether deliberately or unconsciously

III. RESULTS AND DISCUSSION

This section contains the analysis and interpretation of the data received from the participants' responses. The presentation of data are arranged in the following sequence: of the Distance Learning and Self-Assessed CSS NCII Skills in terms of Basic Literacy Skills, Intermediate Literacy Skills and Advance Literacy Skills.

Perceived Distance Learning

Reliability Statistics

Cronbach's Alpha	N of Items
.811	16

The instrument has a good level of Internal Consistency.

CSS NCII Skills

Reliability Statistics

Cronbach's Alpha	N of Items
.811	16

The instrument has an excellent level of Internal Consistency.

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

This study intends to find out the degree of the relationship of perceived distance learning and the self-assessment of CSS NCII skills among senior high school students in Davao City. Specifically, this study seeks, to answer the following questions:

1. What is the level of the perceived distance learning among senior high school students in Davao City?

Table I. Level of Perceived Distance Learning n=36

Indicators	\bar{x}	SD	Description
Perceived Distance Learning	4.88	.436	Very High

Range of Mean	Description Interpretation
1.00-1.80	Very low
1.81-2.60	Low
2.61-3.40	Moderate
3.41-4.20	High
4.21-5.00	Very High

Table I. The mean of Perceived Distance Learning is 4.88 with a standard deviation of 0.436. This means that the level of Perceived Distance Learning is Very High

2. What is the level of the self-assessment CSS NCII skills among senior high school students in Davao City?

Table II. Level of the Self-Assessment CSS NCII Skills, n=36

Indicators	\bar{x}	SD	Description
Basic Literacy Skills	3.82	.625	High
Intermediate Literacy Skill	3.93	.602	High
Advance Literacy Skills	3.68	.755	High

Table II. The mean of the Level of the Self-Assessment CSS NCII Skills in terms of Basic Literacy Skills is 3.82 with a standard deviation of .625. This means that level of Self-Assessment CSS NCII skill in terms of Basic Literacy Skills is high. The mean of the Level of the Self-Assessment CSS NCII Skills in terms of Intermediate Literacy Skills is 3.93 with a standard deviation of .602. This means that level of Self-Assessment CSS NCII skill in terms of Intermediate Literacy Skills is high. The

mean of the Level of the Self-Assessment CSS NCII Skills in terms of Advance Literacy Skills is 3.68 with a standard deviation of .755. This means that level of Self-Assessment CSS NCII skill in terms of Advance Literacy Skills is high.

3. Is there a significant relationship between perceived distance learning and the self-assessment of CSS NCII skills among senior high school students in Davao City?

Table III:
Perceived Distance Learning and the Self-Assessment of CSS NCII Skill

Independent Variable	\bar{x}	SD	r-Value	P-Value
Perceived Distance Learning	3.91	.436	.679	.000

Dependent Variable	\bar{x}	SD	r-Value	P-Value
Perceived Distance Learning	3.81	.595		

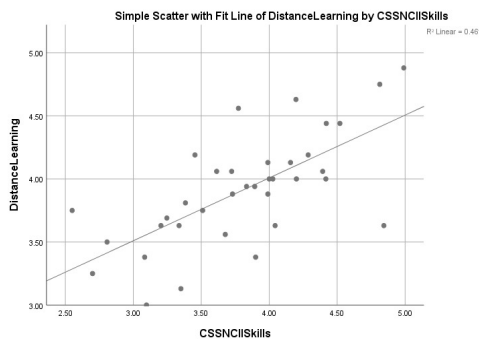
**p>0.00*p>0.05

Range of r-Value	Description Interpretation
0.00 to \pm 0.20	Negligible Positive Relationship
0.21 to \pm 0.40	Weak Positive Relationship
0.41 to \pm 0.60	Moderate Positive Relationship
0.61 to \pm 0.80	Strong Positive Relationship
0.81 to \pm 0.99	Very High/Very Strong Positive Relationship
\pm 1.00	Perfect Relationship

Table III. Shows the positive correlation between the Perceived Distance Learning and Self-Assessment of CSS NCII Skills. Since, p -value is $.000 < 0.05$, then we reject the null hypothesis. There is a significant relationship between Perceived Distance Learning and Self-Assessment of CSS NCII Skills. With this positive correlation, this implies that when the Perceived Distance Learning increases, the CSS NCII Skills also increases. On the strength of relationship between variables, with the value of $r = .679$, it has a Strong Positive Relationship.

