E-LEARNING IN COVID-19: LIVED EXPERIENCES OF COLLEGE STUDENTS OF NOTRE DAME OF MIDSAYAP COLLEGE LIVING IN REMOTE AREA

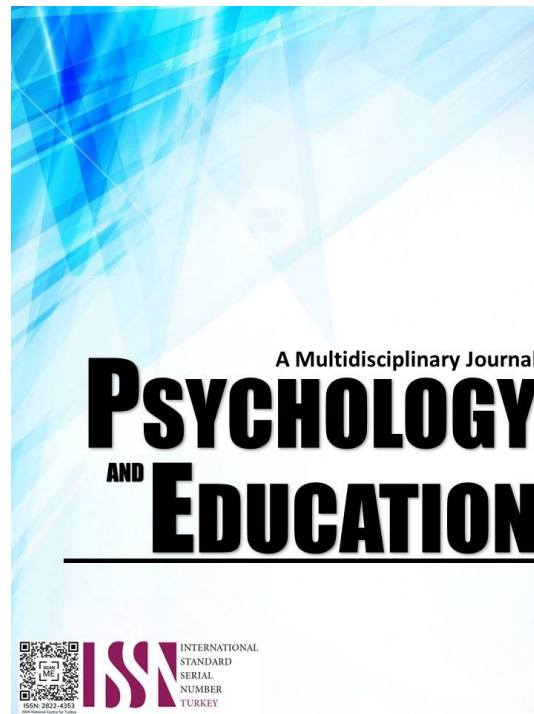# E-Learning in COVID-19: Lived Experiences of College Students of Notre Dame of Midsayap College Living in Remote Area

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Abstract

This study was conducted to determine the lived experiences of college students of Notre Dame of Midsayap College living in remote area, the challenges they encounter and their survival mechanisms towards e-learning. The researcher applied descriptive phenomenological design to explore the phenomenon and experiences of college students on e-learning while living in remote area. The ten (10) competent conversational partners (CPs) were selected through the use of purposive and snowball sampling. The interview guide was used as the main research instrument. Their responses were properly recorded, transcribed, interpret and analyzed thematically. The results explore 3 key concepts or main themes that emerged as important for CPs lived experience, they are preparation of e-learning resources, internal and external challenges, and survival mechanism. It is discovered that e-learning have an adverse outcome to CPs living in remote area. The confronted challenges such as noisy environment, financial related problem, time management, and technical issues contributed to the worsen situation of educational system on e-learning. However, those challenges were positively address by the CPs through acceptance, managing time, self-distraction, parents' support, active coping and self-motivation. Therefore, college students of Notre Dame of Midsayap College living in remote area positively accepted and adapt to e-learning through their various coping mechanisms and strive to continue amidst the situation in e-learning.

Keywords: *e-learning, challenges, remote area*

Introduction

"Living in a remote area is not easy because it is hard to find a place where there is an internet connection", a common statement from the participants of this study. Despite the fact that practically everyone has internet access, over 5 million households do not have broadband internet connection at home, leaving millions of pupils behind (Lynch, 2017).

The 21st century students faced many problems in technologies and pandemic, this leads to schools and institutions to shift on e-learning. The unexpected changes to online learning became measures of organizational agility (Wu, 2020) with several academic institutions primarily focused on the transfer of educational content to the digital world and not specifically on online teaching and delivery methods.

Nonetheless, it was a reminder of the lack of resources in academic institutions and the social marginalization of students, where insufficient access and availability of the internet and the lack of latest technology affected in organizational responsiveness and student's capacity to participate in digital learning (Karademir et al., 2020). This crisis has exposed the many inadequacies and inequities in our education system from access to the broadband and computer's needed for online education, and the supportive environment needed to focus on learning, up to the misalignment between resources and needs (Hanushek et al., 2021).

In addition, the Australian government has identified students in remote areas as an equity target group, recognizing that their physical and geographical isolation may act as barriers to successful study outcomes (Department of Communication Technology and the Arts, 2000).

In some Southeast Asian countries, the so-called digital gap remains a major concern for both students and educators. Worse, some people lack advanced digital gadgets, as illustrated by the surge in demand for PCs and laptops on e-commerce sites and online buying platforms during the COVID-19 crisis. Consistent to this, only four countries in Southeast Asia have an internet penetration rate of more than 80% namely: Brunei, Thailand, Singapore and Malaysia (Blacklock et al., 2020).

Meanwhile, remote learning demonstrates a digital divide among Filipino students in this current situation (Santos, 2020). This current state of remote learning has the potential to worsen existing disparities and create barriers to online learning. According to a nationwide cross-sectional study, thirty-two percent (32%) and twenty-two (22%) of 3,670 Filipino medical students polled, respectively, have difficulty

transitioning to new learning modality and do not have dependable internet access (Baticulon et al., 2020). For some, purchasing a learning gadget that allows them to effortlessly tune in to online classes and turn in assignments in the online system may be tough (Santos, 2020). Despite the efforts to make education more accessible to all, Filipino university students who chose remote education face numerous challenges.

In the locality, the unstable and fluctuation of internet connectivity in the area and to neighboring municipality is one of the major problem that the college students of Notre Dame of Midsayap College living in remote area are facing. Thus, the conduct of this study is to pave way on the importance of the welfare of the students living in remote area towards e-learning.

Research Questions

This study aimed to determine the lived experiences of college students of Notre Dame of Midsayap College living in remote area, the challenges/difficulties they encounter, their coping mechanism, and their realizations on e-learning. This study, therefore, attempted to investigate the following research questions:

1. What are the lived experiences of the college students living in the remote areas on e-learning?
2. What are the challenges related to e-learning that are encountered by college students living in remote areas and how do they cope with these challenges?
3. What are the realizations of college students on e-learning who are living in remote areas?

Literature Review

E-learning is a sort of digital learning that uses electronic media, most commonly the internet. It may be accessible from a computer, laptop, tablet, or smartphone, making it a versatile and convenient tool for students to learn wherever they are. It is the only method to ensure that students' education continues throughout the COVID-19 viral pandemic, and it is their way of reducing the number of students who leave their homes merely to attend to school, given the risk of contracting the deadly virus.

Experiences of the College Students on E-Learning Living in Remote Area

The global impact of the covid-19 pandemic has been felt across a wide range of demographics, industries, and institutions. School closures, shifts to online learning, and the elimination of social and networking opportunities, for example, have impacted college students. Early studies suggest that the associated lack of routine and isolation has led to the increase of mental health problems among an already vulnerable population. (Anderson, et.al.,2020). Despite the fact that 9.3 million students—or one in every five in the United States—attend a rural school, rural districts are sometimes disregarded in the complex American education system. Because of their modest numbers, these districts are sometimes overlooked in favor of larger single districts in more urban areas. The impact of opioid abuse and child homelessness in low-income and rural regions, among other problems, affects a huge share of rural pupils. There are a number of measures that can be used to fulfill the unique needs of rural students and ensure that they have access to education (Bailey, 2021).

One of the most significant and impactful ways a teacher engages with a student is by providing feedback. Students may feel confused or unsure about your expectations, their progress, and their performance in the class if feedback is delayed by days or weeks due to an online format. Setting clear expectations for pupils is always important. Otherwise, they'll have to rely on guesswork to determine whether they're doing jobs and projects appropriately. Setting clear expectations is difficult in any class, but asynchronous learning presents a unique problem. Communication can exacerbate the problem (National University, 2022).

"While almost everyone has internet access," (Lynch, 2017), "a shocking number of families lack fast or reliable internet connections. There are roughly 5 million households with school-age children who don't have broadband internet access at home, meaning millions of students are being left behind." Students who do not have access to the internet are unable to communicate with teachers or classmates, conduct independent research, or seek online homework assistance. For families, not having access to the internet can mean missing out on important information or losing contact with schools and teachers. Students without internet connection at home suffer a number of challenges, including the inability to finish schoolwork.

Due to the spreading character of COVID-19, personal interactions between teachers and students have been severely harmed in the current situation of unparalleled crises. It has enhanced the role of information and communication technology (ICT),

posing new concerns for students such as social isolation, connectivity issues, and so on. During the pandemic, university students viewed e-learning as providing more freedom to connect with lecturers and engage with their study material at their leisure and in a flexible time and space, according to one survey (Kahn, et. al. 2020).