Figure 3. Scatter Plot of Data Values

The grey dots represents the 36 respondents which stand as each respondent scores in the independent and dependent variables. The black line stand for the trend of the relationship that represents the arrangements of the dots.



Descriptive Statistics

	N	Minimum	Maximum	Mean	STD. Deviation
Distance Learning	36	3.00	4.88	3.9133	.43601
Valid N(listwise)	36				

Descriptive Statistics

	N	Minimum	Maximum	Mean	STD. Deviation
Basic Literacy Skills	36	2.21	5.00	3.8169	.62485
Intermediate Literacy Skills	36	2.35	5.00	3.9342	.620227
Advance Literacy Skills	36	2.14	5.00	3.6781	.755481
Valid	36				

N(listwise)					
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Descriptive Statistics

	Mean	Std. Deviation	N
Distance Learning	3.9133	.43601	36
CSS NCII Skills	3.8097	.59458	36

Correlation

		Distance Learning	CSS-NCII Skills
Distance Learning	Pearson Correlation	1	.679**
	Sig. (2-tailed)		.000
	N	36	36
CSS-NCII Skills	Pearson Correlation	.679**	1
	Sig(2-tailed)	.000	
	N	36	36

** . Correlation is significant at the 0.01 level (2-tailed).

The results also relate to the study of Buladaco et.al, wherein ICT Skills or Competencies in general has been a large part of the students' motivations in their learnings and education especially in higher education. The research will also determine the relationship between online game engagement and attitude towards online classes among Davao del Norte State College students. The study will also determine the relationship between online game engagement and online classes' attitudes towards Davao del Norte State College students [18].

IV. CONCLUSIONS

In this study the researchers address the significant relationship between Perceive Distance learning and CSS NCII Skill among senior high school students in Davao City. This study gets all the findings after conducting the online form survey questionnaire to find out the research questions. This paper also presents suggestions that will be useful for the next researchers.

On the research question number 1, displays the level of the perceived distance learning among senior high school students in Davao City indicating a description of very high.

Next is the research question number 2, the level of the self-assessment CSS NCII skills among senior high school students in Davao City concerns the level of self-assessment of CSS NCII Skills in terms of Basic Literacy Skill, Intermediate Literacy Skill, and Advance Literacy Skill that indicate that has high level of literacy skills.

And for research question number 3, determine if there is a significant relationship between perceived distance learning and the self-assessment of CSS NCII skills among senior high school students in Davao City. This study find out that there is strong positive relationship between Perceived distance learning and Self-Assessment of CSS NCII Skills.

The researcher offers some recommendations based on the findings of the study. If students are seeking in CSS degree, then they need to pay closer attention not just to academics but also to their talents. Students should also practice the necessary CSS skills, but they should also take a break now and again to assess if they are performing well academically. In other circumstances, this might be used to modify students' self-control or how they divide their time between academic and practical pursuits.

For the sake of future researchers. In a new location or study environment, the researcher plans to perform a study on academic and practical interests, as well as other behavioural aspects. This research might help future studies on Perceived Distance Learning and Self-Assessed CSS capabilities.

ACKNOWLEDGEMENT

We, the Researchers from Jose Maria College taking up Bachelors of Science in Information Technology, are very pleased and honoured to work with our Quantitative Instructor Professor Mark Van M. Buladaco we have learned appreciate all your comments, suggestions and encouragements. Thank you for letting us experience making such an academic requirement – Quantitative Research we could use for future purposes.

- To our statistician Prof. JevannelBorlio we are grateful for being our statistician without your help, this research could not be completed.

- To all the members of the Franz Nikko Dacara, Feb Brian Donguila, BrynnaJanielPotenciano, Jonathan Gumapac, Chin Alia, and Paul Boncales this will not be possible of without a support of contribution of each other.

- Moreover, above all, to our dear lord for giving us knowledge, guidance, power and determination for this study being successful.

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