Many university students come from remote communities with slow or no Internet access, making it difficult for them to attend online classes (Farooqui, S. 2020). Students from various socioeconomic levels have difficulty accessing laptops or mobile phones, as well as network issues (Blog, 2020). When the classes resumed, 79 percent of students lost interest in online classes due to internet connectivity concerns; the majority of students preferred a mixed approach to learning following the COVID-19 outbreak (Shetty, S. 2020). Poor peer communication has been requested from the student participants. Remote learning, likeon-campus learning, requires social interaction and idea exchange.

According to studies (e.g., Baticulon et al., 2020; and Sarvestani et al., 2020), students struggle to cope with remote learning due to a lack of contact between them. They went on to say that social issues have an impact on students' motivation and desire to learn online. Financial concerns commonly arose from the students' responses due to their socioeconomic profile (low and moderate income group). Students consistently attributed a lack of financial resources to their inability to access the internet, instructional materials, and equipment required for online learning.

As a result, when applying the findings of this study to other contexts, especially those from higher socioeconomic strata, caution should be exercised (Rasheed, et. al. 2020). The internet has just added fuel to the fire. Up to 70% of teachers give assignments that necessitates the use of the internet. Approximately 65 percent of students use the internet to perform homework, which includes conducting research, submitting assignments, emailing teachers, and connecting with classmates online. What does this entail for pupils who do not have access to the internet at home? They could fall behind or waste hours seeking for free Wi-Fi access points (Lynch, 2017).

The impact of the COVID-19 pandemic on schools revealed the necessity for a fresh attention on and restructuring of educational leaders' preparation to respond to crises that resulted in school closure while still meeting students' academic demands. There was a shortage of study on teachers' and educational leaders'

self-perceptions of preparedness for remote learning at the start of the COVID-19 pandemic in March 2020, when stay-at-home orders were issued. Disparities in preparedness and ability to respond to the pandemic arose as education systems struggled to continue to provide services in a learning environment. The most affected were fragile education systems (UNESCO, n.d.) and regions where distant continuity of learning from home was weak or non-existent. While schools closures were not common in the United States, early discussions about ways to lessen the crisis' impact were ineffective (Hamis & Jones, 2020).

In addition, the internet connection is one of the great challenges of learning online among students (Chung et al., 2020). With this result in mind, based on the studies of Siddiquah and Salim (2017) and Bisht et al. (2020), problems in the internet signal might become a barrier among students in their learning. According to Xie et al. (2011), that noise pollution is a significant environmental issue. It is estimated that 10 million people in Europe are subjected to excessive traffic noise, which can cause stress, illness, and even death.

Back to school is already an expensive season. The additional costs of successful distance learning are straining parents' finances more than ever, especially for low-income families. Low-income families are hit harder since their children must overcome more barriers in order to access online schooling (Blacklock and Cook 2021). Poor time management is one of the most serious problems that online students face. Poor time management can be caused by a lack of a timetable, too many distractions, and multitasking. Lack of a specific work space is another factor that might lead to poor time management (Sellers, 2020).

Moreover, many students may not have the high bandwidth or robust internet connection required for online courses, and consequently falls behind their virtual counterparts. Moreover, most of them live off campus and find it difficult to keep in tune with the technical requirements of the chosen course (Kumar, 2015). Students attending online lessons at home in Mindoro Occidental Province had issues due to inadequate internet connections and cyclic power outages (Reyes, 2021). Students' online classes were disrupted, potentially hurting their academic achievement.

According to Adries (2011), negative feelings are related to unmet desires, frustration, unproductive emotional management, negative thinking and suffering, traumatic events, consequences, and constraints. Lawson (2016) posited that mixed

negative feelings activate helplessness and hopelessness and create lasting stress that directly affects an individual's feelings and behavior. A survival mechanism proves to be an adjustment to environmental stress that is biased on favorable decisions that improve attitude and psychological comfort (Agrawal, 2016).

Challenges Experienced by Students on E-Learning

This pandemic has wreaked havoc on educational systems worldwide, affecting nearly 1.5 billion students. It has led the government to postpone national exams and schools to close temporarily, as well as to end face-to-face education and severely enforce physical separation. These events launched higher education's digital transition and tested its ability to adapt quickly and effectively (Pahm et al., 2020).

According to a survey conducted by (Ullah et al., 2021), the majority of students are wary about online digital learning. Lack of internet connection, inefficient technology, and lack of proper interaction and contact with students and instructions were among the key issues faced by Pakistani higher education students. Students have had an entirely different learning experience as a result of the abrupt move from traditional classrooms and face-to-face study to online learning. Most students do not have access to high-speed or dependable internet services, which makes online learning difficult.

The students had the least difficulty with technology knowledge and competency of all the online learning tasks. This is unsurprising given the abundance of evidence proving Gen Z students' strong technology and digital proficiency (born after 1996). (Barrot, 2008; Ng, 2012; Robleck et al., 2019). In terms of COVID-19's impact on students' online learning experiences, the findings show that teaching and learning quality, as well as students' mental health, were the most affected. Students' nervousness stems not just from COVID-19's threats, but also from social and physical constraints, unfamiliarity with new learning platforms, technical challenges, and concerns about financial resources (Fawaz et al., 2021).

Successful time management is related with improved academic performance and lower levels of anxiety in students. Unfortunately, the same study found that "many students find it difficult to strike a balance between their studies and their daily life," and that bad time management was linked to "poor sleep patterns" and elevated stress levels. Effective time management

is especially difficult in a distance learning setting, when students are forced to pace themselves without the support of friends and peers who would otherwise help them stay focused in class.

Communication happens instantly in a face-to-face format, making it simple for students to acquire answers and clarify points of misunderstanding. Communication in an e-learning environment is frequently asynchronous, which implies there is a lag between teacher and learner. Misunderstandings can easily emerge in these spaces, causing a problem to escalate before it can be addressed (National University, 2022).Ganss (2016) investigated the first-year transition process of rural Oregon students. Ganss (2016) employed narrative inquiry in her research to learn about students from rural places' similar experiences and enrollment hurdles. The researcher discovered four major themes based on the student stories she collected: unexpected emotional and social transition into college; motivations for enrolling in college; lack of social and co-curricular involvement; and 4.) new exposure to diversity and awareness of a rural identity.

According to Ganss (2016), rural students feel unprepared when they reach college, particularly when it comes to making friends. During their transition, students also feel like they have minimal support from higher education experts, especially as they begin to question their rural identity and beliefs for the first time, according to Ganss (2016).Rural identity is not currently being addressed in the literature, according to the researcher, but it should be because rural identity plays a major role on how students from rural regions experience college (Ganss, 2016).

Rural students are less likely than their urban counterparts to enroll in college immediately following graduation (Marcus and Krupnick, 2017). This is because some rural children believe that all they need is a high school diploma to be successful, and that with that, they will be able to work on the family farm or in a factory. While this may be true in some instances, it may not always go as planned for these rural pupils (Marcus and Krupnick, 2017). It can be challenging for rural pupils to connect new learning to previous experiences.Many times, rural pupils' capacity to fully benefit from a diversified curriculum is limited due to the often secluded character of their families and communities. Rural students lack access to a number of accelerated courses, such as AP and dual credit that are more readily available in urban and suburban school districts. Because of the socioeconomic circumstances of certain families and the lack of

financial flexibility in rural districts to deploy money to address these concerns, rural pupils also lack consistent access to high-quality early reading opportunities (Bailey, 2021).

Participants in this study, like those in prior studies (e.g., Bao, 2020; Henaku, 2020; Entsie, 2020; Wisconsin, 2020; and Baticulon et al., 2020), identified unpredictable internet connectivity as one of the key challenges they face when practicing remote learning. Poor network is a prevalent issue for developing countries with underdeveloped telecommunications and information technology systems (Aboagye et al., 2020). Although there are numerous internet bundles available in the country, they are "fluid" and not made equal in terms of speed and stability (Amadora, 2020).

According to a recent poll, the most common problem for teachers, students, and parents in remote learning is an inconsistent internet connection. According to a poll performed by iOptions Ventures Corporation, more than half of 67 percent of parents, 84 percent of teachers, and 71 percent of students cite "unstable mobile/internet connection" as one of the obstacles they face when it comes to distance learning (Madarang, 2021).A lack of internet access can influence a student's academic performance in a variety of ways. Students who do not have access to the internet are unable to communicate with teachers or classmates, conduct independent research, or seek online homework assistance. Families that do not have access to the internet may miss out on direct communication with schools and teachers (Lynch, 2017). According to a new analysis from (Michigan State University's Quello Center, 2020), slow internet or limited connection from rural homes can contribute to students falling behind academically.

Many students grumble about distant learning since synchronous classes require a fast and consistent internet connection. While this is not a universal problem, we frequently encounter it in rural regions or among households that cannot afford to subscribe for a faster internet package. When it comes to remote learning, disparities are unfortunately real. Returning to the signs of a shaky internet connection, keep track of how many times you or someone in your online class says "can you hear me?" or "I don't understand what you're saying."If those phrases appear frequently in discussion, you may have a hardware, software, or Internet issue to fix. According to a new report from Michigan State University's Quello Center: Educational setbacks can have significant impacts on academic success, college admission, and career

opportunities.This chasm has far-reaching consequences that could endure a lifetime" (Bauer et al., 2020).

As a result, the student participants identified electric power outages as another barrier to remote learning. Power outages during online classes are unavoidable in virtual classroom setups (Castillo, 2020). This is true for some of the students polled who live in places where power outages have been an issue since before the outbreak. Students also complained about too many activities in class. As they indicated, a teacher would assign them nearly three exercises in a subject, leaving them with less time to carefully answer all of them. Sundarasen et al. (2020) found that university students in Malaysia were stressed by the enormous amount of homework requested by their lecturers. Their studies also demonstrated that this difficulty had a significant impact on the students' stress and anxiety levels. Sarvestani et al. (2019) observed a similar experience, in which students complain about the enormous volume and quantity of modules they must complete.

Access to remote learning devices such as computers has been a recurring challenge for students as schools shift to online distance learning in the midst of a global health emergency, according to Saavedra (2020). This issue could be caused by financial difficulties, which were also mentioned by student participants. This finding is similar to that of Matswetu et al. (2013), who found that students in Zimbabwe had financial difficulties with distance learning. Notably, due to an unprecedented economic shutdown in the Philippines, poor families' financial struggles have begun to worsen during the outbreak (Adle, 2020).

Furthermore, a poor learning environment makes it difficult for students to participate in remote learning comfortably. Students' comments have repeatedly highlighted this issue. Creating a happy and supportive learning environment has always been a challenge in remote education, particularly for most disadvantaged families (Baticulon et al., 2020). If this problem arises, study productivity and student attention would be jeopardized (Chang & Fang, 2020). The rapid shift to online learning in the midst of a health crisis has generated an unfriendly learning environment, have an impact on students' performance. However, students have expressed concern about how remote learning schedules conflict with their family obligations. This type of disturbance is common in remote learning since students are required to help with household tasks. This issue have an impact on university students' academic performance, as evidenced by prior studies

showing that students' involvement in family tasks has a negative impact on their academic achievement (e.g. see Poncian, 2017; Amali, Bello & Adeoye, 2018).

Another issue that students are concerned about is their poor physical condition. Students spend nearly the whole day attending online classes and completing exercises, leaving them with little or no opportunity to engage in physical activity. Students in Malaysia have highlighted similar concerns about the burden of attending 6 to 8 hours of online sessions, which adds to their already high stress levels (Sundarasen et al., 2020). Finally, the students polled raised the topic of mental health struggles. Relationship maintenance and building rapport are critical for mental health. Unfortunately, the COVID-19 pandemic has caused a "social recession" (Sundarasen et al., 2020), which has resulted in long-term social distancing patterns, making emotional assistance unlikely at this time. Studies (e.g., Tandon, 2020; Rajkumar, 2020; and Baticulon et al., 2020) have shown that COVID-19-related mental health disorders such as depression, stress, and anxiety have an impact on students' motivation in online learning.

Survival Mechanism of College Students Living in Remote Area

According to the World Health Organization (WHO), found that many students adopted proactive and innovative coping mechanisms, such as attempting to build a new daily pattern in the absence of their normal structure, concentrating on physical exercise, cooking, and eating properly. Trying to sustain social or group activities remotely or inside the household was the most prevalent coping method utilized by many students. To address the difficulties they faced when learning online, students used a number of tactics. For example, to address concerns with the home learning environment, students spoke with their families, relocated to a quiet location, and studied late at night when all family members were already sleeping. Students used the internet, joined Facebook groups that shared free resources, sought help from family members, used resources at home, and conferred with the teacher to solve learning obstacles in learning materials (Fawaz et al., 2021).

Because a solid internet connection is essential but difficult to come by in remote learning, students, particularly those from low-income families, manage by seeking out good space and time. (Cook 2019) claims that moving the wireless router to a better location will improve the broadband connection. It is interesting to observe that using WiFi at night can also avoid traffic in the WiFi spectrum because fewer people are competing for air space. This is consistent with the findings of a study by (Matswetu et al. 2020), which found that students who do not have access to the internet seek out every available option to meet their requirements. Students can also cope with remote learning by borrowing educational materials. Because many course duties involve laptops or computers, a frequent coping approach is to seek assistance from family and other relatives who can help right away (Osafo, 2017).

Another coping method is to seek assistance from peers. According to Gore et al. (2014), students who suffer stress while participating in a remote learning program frequently seek social support from their peers. This is in line with (Bosio 2020) research, which found that pupils form strong bonds. A poor learning environment makes it difficult for pupils to engage in remote learning. The difficulty has been highlighted in the responses of the students. Creating a happy and supportive learning environment has always been a challenge in remote education, particularly for most disadvantaged families (Baticulon et al., 2020). If this problem arises, study productivity and student attention would be jeopardized (Chang & Fang, 2020).The rapid shift to online schooling in the midst of a health crisis has ignored an unfriendly learning environment, which could harm students' performance.

Students actively dealt with the circumstance by seeking aid from professors and relatives, as well as participating in recreational activities. This study's active coping mechanisms matched those of (Carter et al., 2020), who looked into students' self-regulation tactics. Self-efficacy is a potent motivational, cognitive, and affective driver of student behavior, influencing their engagement, effort, persistence, self-regulation, and achievement (Zumbrunn et al., 2019).

University students confront a wide range of academic and non-academic responsibilities in their everyday life, all of which can have an impact on their well-being.Academic challenges include adjusting to a new environment, overwork, insufficient time to complete academic responsibilities, exam preparation and completion, and performance pressure (Beiter et al.,2015, Vizoso and Arias, 2016, Erchens et al., 2018; Webber et al., 2019).

In the United States, where public education is a state responsibility, state departments of education provided guidance for remote continuing education that included instructional resources, parent communication strategies for schools, addressing the

needs of students subgroups (e.g., English Learners, students with disabilities, and under resourced students), and teacher professional learning for blended instruction that included topics such as assessment (Michigan Department of Education, n.d.). Instructional tools for use during remote continuity of learning were among the resources available to meet the needs of subgroups (New Jersey Department of Education, n.d.) Individual school districts throughout the state also provided remote learning guidance documents for their schools to use (Miami Dade County Public Schools n.d.). The remote continuing plan included information on content delivery, mobile devices, internet access, and resources for schools and school districts during the pandemic. The school and school district leaders' leadership was equally crucial to the mission.

The literature focuses more on the challenges, difficulties and survival mechanisms of the college students living in remote areas. some of the authors provide statements that one of the main problems faced by the college students towards e-learning is having a poor internet connection, which is true. In fact, many of the college students struggled with completing and submitting their tasks due to unstable internet connection. some of the college students solution in dealing with their problems in online learning involve assessing the problem and making their own solutions. The major topics discussed are 1. the experiences of college students living in remote areas. In this part, it states what are the different experiences encountered by the college students in the learning process while living in remote areas. 2. The challenges experienced by the college students towards e-learning are discussed in this part. 3. The survival mechanisms of college students living in remote areas. The problems and challenges are addressed by the college students and the survival mechanisms are explained in this part. How they overcome the challenges to survive in the e-learning modality.

Their accounts are jam-packed with information on the happenings of their everyday distance learning lives, as well as the significance of these events in relation to the meaning of their experiences. By sharing what they discover and what they gain or lose as a result of their involvement in the distance learning environment, we may explain and enhance our understanding of the unexpected and essential outcomes of their distant learning experiences. This study also discusses how the characteristics of limitless lived time and boundary-less lived place contribute to the distant learning experience's sense of freedom, hope, opportunity, and empowerment. The narratives speak

clearly of the important concerns relating to the distance learner's sense of well-being, chance for actualization, and ultimately tell us that being a distance learner means living and experiencing personal transformation.

Methodology

A qualitative research design based on Husserl's descriptive phenomenological design was used to discuss the experiences of the study's participants. Cohen, Manion, and Morrison (2007) highlight the descriptive phenomenological design, which is oriented on analyzing the depths of human experiences and feelings through the descriptions supplied by participants. The goal of descriptive phenomenology, according to Barr, Christensen, and Welch (2017), is to grasp the subjective meaning of everyday lived experience and is concerned with the life-world of genuine people who have undergone specialized expertise. This descriptive phenomenological study design seeks to explore how people make sense of their real-life experiences. The lived experiences of the participants were brought to light through these conversations. The conversation focused on presenting their experiences, challenges, difficulties and coping mechanism they utilized in facing those challenges and difficulties.

Participants

The participants of this study must be currently enrolled at Notre Dame of Midsayap College for the academic year 2021-2022 of any course and year level as long as they are living in remote area. The provided address of the participants pertains to the qualification of the participants that the particular participant is living in remote area. Participants that do not meet the criteria given by the researchers are rejected and are not identified as participant of this study.

Instruments of the Study

The researcher employed semi-structured in-depth clinical interview questions for this study's purposes. These questions involve both direct inquiry utilizing open-ended and or probing inquiries as well as the lived experiences of college students with regard to e-learning. During the conduct of this study, the researchers used several data sources and data gathering tools that can be divided into two groups.

a. Primary Data
In this research, the interviews which were done

separately with each participant, were how the primary data were collected.

b. Secondary Data

Secondary data was taken from other sources such as previous studies and researches.

Procedure

The researchers follow a proper protocol before gathering the needed information. First, a letter to the Dean of College of Education, a letter informing her about the research study. Second, the participants had given an informed consent by messaging them through an online platform. The participants have the option to withdraw from the study at any time, and it is made clear that there will be no coercion involved in their participation. The participants' signatures were used to affirm their willingness to participate in the study. Interview guide questions were given in advance for the respondents to have an idea and be prepared in the interview. The schedule and platform used are based on the participants' convenience from April 2022. Most face-to-face interviews were done at Notre Dame of Midsayap College campus while other were interviewed in their houses to make them feel more comfortable and assured. The conversational partners used their vernacular language to respond to the questions that enable them to reflect easier and open up their insights, reactions, and feelings about the study phenomenon. The researchers used an audio recording device to capture important information and incorporated all the listed noted to complete the transcription. All conversational partners expressed their consent to allow the researchers to record their responses.

Next, the researchers secured the conversational partners' identity in codes, and their lived experiences were kept confidential and were guaranteed that all transcriptions were correct, valid, and reliable. The researchers exclusively met the conversational partner after the transcription of the data to verify their transcripts. Each of them gave comments and suggestions about their transcripts and affixed their signature in the conform section after.

Ethical Considerations

This study is about the lived experiences of college students living in remote area on e-learning. As a result, the participants would be required to divulge their feelings, opinions, and experiences. As a result, ethical considerations are necessary. To secure ethical research, a consent of agreement will be prepared to inform that they are the respondents of the research.

Trustworthiness and credibility. To the best of our ability, this research was done out of our time, personal effort and intellectual capability. Confidentiality. All of the responses of the respondents in this research were kept confidential. Any recognizable information gained with regards to this study remains confidential, except to protect the rights and welfare if needed. Communication. Qualified respondents (college students) were contacted through online platforms (messenger or SMS) to ask permission and confirmation to participate in the interview study.

Results

This section presents the outcome of the qualitative analysis taken from the answers to the research questions. The results are presented based on the emergent themes, core ideas and categorization.

Profile of Respondents

Presented in Matrix 1 are the findings of the study generate from the thematic analysis.

Matrix 1 presents the profile of the participants who were involve during the in-depth interview. There were five (5) female CPs and five (5) male CPs who served as conversational partners. Eight out of ten were taking Bachelor of Secondary Education Major in Filipino, English, Math, Social Studies and General Science, the rest were Bachelor of Elementary Education and Bachelor of Science in Computer Science. The conversational partners age ranged from 19-26 years old. Six (6) out of ten were residing in different barangays of Midsayap, two (2) of them are from barangays of Libungan and the rest were from Alamada and Aleosan.

The ideas expressed by these conversational partners were used to sort out the insights related to the salient results on their lived experiences as college student living in remote area. To uphold confidentiality, code numbers were given to the respective conversational partners.

Matrix 1. *Profile of the Conversational Partners*

Pseudonym	Sex	Age	Course and Year	Address
CP 1	Female	19	BEED 1	Upper Mingading, Aleosan
CP 2	Male	21	BSED – Filipino 3	Pacao, Alamada
CP 3	Male	21	BSCS 1	Barongis, Libungan
CP 4	Female	21	BSED – Filipino 3	Sitio Abacanhan, Cabaruyan, Libungan
CP 5	Female	21	BSED – English 3	Malamote, Midsayap
CP 6	Male	20	BSED – English 3	Kapinpilan, Midsayap
CP 7	Female	21	BSED – English 3	Malamote, Midsayap
CP 8	Male	22	BSED – Math 3	Purok Sampaguita, Kimagango, Midsayap
CP 9	Female	21	BSED – Social Studies 3	Arizona, Midsayap
CP 10	Male	26	BSED – Science 3	Sadaan, Midsayap

Our conversational partners were enrolled college students of Notre Dame of Midsayap College for the annual year 2021 - 2022. There were 10 of them. The first conversational partner we interviewed is known as CP 1. She is nineteen years old and a first year college student currently taking Bachelor of Elementary Education. She is residing in Upper Mingading, Aleosan, Cotabato. Her house is situated where one cannot find a signal inside their house and she must go outside their house to capture signal. She believes that e-learning is a gift and it is a wonderful thing to really engage with the new interest and really explore a subject new in educational system.

CP 2 is twenty-one years old, male, a third year college student taking Bachelor of Secondary Education – Major in Filipino and currently residing in Pacao, Alamada. He travels a long distance from their house to school where he needs to cross a bridge. However, when it rains and he needs to go out due to poor internet connection. In the area the road is quite risky for them to go out because the water from river is overflowing. He views that student should be prepared and equipped with knowledge before introducing this kind of modality.

We are amazed with CP 3 as our conversational partner. He was well prepared with the online learning modality. He really invests in his education and assures to have a high speed internet connection in their house even they are living far from the town. He is a first year college student taking up Bachelor of Science in Computer Science. He lives in Barongis, Libungan. He stated that living in the remote area such as his place is not that really hard if you just prepared and invested well in your education.

CP 4 is a twenty-one years old, female, a third year college student taking up Bachelor of Secondary Education – Major in Filipino. She is currently residing in Sitio Abacanhan, Cabaruyan, Libungan. Her house is far from the national highway and is situated at the side of the Libungan River. She seems going to cry dealing with online learning modality, due

the difficulties she encountered as a college student. She believes that living remote area is very hard to look for a stable internet connection especially in submitting task.

CP 5 is a twenty-one years old, female, a third year college student currently taking Bachelor of Secondary Education – Major in English. She is currently living in Malamote, Midsayap, Cotabato. Her house is located in an area where there is no signal at all and decided to search for a place near them that has an internet connection and built a small hut there where she could access and attend her synchronous classes. She believes in a saying that "Patience is a virtue". She extends her patience in facing those challenges in E-Learning.

CP 6 is a twenty year-old, male, a third year college student and he is currently taking up Bachelor of Secondary Education – Major in English. He is residing in Kapinpilan, Midsayap, Cotabato. His house is not conducive to learning because there are 7 member in the family. He looks for a conducive place for him to attend his classes. He did some adjustments and accepted all of the changes from a face to face class to online learning.

CP 7 is a twenty-one years old, female, a third year college student currently taking Bachelor of Secondary Education – Major in English. She is currently living in Malamote, Midsayap, Cotabato. Her house is situated in an area with unstable internet connection that her parents sent her to her Aunt's Place somewhere in Sadaan, Midsayap to have an access to internet connection and to attend her scheduled meetings. She is reminding students who faces difficulties in this learning modality to continue and strive hard.

CP 8 is twenty-two years old, male, a third year college student currently taking Bachelor of Secondary Education – Major in Mathematics. He is residing in Purok Sampaguita, Kimagango, Midsayap, Cotabato. One of his coping mechanisms with this online learning is climbing up on a Mango tree just to have a stable internet connection. He believes that not only the teacher will adjust but the students too and resilience is a great virtue to cultivate in order to become a well-equipped individual.

We are inspired with CP 9 as our conversational partner. She believes that "sacrifice is the key to success" despite the difficulties she encountered and she never gave up.She is twenty-one years old, female and taking up Bachelor of Secondary Education – Major in Social Studies. She is currently residing in Arizona, Midsayap, Cotabato.

CP 10 is twenty-six years old, male and currently taking up Bachelor of Secondary Education – Major in General Science. He is residing in Sadaan, Midsayap, Cotabato. He found it challenging dealing with a new learning process. He believes that as student, one must be adaptive and keeps going to continue learning despite the circumstances encountered.

Categorization of Emergent Themes

As soon as in-depth interview was conducted, the audiotape recordings were transcribed, translated, and analyzed as shown in Table 2. The presentation of information is anchored from the study of Amparo (2011), which made use of three classifications: the general, the typical, and the variant.

The first classification is General, which means that at least 50 percent of the conversational partners mentioned the focus concept in their response during the interview. The second is Typical which means that 26 to 49 percent cited the focus concept. The third is Variant which means that less than 25 percent mentioned the focus concept. To categorize the pieces of information, the themes were presented according to the research question sequence and referred to as central themes. Opposite to the major themes is the core ideas from the responses of the CPs. Another column was included in the table showing the frequency of the reactions, which became the basis for the classification. The third step involved drawing the conclusion and verification of that point in the study during which, according to Miles and Huberman (2004), the preliminary ideas and patterns about the findings are developed.

Matrix 2 shows 5 interesting themes that emerged from the experiences of the conversational partners. Specifically, the lived experiences of college student as expressed in their verbalizations were noted and identified. These are: (a) Preparation, (b) Challenges and (c) Survival Mechanism

Matrix 2. *Themes and Core Ideas on College Students Experiences on E-Learning*

Major Themes	Core Ideas	Classification of Responses
Preparation of E-Learning Resources	Securing Internet Connectivity	General
	Securing Gadgets for Online Class	Variant
Internal and External Challenges	Noisy Environment	Variant
	Financial Related Problem	Variant
	Time Management	Typical
	Technical Issues	Variant
Survival Mechanism	Negative Feeling	General
	Adaptability to E-Learning	General
	Managing Time	Typical
	Self-Distraction	Typical
	Parents' Support	Typical
	Active Coping	General
	Self-Motivation	Typical

Theme 1: **Preparation of Learning Resources**

It reflects the preparation of the conversational partners in terms of learning resources needed for the online learning modality.The conversational partners' preparation in terms of securing internet connection and securing gadget for an online class.

Core Idea 1: **Securing Internet Connectivity**

In today's networks, internet connectivity is a critical concern. When it comes to internet connection, the first thing to make is whether to employ a routed or a translated connection. The conversational partners expressed their preparation in terms of securing internet connection while living in remote area. When the conversational partners were asked on securing internet connectivity in remote area their salient answers were:

"*I ponder what the things I needed for my online classes are. Because it is online learning, I need internet connection at home. I really invest in my education to have a stable internet connection. I bought antennas for my Wi-Fi Router to have a stable internet connection*". (CP 3)

"*Well, I have to buy a Wi-Fi and still I have to roam around our place to find an internet connection*". (CP 4)

"*We bought Wi-Fi because there is really no internet connection at home and together with my family we find a place near us to find internet connection*". (CP 5)

"*So, when it comes to preparation, my parents sent us to our Aunt's house because we're three students in the family and still studying because the internet connection in Sadaan, Midsayap is quite good, so that's it.*" (CP 7)

"*I also bought a Wi-Fi so that I can acquire an internet connection.*" (CP 9)

CPs 3, 4, 5, 7, and 9 shows their preparation in

securing internet connection at home while living in remote area by purchasing Wi-Fi modem and CP 3 buys a Wi-Fi Router along with a Wi-Fi to really secure an internet connection in their area.It is significant to note that five of the participants showed *securing internet connectivity*under the classification of *General.*

Core Idea 2: **Securing Gadget/s Needed for an Online Class**

Digital devices are required for today's students. It is extremely important in the new learning modality of e-learning. It paves the way of accessing the course site and the learning materials. The conversational partners showed preparation securing gadget/s needed for an online class. When the conversational partners were inquired on securing gadget/s needed for an online class their salient answers were:

"When I found out that we'll be utilizing e-learning, I bought different stuff such as printer, Wi-Fi and I bought headphones with microphone." (CP 3)
"I bought a table that I can use especially in technology like cell phone that you can use in online learning, a kind of modern cell phone that can be used to adopt e – learning then I also bought a Wi-Fi so that I can acquire an internet connection." (CP 9)

CPs 3 and 9 were well-equipped to the things they needed for an online class.It is important to note that only two of the CPs showed *securing gadget/s needed for an online class* under the classification of *Variant.*

Theme 2: **Internal and External Challenges**

Is something that requires a lot of mental or physical effort to complete successfully and hence puts a person's ability to the test. There are a variety of "problems" that students face in the college that make studying, playing, socializing, and living difficult. Some of these issues are identified and detailed in the following sections, along with recommendations for additional investigation or management.

Core Idea 1: **Noisy Environment**

Background noises, in addition to electrical equipment, can be a significant barrier to online learning. In fact, sitting in silence tends to accentuate background noises even more. The conversational partners showed and narrated that noisy environment is one of the challenges they face in e-learning. When the conversational partners were asked on making their

home conducive to learning their salient answers were:

"By keeping off in a noisy level in our place to make my learning engaging and an enjoyable environment." (CP 1)
"I isolate myself from any distractions. I just tell my neighbors to leave if they are in the house because I'll be having a class." (CP 3)
"So, I cannot say that it is really conducive to learning because there was some external noise encountered, especially when there were kids that were very noisy. And then, we cannot make a decision, so for me I have a specific room I designed to make it presentable during synchronous class." (CP 7)

CPs 1, 3, and 7 revealed that they are experiencing noisy environment on e-learning modality. It is important to note that three of the participants having *noisy environment* under the classification of *Variant.*

Core Idea 2: **Financial Related Problem**

A financial difficulty occurs when necessities are not bought to pay or afforded. Students frequently struggle to make ends meet and pay for their education and many of them have little income and poor financial literacy. When the conversational partners were asked on their challenges on e-learning living in remote area their salient answers were:

"In this trying times, where we face financial crisis because of the pandemic. I have to decide what matters most, attending class or helping my parents to work in the farm and earn"| (CP 2)
"Aside from internet connection, financial aspect also matters". (CP 6)

CPs 2 and 6 revealed that one of their challenges is financial. Only two of the participant showed *financial related problem* under the classification of *Variant.*

Core Idea 3: **Time Management**

"My difficulty in this kind of learning is time management". (CP 1)
"In E-Learning it is hard to balance my schedule because I have some household chores to be done in our house and there is this e-learning how to manage your time, the availability of the internet connection and other factors that need to put in consideration." (CP 2)
"I think the real cause of those problems/difficulties is time management I'm really weak in terms of

Gapasin et al.

managing my time. I cannot really manage my time wisely so I usually spent most of the time at my leisure and give less important to my education." (CP 6)

CPs 1, 2, and 6 revealed that time management is one of their challenges on e-learning. It is important to note that three of the participants experience having hard time on *time management* under the classification of *Variant.*

Core Idea 4: **Technical Issues**

A challenge gaining access to software hosted on a computer or digital device. When an issue impacts a user's ability to use a main feature of the software, such as lack of access, reduced communications speed or features that do not execute as expected. When the conversational partners were inquired on their challenges or difficulties on e-learning their salient answers were:

"My difficulties in this kind of learning is the technical issue and having an unstable internet connection""". (CP 1)
"Living in a remote area is not easy because it is hard to find a place where there is an internet connection especially attending a synchronous class where you need a stable internet connection. There are also activities that require internet connection to be able to make one and be able to submit it. There are instances that the internet connection is poor due to rain". (CP 2)
"The problem I faced is that whenever there is a sudden power shortage in the area while attending classes my internet connection is lost. The power shortage is one that makes my studies difficult and whenever the Wifi and the mobile data are not working properly or don't have connection at times. I just inform my teacher that I can't attend the class beacuse of poor internet connection" (CP 3)
"It's very hard to seek for a stable internet connection in the area especially when it comes to submitting tasks" (CP 4)
"At first, I was really struggling with this because in our place, the internet connection is really unstable so that was my biggest problem" (CP 5)
"Living in the remote area, my experience is really hard and challenging at the same time because the place where I lived is really far from the town and the internet connection is also poor and *you know there are place that doesn't have constant electricity. The brownout is really hard for students like me especially*

we are online learning so it's really tough." (CP 6)
"So, my experience living in remote area is really quite challenging because I'm living in far flung areas where the internet connection is very unstable and we are transitioning to e – learning modality" (CP 7)
"As a student, living in remote area is struggling because of having poor internet connection in our area. We are far from internet towers and even data connection is not stable not even Wi-Fi" (CP 8)
"As I experienced it is quite difficult knowing that I'm not comfortable living in a remote area because I feel like I am more comfortable to stay in town within the municipal area only, so it is new for me specially in the internet connection" (CP 9)
"So far, my experience of living in remote area makes it difficult for me to access my schoology account because the schoology account requires strong internet connectivity in order to access different tasks and learning materials"(CP 10)

CPs 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 revealed different technical issues as challenge towards such as the unstable internet connection, electric power interruption and accessing the course in the e-learning modality and their responses were classified as *General.*

Core Idea 5: **Negative Feeling**

The *negative feeling* implies the emotional battles, discomfort and uncertainties in the conversational partners' lives. The conversational partners expressed negative emotions and manifested unpleasant conditions in their experiences living in remote area. When the conversational partners were inquired about their experiences living in remote area their salient answers were:

"The truth is not okay because I can't focus on my studies." (CP 1)
"Living in a remote area is not easy because it is hard to find a place where there is an internet connection especially attending a synchronous class where you need a stable internet connection." (CP 2)
"It's difficult especially in my case that we're in this new modality of learning. It's very hard to seek for a stable internet connection in the area especially when it comes to submitting tasks. It seems like you're going to cry because of the internet connection." (CP 4)
"Living in the remote area, my experience is really hard and challenging at the same time because the place where I lived is really far from the town and the

internet connection is also poor." (CP 6)

"So, my experience in living in remote area is really quite challenging because I'm living in far area where the internet connection is very unstable and we are transitioning to e – learning modality so it's very difficult for me at first when the school announced that we have online learning so difficult for me to adopt first because as what I said we really had unstable internet connection." (CP 7)

"As a student, living in remote area is struggling because of having poor internet connection in our area. We are far from internet towers and even data connection is not stable not even Wi-Fi." (CP 8)

"As I experience it is quite difficult knowing that I'm not comfortable living in a remote area because I feel more comfortable to stay in town within the municipal area only, so it is new for me specially the internet connection. As a student that I am really experiencing these trying times because of COVID – 19 pandemic, then it is really hard to adjust." (CP 9)

"So far, my experience of living in remote area makes it difficult for me to access my schoology account because the schoology account requires strong internet connectivity in order to access different tasks and learning materials." (CP 10)

CPs 1, 2, 4, 6, 7, 8, 9, and 10 revealed negative feelings towards living in remote area and they found living in remote area as hard, difficult, struggling and challenging. However, some of them expressed some of the difficulties they faced living in remote area. It is also important to note that a number of eight participants shared *negative feelings* under the classification of *General.*

Theme 3: **Survival Mechanisms**

Any conscious or unconscious change or adaptation that reduces tension and anxiety in a stressful event or scenario Psychological therapies frequently focus on modifying maladaptive coping mechanisms. Coping mechanisms are the ways people employ to assist and manage painful or difficult emotions in the face of stress and/or trauma. Coping methods can help people cope with difficult situations while also maintaining their emotional health.

Core Idea 1: **Adaptability to E-Learning**

It is an ability to adapt to various situations or conditions. A quality that can be taught and it allows individual to deal with unexpected situations without becoming frustrated. When asked about their coping

mechanisms on e-learning living in remote area, their salient answers were:

"First, is setting clear expectations. Secondly, ensuring real learning and third is being mindful with issues at home and lastly, taking care of holistic learning" (CP 1)

"I just accepted the fact we will be in this E-Learning and I don't have a choice but to proceed to e-learning. I am just going with the flow and be adaptive to changes in our educational system" (CP 2)

"As students, we should adjust to the changes. And also as students, we should be the one to put in interest in learning" (CP 3)

"It's difficult especially in my case that we're in this new modality of learning so what I do is that I accept the situation that we are in the new mode of learning". (CP 4)

"I was able to adjust and by accepting what will come and that's my vision" (CP 6)

"We are transitioning to e – learning modality so it's very difficult for me at first when the school announced that we have online learning so difficult for me to adapt first and I definitely agree that the internet connection is poor. So, it's my duty to adjust" (CP 7)

"It is really a struggling situation because of online platform as I access the course site so, as responsible students, we need to adjust ourselves and we need to be adaptive to our environment to survive" (CP 8)

"It is really hard to adapt in this kind of e – learning or new modality of learning if you are in the remote area". (CP 9)

CPs 1, 2, 3, 4, 6, 7, 8, and 9 showed that they have accepted and adjusted to the current situation in educational system brought by the COVID-19 pandemic. It is significant to note that 8 of the participants favored on *adaptability to e-learning* under the classification of *General.*

Core Idea 2: **Managing Time**

Time management is a predictor of stress coping styles, and those who can manage their time well can use stress coping styles effectively when faced with stressful situations. When the conversational partners were asked on coping mechanisms on e-learning while living in remote area, their salient answers were:

"By practicing time management to avoid the stress and trauma and let those handle your life, treat online class as the real class for you to enjoy and stay

organized" (CP 1)

"What we need is having a good mindset,your mindset on what is the proper way of managing your time based on your schedule. When I have synchronous classes, I am informing my parents ahead of time whenever I have classes so that they will put on consideration about not doing my task here in our house or help them in the farm and after my class I was able to do my task and help them in the farm" (CP 2)

"As student, we have to be responsible to be able to practice time management because of our busy schedules" (CP 8)

CPs 1, 2, and 8 showed how they kept and made use of their time properly while dealing with online classes living in remote area. Only three of the participants coping mechanism on *managing time* under the classification of *Typical*.

Core Idea 3: **Self-Distraction**

Distraction is defined as diverting one's attention away from a stressful occurrence by engaging in activities such as watching television, exercising, reading, or engaging in other enjoyable hobbies. Distraction is a passive coping mechanism in which the person deals with the circumstance without immediately confronting it or attempting to fix the problem. When the conversational partners were asked on coping mechanisms on e-learning living in remote area on, their salient answers were:

"For the noises that distract me, I bought headphones with microphone. I isolate myself from any distractions. I just tell my neighbors to leave if they are in the house because I'll be having a class" (CP 3)

"I always make sure that I could find a quiet place where I could do my learnings" (CP 6)

"I cannot say that it is really conducive to learning because there was some external noise encountered, especially when there were kids that were very noisy. So I have a specific room for my education" (CP 7)

CPs 3, 6, and 7 revealed different strategies to focus on learning and kept them undistracted doing their studies. To note there are three participants cope with *self-distraction* under the classification of *Typical*.

Core Idea 4: **Parents' Support**

Having your child's best interests at heart while also being present, involved, and helpful is what it means

to be a supportive parent. It entails actively supporting the children to excel in school, as well as their hobbies and interests. Listening without passing judgment and attempting to comprehend their worries and difficulties. When the conversational partners were asked on coping mechanisms on e-learning living in remote area, their salient answers were:

"I asked permission from my parent that I cannot accompany them at farm because I have a scheduled meeting. In remote area, mostly the resources of the people is farming in this kind of place. In this trying times, where we face financial crisis because of the pandemic I have to decide what matters the most, attending class or helping my parents working in the farm to earn. If I find that meeting is not important I set it aside to help my parents and when it is a meeting in my major subjects I set aside helping my parent and attend class" (CP 2)

"My preparation was first, together with my family, found a place where we can build a "kubo" for us to use as our school center. Because in our home, I couldn't deny the fact that it was too noisy. We had to build a "kubo" and we brought wifi because like what I've said earlier, there's no internet connection in our home" (CP 5)

"So, when it comes to preparation, my parents sent us because we're three students studying here, so my parents decided to send us to our aunt's house in Sadaan because the internet connection there is quite good, so that's it" (CP 7)

CPs 2, 5, and 7 revealed the support of their parents' in this emerging e-learning modality. It is significant to note that three of the participants favored *parents' support* under the classification of *Typical*.

Core Idea 5: **Active Coping**

Active coping refers to a coping style characterized by issue solving, information seeking, and social support seeking, professional help seeking, changing surroundings, organizing activities, and reframing problem meanings. Adaptive coping has been linked to less mood swings, increased self-efficacy, and other positive outcomes. It's comparable to the prior concept of problem-focused coping, but it emphasizes one's own internal resources. When asked about coping mechanisms on e-learning living in remote area, their salient answers were:

"By declattering and sorting things out also by keeping off in a noisy level in our place to make my

learning engaging and an enjoyable environment" (CP 1)

"In terms of attending synchronous classes due to the unstable internet connection, I need to climb up the mountain at my Aunt's house to have a better connection. In my Aunt's place, there is a small "kubo" where I am staying to attend classes and it is our avenue of access to internet connection. There are times also that I need to climb a Guava Tree because sometimes the connection in the "kubo" is not reliable" (CP 2)

"During my first year, I prepared well and I really invested in my education to have a stable internet connection. I bought antennas for my Wi-Fi Router to have a stable internet connection that is why I don't find difficulties with my internet connection" (CP 3)

"Because of the unstable internet connection here in our place, I necessarily roam around and find a place where there is an internet connection. I found out that I could access internet connection beside the road. Despite the risk and how dusty it is to stay beside the road, I endure all of that because that is the only place where I could find a better connection" (CP 4)

"Due to the demand of internet connection in e-learning, we looked for a place near us where there is an internet connection and since it is far from home, our parents decided to build a small hut that will serve as our school center to protect us from rain and to have a conducive place to learn" (CP 5)

"It is really tough and challenging knowing that specific place is just by the road there are lot of vehicles passing by it's the noise that they give especially when we are having oral recitation and it is really distracting. The place is really hot or it is not conducive to online learning. I experienced attending online classes and the rain poured out what I did was just muting my microphone so that it will not be distracting to others and usually I got wet so I brought with me umbrella to protect me from getting wet" (CP 6)

"I make my home a classroom setting where there is study table and stuffs what we can find in a classroom. In which if you sit there, you can feel that you are in a classroom. In terms of internet connection, there are instances that I need to walk to a far place or climb up a Mango tree just to have an internet connection" (CP 8)

"It is not really the home but the Wi-Fi because you really need to adjust to go to the roof of your house so that you can join appropriately or what is the

appropriate thing to do to join so that you can't stop on studying as a student in this kind of modality of learning" (CP 9)

"So far, I am making my own learning materials, printing all the learning materials in order to have a hard copy because it is very difficult to access my files through the use of the internet and I will also go to town in order to save some learning materials, which I will print" (CP 10)

CPs 1, 2, 3, 4, 5, 6, 8, 9, and 10 revealed various active coping skills to the difficulties they encountered in e-learning. They are able to think quickly and address their own challenges. It is significant to note that 9 of the participants address with *active coping* under the classification of *General*.

Core Idea 6: **Self-Motivation**

Self-motivation is the force that propels us forward – it is our internal drive to achieve, produce, develop, and progress. When you're ready to give up or don't know where to begin, it's your self-motivation that propels you forward. It is the initiative to begin or continue a task or activity without the prompting or monitoring of others. When the conversational partners were asked on coping mechanisms living in remote area on e-learning, their salient answers were:

"Just by motivating myself and aspiring to be better every day. I really think that looking for someone or something that could motivate you in learning that's really the key so that you could rise above the problem" (CP 6)

"To those students encountering problems, let's continue. We can do this, strive hard" (CP 7)

"If you already experience the difficulties, so you should help yourself that you will never be stuck with problems and difficulties. You should find ways to help yourself to continue in studying" (CP 9)

"I handle these difficulties that I have in e – learning through motivating myself and keeping connected with everyone, especially using social media applications that can help me maintain my mental health okay" (CP 10)

CPs 6, 7, 9, and 10 showed motivation as their coping mechanisms towards e-learning. To note there are four participants showed *self-motivation* under the classification of *Typical*.

Discussion

The value of qualitative research is to provide a set of principles to create and identify practices that would complement to e-learning and its challenges (Tierney & Clemens, 2011). In addition to this, the CPs insight, views, experiences and action towards e-learning provide an understanding to the new learning modality and its impact on the students (Smit, 2003).

The purpose of this phenomenological study was to explore the observable manifestations of CPs in the implementation of the new learning modality. Austin and Sutton (2015) assert that the idea is to recollect in mind that qualitative phenomenological research aims to describe the lived experiences of a phenomenon. The conversational partners were the ten (10) college students living in remote area on e-learning and their experiences served as primary data in this study.

The lived experiences they narrated and discussed were categorized into themes based on the core ideas generated from their responses to the questions asked to them. The themes are presented as follows.

Preparation of Learning Resource

A learning resource is a digital resource (Rensing et al., 2005). Learning resources are technologies and methods that assist in making teaching and learning more engaging, stimulating, reinforcing and effective. A learning resource is a piece of information that aids in the learning process. Learning is the process of a learners' behavior changing as a result of their experiences. It leads to the acquisition of knowledge, skills, interests, and attitudes, among other things. A resource is a source from which a benefit is denied. It is obtained in order to complete a task or attain desired results.

In preparation to online learning, most of the conversational partners revealed their preparedness in terms of securing internet connectivity at home living in remote area. They ponder what things they need in an online learning setup and their preparation includes buying Wi-Fi modem, securing internet connection by roaming around the area where they found it is stable and secure, one of the conversational partner build up a small hut in an area near their house where there is an internet connection and other was sent away to their Aunt's house where there is a stable internet connection and their responses are classified as *General*. This implies that the eagerness of the CPs living in remote area is incomparable because as they

welcome a new learning modality they really assess and ponder what are the things that need to put in consideration in preparation to e-learning.

Moreover, the internet connection is one of the great challenges of learning online among students (Chung et. al 2020). With this result in mind, based on the studies of Siddiquah and Salim (2017) and Bisht et al. (2020), problems in the internet signal might become a barrier among students in their learning.

In addition, while most of the conversational partners are securing internet connectivity, a few of the CPs are preparing and securing gadget/s needed for an online class. They showed their preparation by purchasing printer, headphones with microphone, a study table, and a cell phone that they can use in online learning and their responses are classified as *Variant*. This implies that college students really invested in their education for the upcoming online learning through equipping gadget/s they needed for an online setup. It is interesting to note that having smart phones is an additional opportunity to maximize and exploit its learning potential. Kapasia et al. (2020) mentioned in their study that most of their student-respondents used android mobile for attending classes online.

Internal and External Challenges

Nowadays, completing a college education is quite difficult. The difficulties they take form many issues and challenges that students must overcome in order to graduate from college. Identifying the issues provides information on how to improve the situation. It assists students in dealing with the challenges of academic life, providing them a higher chance of surviving and graduating from college.

Moreover, everyone can attest to the difficulty of college life. It is the first genuine test of kid's academic motivation and abilities (Astin, 1979). Furthermore, college is a time in which students encounter a variety of academic demands and obstacles as they strive to maintain ideal academic performance or even remain in the academic program (Wortman, 2004).

However, least of the conversational partners revealed that having a noisy environment affects their studies in online learning and their responses are classified as *Variant*. External noises such as loud noises from speakers of the neighbor, neighbors visiting their house and kids playing inside their house due to specific number in the family pertains to noisy environment. According to Xie et al. (2011), that noise

pollution is a significant environmental issue. It is estimated that 10 million people in Europe are subjected to excessive traffic noise, which can cause stress, illness, and even death.

Moreover, financial related problem also depicts as a challenge on e-learning. They revealed that because of the pandemic, they face financial crisis. With that, one of the CPs leads to deciding whether attending or helping parent to earn because of the crisis they are experiencing and their responses are classified as *Variant.* Back to school is already an expensive season. The additional costs of successful distance learning are straining parents' finances more than ever, especially for low-income families. Low-income families are hit harder since their children must overcome more barriers in order to access online schooling (Blacklock & Cook 2021).

In addition, a least number of conversational partners revealed time management as challenge towards e-learning. Their answers revealed that they find difficulties in managing the time in this kind of learning, they find it hard to balance their schedule due to household chores and the availability of internet connection in the area and they spent mostly of their time in their leisure rather than to education. This implies that on e-learning the conversational partners find it difficult to manage their time due to some circumstances from the external world and the online world. Poor time management is one of the most serious problems that online students face. Poor time management can be caused by a lack of a timetable, too many distractions, and multitasking. Lack of a specific work space is another factor that might lead to poor time management (Sellers, 2020).

However, the transition to e-learning showed that most of the conversational partners depict technical issue as a challenge. Their salient answers revealed that technical issue is one of their difficulties in e-learning and accessing the course site made it hard for them because it requires strong internet connectivity to access the learning material. Most of the conversational partners revealed the unstable internet connection as one of the technical issue. They revealed that internet connection in remote area is not stable and they are struggling finding spot for them to have an access to internet. When it comes to submitting task, they are not able to pass on time due to the availability of the internet connection. This implies that as new to this kind of learning modality it is normal to face technical issue because it is not the system we used to. Many students may not have the high bandwidth or robust internet connection required

for online courses, and consequently falls behind their virtual counterparts. Moreover, most of them live off campus and find it difficult to keep in tune with the technical requirements of the chosen course (Kumar, 2015). Also, the electric power interruptions depicts as technical issue towards e-learning. This implies that students attending online lessons at home in Mindoro Occidental Province had issues due to inadequate internet connections and cyclic power outages (Reyes, 2021).Students' online classes were disrupted, potentially hurting their academic achievement.

In addition to this, most number of the college students revealed that they have *negative feelings* towards e-learning while living on remote area, and their responses were classified as *General.* Most of the conversational partners were significantly expressed negative emotions living in remote area on new learning modality. They were challenge to different difficulties and struggle with the sudden shift to educational system. This implies that problems on internet connectivity were the significant problem that arises to college students. Simultaneously, they felt hardships in e-learning knowing that they live in far flung areas in remote areas.

According to Adries (2011), negative feelings are related to unmet desires, frustration, unproductive emotional management, negative thinking and suffering, traumatic events, consequences, and constraints. Lawson (2016) posited that mixed negative feelings activate helplessness and hopelessness and create lasting stress that directly affects an individual's feelings and behavior. Moreover, CPs could have many perceptions towards e-learning modality. They may have positive or negative reactions towards it. Nevertheless, they ought to adapt to the new learning modality. This implies that college students should always take everything constructively, whether they feel bad or good over e-learning.

Survival Mechanisms

The best approach to handle endless trials is to enhance survival mechanisms rather that put you in a tense situation to control things. A survival mechanism proves to be an adjustment to environmental stress that is biased on favorable decisions that improve attitude and psychological comfort (Agrawal, 2016). The conversational partners' mentioned that e-learning is hard, difficult and they are struggling. However, this makes them motivated as they embrace through *adaptability to e-learning, managing time, self-distraction, parents' support, active coping,* and *self-*

motivation towards the situation.

This means that college students should never lose hope regardless the situation on e-learning. Their mission to survive in college and graduate must always be their reason to go further. In addition, most of the conversational partners' revealed adaptability to e-learning as one of their *survival mechanisms* and their responses are classified as *General*. They accepted and adapt the situation by proceeding to online learning even without enough knowledge and they don't have a choice but to be adaptive and accept the new learning modality. Students are known to be resourceful and creative towards education. Most of the conversational partners uphold that as students they must survive and learn, so the thought of giving up is not in their personality. Their goal is to be a means of change as the new learning modality introduced by being adaptive to the changes brought by the pandemic. Though the new learning modality has given many difficulties and challenges, college students' perspective to learn remain positive.

Moreover, *self-distraction* note as coping mechanism of the conversational partners and their responses are classified as *Typical*. They revealed that keeping from the distractions help them to do and focused to do their learning and isolation is their way to get rid of the external noises. Distraction is a passive coping strategy in which the individual copes without confronting the situation or attempting to solve the problem. Distraction is sometimes thought of as an accommodative or secondary control coping strategy. However, the conversational partners' revealed *parents' support* as survival mechanism towards e-learning and their response are classified as *Typical*.

Adequate learning experiences, valuable relationships with family and experts, and manifestation of good attitude can establish positive changes to strengthen one. However, the responsibility of college students to learn is not only the students' work itself. Parents should also work hand in hand with the student to provide them enough learning materials they need in an online learning set-up because cooperation is significantly needed with the sudden shift in the educational system. According to Brown (2020), if a family member is stressed and problematic, the rest of the member must show understanding, support, and love. The family provides a built-in support system that would help address challenges in society, in school or daily life. In addition to this, sincere appreciation, support, and care of the family is a remarkable way to display inspiration and motivation to other family member.

CPs *active coping* significantly influences their attitude and motivation for learning and were classified as *General*. They depicts active coping through assessing the problem and make attainable solution towards e-learning while living in remote area. This implies that the motivating themselves help them to go through the difficulties and challenges they encountered on new learning modality. However, few of the conversational partners showed *self-motivation* as their survival mechanism towards e-learning while living on remote area under the classification of *Typical*. They revealed that they should help themselves because no one wills by keeping them motivated keeping connected to everyone and aspiring themselves to be better every day. The college students' commitment and dedication are the qualities of learning. The ability to drive oneself to take initiative and action in order to pursue goals and complete tasks is referred to as self-motivation. It is an inner drive to act — to create and achieve. It's what motivates you to complete tasks, especially those you're doing because you want to, not because someone told you to.

Conclusion

The conversational partners exposed that living in remote area on e-learning creates a challenging environment for college students. The problem living in remote area paves negative feeling towards college students as they encounter countless challenges living in the area. The problem with learning resources is that without proper gadget needed for online class disable the student to interact in class and participate. The unstable internet connection is the major challenge/difficulty that college students encounter. In addition to this, college students find difficulties attending classes and submitting task on time and causes delayed submitting their tasks on the given time frame with the given situation of having unstable internet connection in the area.

Apart from this, the e-learning modality changed college students' determination in learning. The college students are likely to be more determined in learning given that they showed various coping mechanisms towards e-learning while living on remote area. With the demand on internet connection, they react positively by addressing the problem and provide knowledge to the future generation. The researchers concluded that adaptability to e-learning of college students has significantly impact on their college lives.

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